

Our Lady of Lourdes Catholic Nursery and Primary School



Mathematics Calculation Policy

Agreed: September 2025

To be reviewed: September 2027

Mathematics Calculation Policy

Introduction:

At Our Lady of Lourdes Catholic Nursery & Primary School, we believe that developing strong mathematical calculation skills is essential for academic success and everyday life. This Mathematics Calculation Policy outlines our approach to teaching, learning, and assessing mathematics in calculation. This policy is aligned with the 2014 National Curriculum in England and reflects the expectations set by ensuring high standards and a comprehensive approach to teaching mathematics.

When following the White Rose Maths Scheme, through teaching for mastery, children are immersed in a diverse range of calculation strategies as it is crucial for fostering a strong mathematical foundation. It promotes problem-solving skills, develops number sense, encourages flexibility and fluency and addresses individual student needs. By employing multiple methods, we ensure that all students can engage meaningfully with mathematical concepts and achieve success in their mathematical journey. These strategies can be found in the White Rose Calculations Policy which is linked to this one. When teaching discrete arithmetic lessons, we prefer to use a more selective range of methods which can be found later in this policy.

Aims

- To develop fluency in mathematical methods and procedures.
- To promote a deep understanding of the four operations: addition, subtraction, multiplication, and division.
- To encourage problem-solving and reasoning skills within real-life contexts.
- To adapt instruction to meet the needs of all learners.

Teaching and Learning Strategies

1. **Concrete-Pictorial-Abstract (CPA) Approach:** Teachers will use a variety of concrete manipulatives, pictorial representations, and abstract symbols to support students' understanding of calculations.
2. **Daily Practice:** Regular practice of basic skills through structured drills and games to build fluency.
3. **Problem-Solving Tasks:** Students will engage in problem-solving tasks that require them to apply calculation skills in different contexts.
4. **Peer Discussion:** Encouraging students to explain their reasoning and methods to peers promotes deeper understanding and communication skills.
5. **Assessment for Learning:** Formative assessment will be used to identify gaps in knowledge and inform future teaching.

Progression and Adaptation

- Teachers will follow the progression outlined in the EYFS Framework and National Curriculum, ensuring that students build on prior knowledge.

- Adapted tasks will be provided to cater to the needs of individual learners, including challenge activities for high-achieving students and additional support for those who require it.

Assessment

- Regular assessments will be carried out to track student progress and inform future planning.
- Summative assessments will include written tests and practical tasks to demonstrate fluency and understanding.

Expectations

- **High-quality teaching** is expected to engage and challenge students, promoting mathematical thinking and problem-solving skills.
- **Progress and Attainment:** Students should make progress in line with their capabilities, and attainment should be at least in line with national expectations.
- **Assessment:** Rigorous assessment processes should be in place to monitor student progress and inform future teaching strategies.
- **Curriculum:** The school curriculum should be broad, balanced, and meet the requirements set out in the National Curriculum.

Review and Evaluation

This Maths Calculation Policy will be reviewed annually by the Maths Subject Leadership Team in consultation with the SLT to ensure it remains effective and aligned with current educational standards.