

# Calculation Policy

## 2025-26



September 2026  
Review Date - September 2027

**St Anne's CE Lydgate Calculation Policy**

"All things are possible with God."

Mark 10:27

**Mission Statement:**

*All things are possible with faith, understanding and forgiveness; everyone can flourish together.*

At St Anne's CE Lydgate we want our children to be independent and resilient but to know that, when things seem overwhelming, there is always a guiding hand available from everyone in our school community. "When you saw only one set of footprints, it was then that I carried you" (Footprints in the Sand)

**Moral of this story:** *You're never ever alone, especially during your most trying times. God is always with you. Even if you can't be your own best friend as yet, make sure to acknowledge the fact that God is your best friend always!*

**Vision:**

We aim to create successful citizens of the future who have a growth mind-set and are resilient and prepared for their journey through the ever-changing world in which we live.

We aim to do this by:

- Teaching the importance of being compassionate and respectful to others and role modelling the Christian Values, whilst at the same time respecting and recognising the value and importance of other faiths and lifestyles.
- Providing a rich and creative curriculum that inspires a passion for learning and promotes excellence.
- Collaborating and supporting others to achieve their very best; encompassing our school, our homes, our parish, and the wider community.
- Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
- Facilitating investigative learning opportunities through the development of the effective characteristics of learning.
- Promoting philosophical inquiry to stretch and develop analytical thinking and questioning; creating independent and creative thinkers who are resilient and prepared for all life has to offer.

**Golden Values:**

Community    Faith    Forgiveness    Respect    Perseverance

Calculation Policy Guidance

This calculation policy has been written to cover the current National Curriculum and to reflect the Concrete, Pictorial, Abstract (CPA) approach to teaching and learning in primary mathematics. Wherever possible, children are taught to work with concrete resources before they denote their learning through pictorial representations. It is only when they are secure with these methods that they move on to abstract exemplifications. The children use APE as a strategy for developing mathematical oracy and critical thinking.

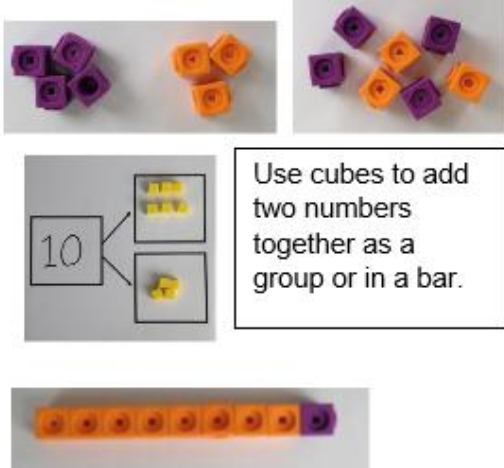
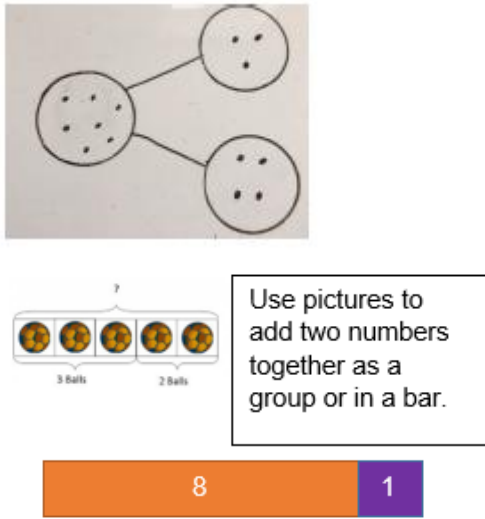
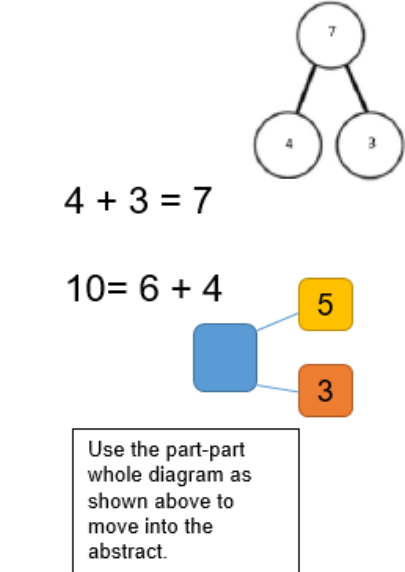
At St Anne's CE Primary School, we do not use one published maths scheme as we believe that teaching and learning should be personalised for the needs of each cohort and the individual child. We do, however, use the White Rose scheme of learning as a guide to the delivery of content and the order it is taught. The year group expectations are met through progressive planning so that children build upon prior mathematical knowledge and skills and are given the opportunity to Practice and Master each expectation before moving on to Greater Depth Learning.

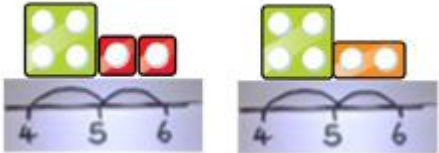
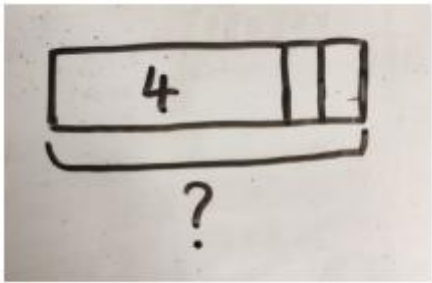
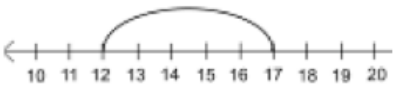
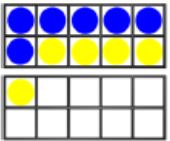
|          | Reception/<br>Year 1                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                          | Year 3                                                                                                  | Year 4                                                                | Year 5                                                                                                      | Year 6                                                                                                                                          |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Addition | <p>Combining two parts to make a whole: part whole model.</p> <p>Starting at the bigger number and counting on – using cubes or Numicon.</p> <p>Regrouping to make 10 using ten frames.</p> <p>Bead strings/rekenrek</p> | <p>Adding three single digits.</p> <p>Use base 10, Numicon and place value counters to combine two numbers.</p> <p>10 frames to be used where still required.</p> <p>Bar model</p> <p>Bead strings/rekenrek</p> | <p>Column method – regrouping.</p> <p>Using place value counters (up to 3 digits).</p> <p>Bar model</p> | <p>Column method – regrouping. (up to 4 digits).</p> <p>Bar model</p> | <p>Column method – regrouping.</p> <p>Use of place value counters for adding decimals.</p> <p>Bar model</p> | <p>Column method – regrouping.</p> <p>Abstract methods.</p> <p>Place value counters to be used for adding decimal numbers.</p> <p>Bar model</p> |

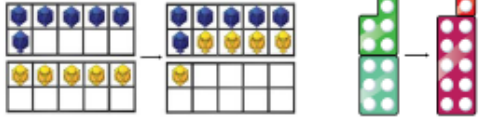
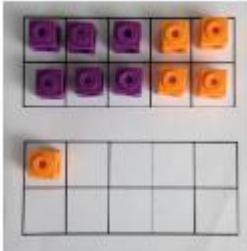
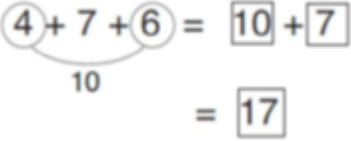
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| Subtraction    | Taking away ones                                                                                   | Counting back                                                                           | Column method with regrouping (up to 3 digits using place value counters). | Column method with regrouping (up to 4 digits).                                          | Column method with regrouping.                                                                             | Column method with regrouping.                                                |
|                | Counting back                                                                                      | Find the difference                                                                     |                                                                            | Bar model                                                                                | Abstract for whole numbers.                                                                                | Abstract methods.                                                             |
|                | Find the difference                                                                                | Part whole model                                                                        | Bar model                                                                  |                                                                                          | Start with place value counters for decimals – with the same number of decimal places.                     | Place value counters for decimals – with different amounts of decimal places. |
|                | Part whole model                                                                                   | Make 10                                                                                 |                                                                            |                                                                                          | Bar model                                                                                                  | Bar model                                                                     |
|                | Make 10 using the ten frames.                                                                      | Use of base 10, Numicon and place value counters. Use of 10 frame where still required. |                                                                            |                                                                                          |                                                                                                            |                                                                               |
|                | Bar model                                                                                          | Bar model                                                                               |                                                                            |                                                                                          |                                                                                                            |                                                                               |
| Multiplication | Recognising and making equal groups.                                                               | Arrays – showing commutative multiplication.                                            | Column multiplication – introduced with place value counters.              | Column multiplication – with place value counters. (2 and 3 digit multiplied by 1 digit) | Column multiplication.                                                                                     | Column multiplication                                                         |
|                | Doubling.                                                                                          | Repeated addition. Lots of/ groups of.                                                  | Arrays                                                                     |                                                                                          | Abstract only but might need a repeat of year 4 first (up to 4 digit numbers multiplied by 1 or 2 digits). | Abstract methods (multi-digit up to 4 digits by a 2 digit number).            |
|                | Counting in multiples. Use concrete resources such as cubes, Numicon, and other classroom objects. | Place value chart can be used to demonstrate this.                                      | 2d x 1d using base 10.<br><br>Part-whole model to multiply 2-digit         | Part-whole model to partition, then multiply, then recombine.                            | Bar model                                                                                                  | Bar model                                                                     |
|                |                                                                                                    | Bar model                                                                               |                                                                            | Bar model                                                                                |                                                                                                            |                                                                               |

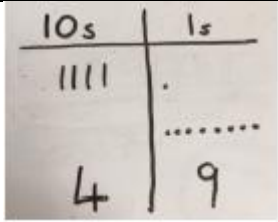
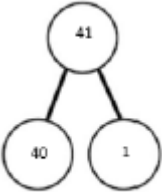
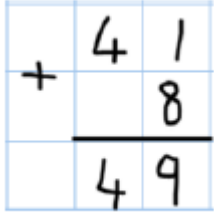
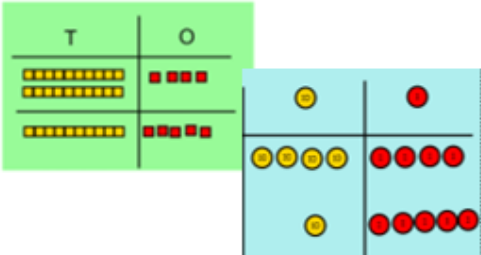
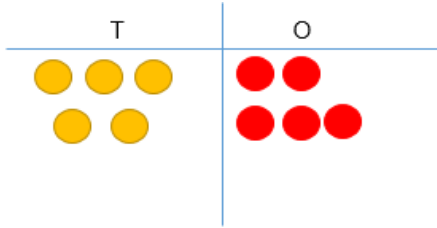
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|          | Bar model                                                                                                                                                                                      |                                                                                                                                                                                                 | by 1-digit numbers.                                                                                                                                                                                                                                                 |                                                                                                                                |                                                                                                   |                                                                                                                                                                                                        |
|          |                                                                                                                                                                                                |                                                                                                                                                                                                 | Bar model                                                                                                                                                                                                                                                           |                                                                                                                                |                                                                                                   |                                                                                                                                                                                                        |
| Division | <p>Sharing objects into groups.</p> <p>Division as grouping e.g. I have 12 strawberries and put them into groups of 3, how many groups?</p> <p>Use cubes and draw round 3 cubes at a time.</p> | <p>Division as grouping and sharing (both methods taught)</p> <p>Division with arrays – linking to multiplication.</p> <p>Repeated subtraction.</p> <p>Place value charts.</p> <p>Bar model</p> | <p>Division with a remainder – using lollipop sticks, times table facts and repeated subtraction.</p> <p>2d divided by 1d using base 10</p> <p>Place value counters and Numicon.</p> <p>Part-whole model to divide 2-digit by 1-digit numbers.</p> <p>Bar model</p> | <p>Division with a remainder.</p> <p>Short division (up to 3 digits by 1 digit – concrete and pictorial).</p> <p>Bar model</p> | <p>Short division (up to 4 digits by a 1-digit number including remainders).</p> <p>Bar model</p> | <p>Short division</p> <p>Long division with place value counters (up to 4 digits by a 2-digit number).</p> <p>Children should exchange into the tenths and hundredths column too.</p> <p>Bar model</p> |

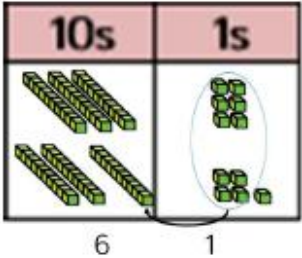
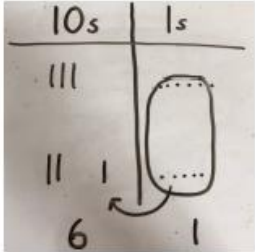
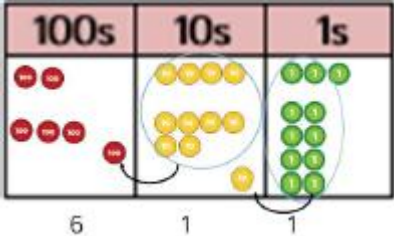
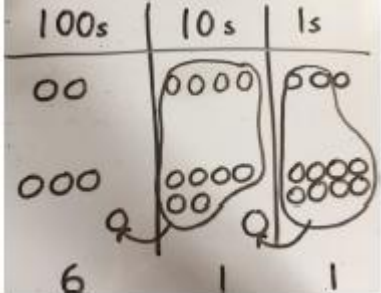
# Calculation Policy: Addition

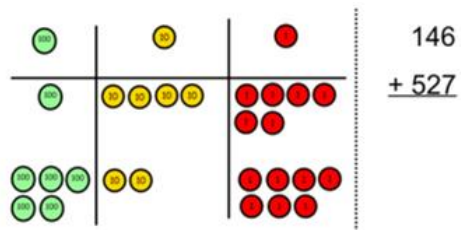
| Objective                                               | Concrete                                                                                                                                               | Pictorial                                                                                                                                                                                         | Abstract                                                                                                                                                                                                                                                                                                      |
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| Combining two parts to make a whole<br>Part whole model |  <p>Use cubes to add two numbers together as a group or in a bar.</p> | <p>Represent the cubes using dots.</p>  <p>Use pictures to add two numbers together as a group or in a bar.</p> | <p><math>4+3=7</math><br/>Four and 3 are parts and the whole is seven.</p>  <p><math>4 + 3 = 7</math></p> <p><math>10 = 6 + 4</math></p> <p>Use the part-part whole diagram as shown above to move into the abstract.</p> |

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Starting at the bigger number and counting on</p> | <p>Counting on using number lines using concrete resources.</p>   <p>Start with the larger number on the bead string and then count on in ones to find the answer.</p>  | <p>A bar model to encourage counting on rather than counting all.</p>                                                                                                      | <p>Start at the bigger number and count on in ones or in one jump to find the answer.</p> <p><math>12 + 5 = 17</math></p>  <p>The abstract number line:<br/>         What is 2 more than 4?<br/>         What is the sum of 2 and 4?<br/>         What is the total of 4 and 2?<br/> <math>4 + 2</math></p>  |
| <p>Regrouping to make 10</p>                         | <p>Use ten frames and concrete resources. Use Numicon for an alternative.</p>                                                                                                                                                                                                                                                                                                                                              | <p>Children can draw their own ten frames and the corresponding counters.</p>  <p>Use pictures of objects and regroup or partition the smaller number to make up 10.</p> | <p>Develop an understanding of equality. For example...</p> <p><math>6 + \square = 11</math><br/> <math>6 + 5 = 5 + \square</math><br/> <math>6 + 5 = \square + 4</math>    <math>8 + 4 = 11</math></p> <p>If I start at eight, how many more do I need to make 10? How many more do I add on now?</p>                                                                                                                                                                             |

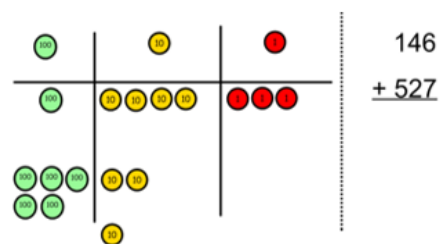
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|                            | <p>6 + 5</p>  <p>6 + 5 = 11</p>  <p>Start with the largest number and use the smaller number to make 10.</p> |  <p>3 + 9 =</p>                                                                                                                                                   |                                                                                                                                                                                   |
| Adding three single digits | <p>4 + 7 + 6 = 17</p> <p>Following on from making 10, make 10 with two of the digits if possible. Next, add the remaining digit.</p>                                                         | <p>Draw pictures to represent the three groups of objects to be added. Draw a final picture to show the groups combined to create a total.</p> <p>3 + 1 + 4 =</p>  | <p>Look for pairs of numbers that make 10 (if possible) and then add the remaining digit.</p>  |
| Adding tens/ones to ones   | <p>Continue to develop the understanding of partitioning and place value.</p> <p>41 + 8 =</p>                                                                                                                                                                                  | <p>Pictorially represent the base 10 or other concrete resources e.g lines for tens and dots for ones.</p>                                                                                                                                           | <p>41 + 8</p> <p>1 + 8 = 9</p> <p>40 + 9 = 49</p>                                                                                                                                 |

|                                                                           |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                    |                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           |                                                                                                                                                                           |                                                                                                                  |                                                  |
| <p>Adding tens/ones to tens/ones</p> <p>Column method - no regrouping</p> | <p><math>24 + 15 =</math></p> <p>Add together the ones <b>first</b> and then add the tens. Use base 10 blocks and Numicon before moving on to place value counters.</p>  | <p>Once secure with concrete resources and moving equipment practically, draw counters to solve additions.</p>  | <p>Written methods<br/>e.g. <math>21 + 42 =</math></p> <p style="margin-left: 100px;"> <math>\begin{array}{r} 21 \\ + 42 \\ \hline \end{array}</math> </p> <p>Draw number lines, part-whole models, bar model etc.</p> |

|                                                                                                                                         |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                           |
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| <p>Adding tens/ones to tens/ones</p> <p>Column method - regrouping</p>                                                                  | <p>Continue to develop the understanding of partitioning and place value.</p> <p><math>36 + 25</math></p>                                                                                        | <p>Represent the base 10 in a place value chart.</p>                                                  | <p>Look for ways to make 10.</p> $36 + 25 =$ <p> <math>30 + 20 = 50</math><br/> <math>5 + 5 = 10</math><br/> <math>50 + 10 + 1 = 61</math> </p> <p>Formal method:</p> $\begin{array}{r} 36 \\ +25 \\ \hline 61 \\ 1 \end{array}$                                                          |
| <p>Adding hundreds/tens/ones to tens/ones<br/>Or<br/>hundreds/tens/ones to hundreds/tens/ones etc</p> <p>Column method - regrouping</p> | <p>When there are 10 ones in the ones column, we exchange for 1 ten. When there are 10 tens in the tens column, we exchange for 1 hundred.</p>  <p>Make both numbers on a place value grid.</p> | <p>Children represent the counters in a place value chart, circling when they make an exchange.</p>  | <p>Formal methods:</p> $\begin{array}{r} 243 \\ +368 \\ \hline 611 \\ 1 \quad 1 \end{array}$ <p>You start by partitioning the numbers before moving on to clearly show the exchange below the addition.</p> <p>may by</p> $\begin{array}{r} 20 + 5 \\ 40 + 8 \\ 60 + 13 = 73 \end{array}$ |

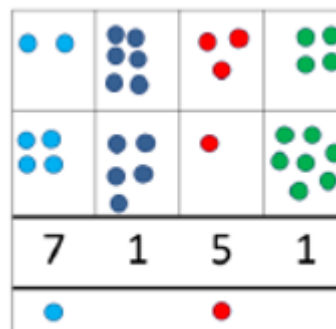


Add up the ones and exchange 10 ones for 1 ten.  
Add up the rest of the columns, exchanging the 10 counters from



one column for the next place value column until every column has been added.

This method can also be used with Base 10 to help children clearly understand that 10 ones equal 1 ten and 10 tens equal 100.  
As children move on to decimals, money and decimal place value, counters can be used to support learning.



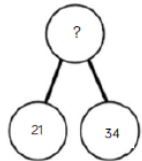
Introduce decimals with the same and different number of decimal places. Money can be used here.

$$\begin{array}{r} 72.8 \\ + 54.6 \\ \hline 127.4 \\ 11 \end{array}$$

$$\begin{array}{r} \pounds 23.59 \\ + \pounds 7.55 \\ \hline \pounds 31.14 \\ 1 \quad 1 \quad 1 \end{array}$$

$$\begin{array}{r} 23.361 \\ 9.080 \\ 59.770 \\ + 1.300 \\ \hline 93.511 \\ 2 \quad 1 \quad 2 \end{array}$$

Conceptual variation; different ways to ask children to solve  $21 + 34$



| ?  |    |
|----|----|
| 21 | 34 |

Word problems: In year 3, there are 21 children and in year 4 there are 34 children. How many children in total?

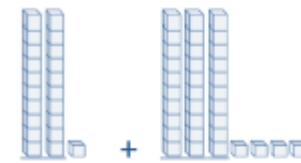
$21 + 34 = 55$ . Prove it

$$\begin{array}{r} 21 \\ +34 \\ \hline \end{array}$$

$$21 + 34 =$$

$$\square = 21 + 34$$

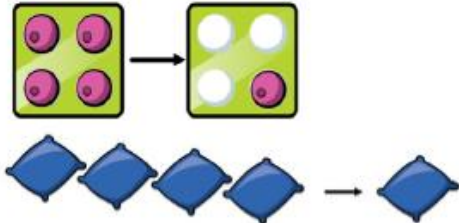
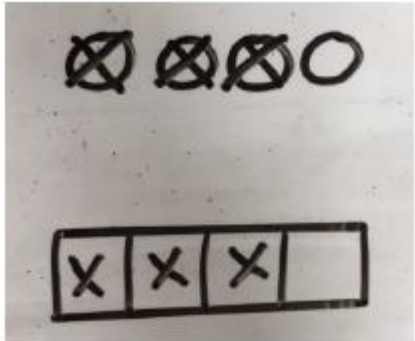
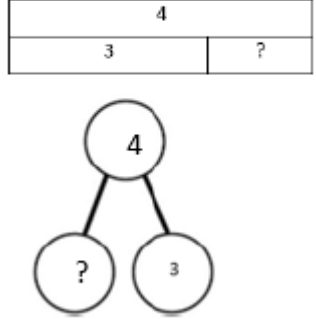
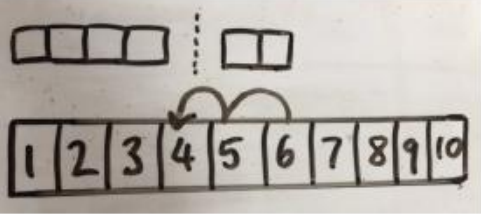
Calculate the sum of twenty-one and thirty-four.



Missing digit problems:

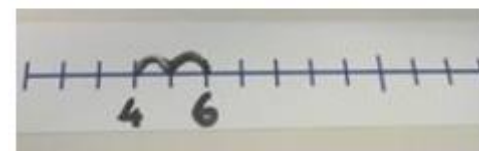
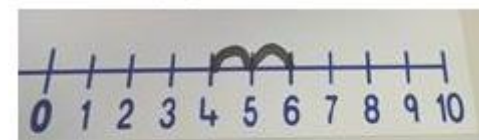
| 10s      | 1s |
|----------|----|
| 10 10    | 1  |
| 10 10 10 | ?  |
| ?        | 5  |

# Calculation Policy: Subtraction

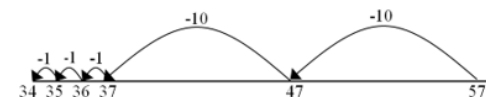
| Objective                                     | Concrete                                                                                                                                                                                                                                                                                                                                                | Pictorial                                                                                                                                                                                                          | Abstract                                                                                                                                                                                                                        |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Taking away and removing objects from a whole | <p>Use physical objects to show how objects can be taken away. Ten frames, Numicon, cubes, counters, beanbags etc could be used.</p> <p><math>4 - 3 = 1</math></p>                                                                                                     | <p>Draw the concrete resources or objects they are using and cross out the correct amount. The bar model can also be used.</p>  | <p><math>4 - 3 =</math></p> <p> <math>= 4 - 3</math></p>  |
| Counting back                                 | <p>Using numberlines or tracks. Make the larger number. Move</p> <p><math>6 - 2 = 4</math></p>  <p>the beads along the beadstring as you count backwards in ones.</p> <p><math>13 - 4 =</math></p> <p>Use counters and move them away from the group as you take</p> | <p>Represent what they see pictorially.</p>                                                                                    | <p>Represent the calculation on a number line or track and show jumps. Encourage to use an empty number line.</p>                                                                                                               |



them away, counting backwards as you go.



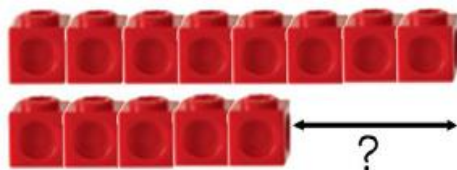
This can progress to counting back using 2 digit numbers.



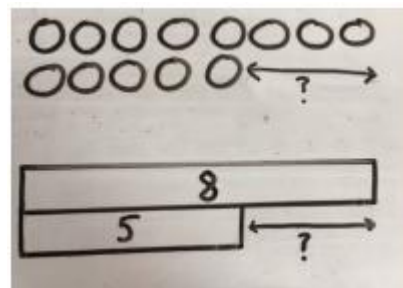
Finding the difference

Use any concrete resources such as Numicon, cubes, Cuisenaire rods or other objects.

Calculate the difference between 8 and 5.



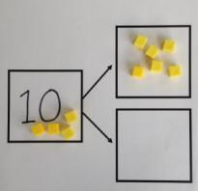
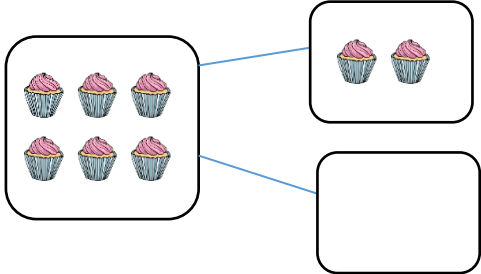
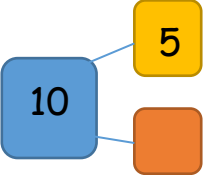
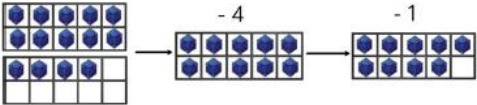
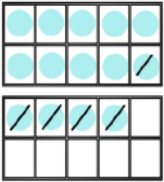
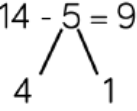
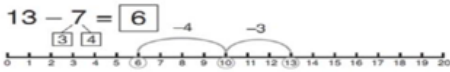
Draw the cubes or other resources used or use the bar model to illustrate what they need to calculate.



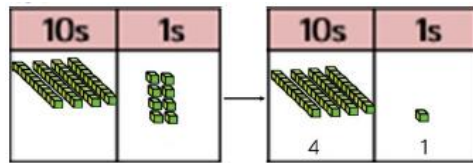
Find the difference between 8 and 5.

8 - 5, the difference is

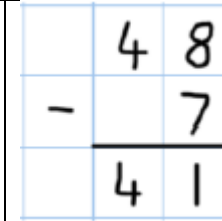
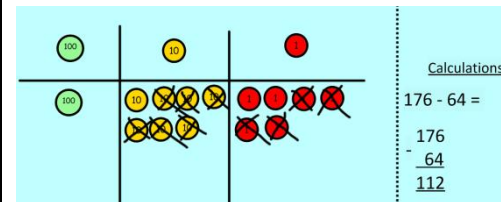
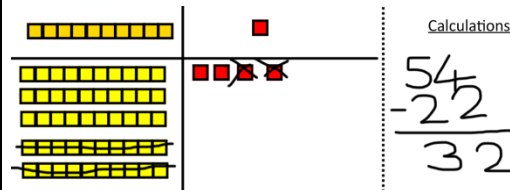
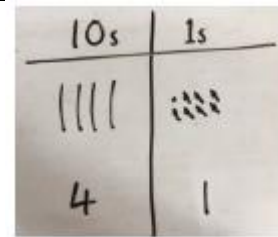
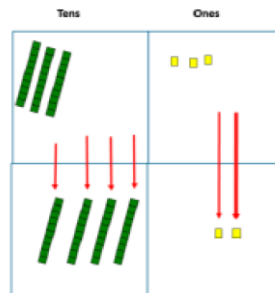
Explore why  $9 - 6 = 8 - 5 = 7 - 4$ . Do they have the same difference?

|                               |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part part whole model         | <p>Link to addition – use the part part whole model to help explain the inverse between addition and subtraction.</p>  <p>If 10 is the whole and 6 is one of the parts, what is the other part?<br/> <math>10 - 6 =</math></p> | <p>Use a pictorial representation of objects to show the part part whole model.</p>        | <p>Move to using numbers within the part part whole model.</p>                                                                                                                                                                                                                                                                                                   |
| Making 10                     | <p>Making 10 using ten frames.<br/> <math>14 - 5</math></p>                                                                                                                                                                    | <p>Children represent the ten frame pictorially and discuss what they did to make 10.</p>  | <p>Children to demonstrate how they can make 10 by partitioning the subtrahend.</p> $14 - 5 = 9$  $14 - 4 = 10$ $10 - 1 = 9$  <p>Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer.</p> |
| Column method – no regrouping | Using Base 10                                                                                                                                                                                                                                                                                                   | Represent method pictorially.                                                                                                                                                 | Column method or counting back.                                                                                                                                                                                                                                                                                                                                                                                                                     |

$$48 - 7$$



Use Base 10 or place value counters to make the bigger number and then take the smaller number away.



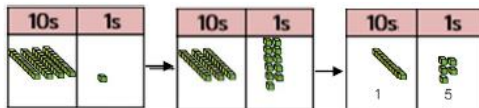
$$47 - 24 = 23$$

$$\begin{array}{r} 40 + 7 \\ - 20 + 4 \\ \hline 20 + 3 \end{array}$$

Column method - regrouping

Using Base 10 and having to exchange.

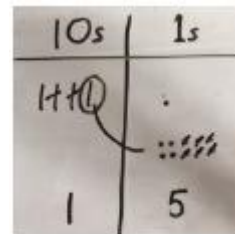
$$41 - 26$$



Then move on to place value counters. Start with one exchange before moving on to subtractions with two exchanges.

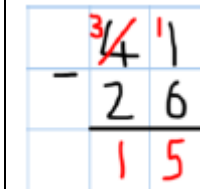
Make the larger number with place value counters.

Represent the Base 10 pictorially, remembering to show the exchange.

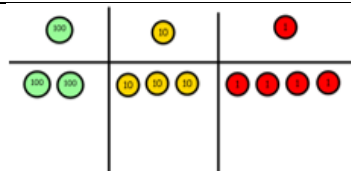


Examples drawing counters on a place value grid.

Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because  $41 = 30 + 11$



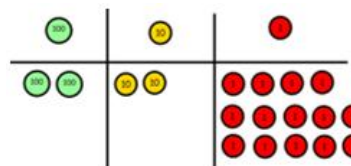
Children may start their formal written methods by partitioning



Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

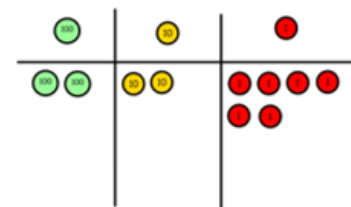
Start with the ones. Can I take away 8 from 4 easily? Exchange one of the tens for 10 ones.



Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

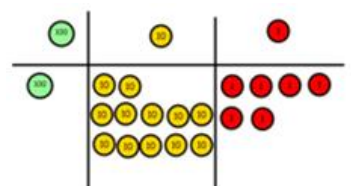
Now subtract the ones.



Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

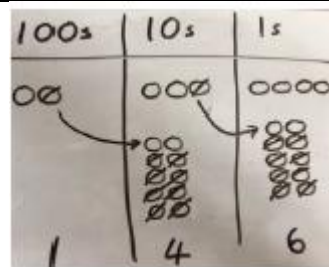
Now look at the tens. Can I take away 8 tens easily? Exchange 1 hundred for 10 tens.



Calculations

$$\begin{array}{r} 234 \\ - 88 \\ \hline \end{array}$$

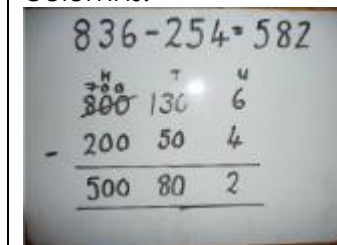
Now take away 8 tens and complete the subtraction.



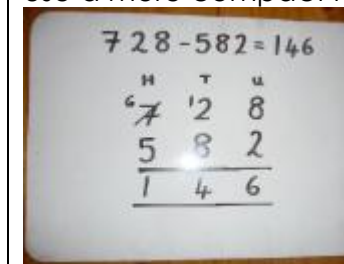
When confident, explore own ways to record the exchange/regrouping.



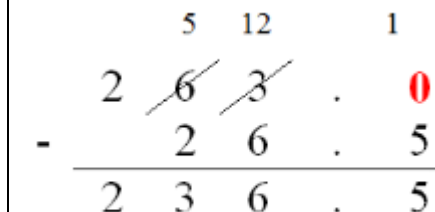
the number into clear place value columns.

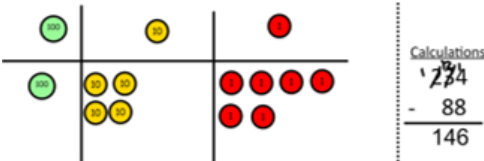
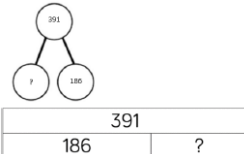
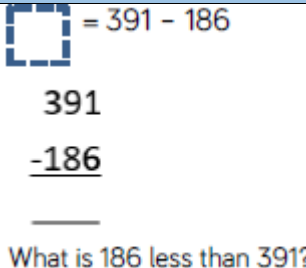


Moving forward the children may use a more compact method.

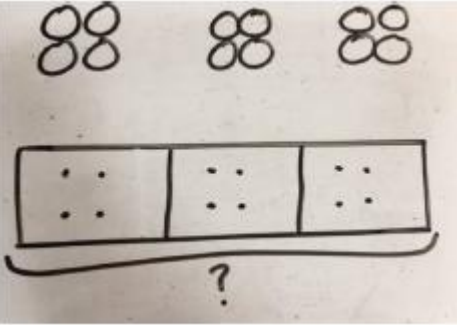
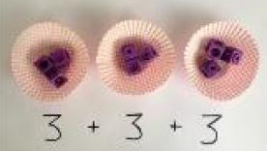
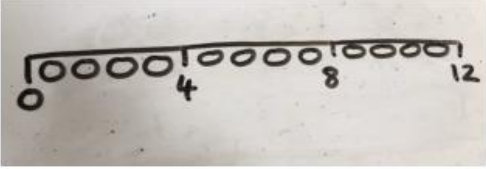
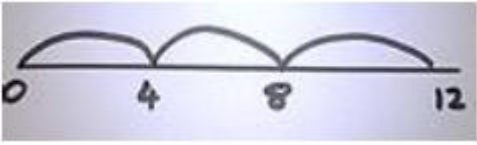


This will lead to an understanding of subtracting any number including decimals.



|                                                                                                                                                                                                  |                                                                                                                                                                                                                                                           |            |                                                                                                                             |                                                                                                                       |                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                  |  <p>Demonstrate how the concrete method links to the written method alongside the working. Cross out numbers when exchanging and show where we write our new amount.</p> |            |                                                                                                                             |                                                                                                                       |                                                                                                                        |
| Conceptual variation; different ways to ask children to solve 391 - 186                                                                                                                          |                                                                                                                                                                                                                                                           |            |                                                                                                                             |                                                                                                                       |                                                                                                                        |
|  <table border="1" data-bbox="192 750 434 796"> <tr> <td>391</td> </tr> <tr> <td>186      ?</td> </tr> </table> | 391                                                                                                                                                                                                                                                       | 186      ? | <p>Sam spent £492 and Tim spent £186. How much more did Sam spend?</p> <p>Calculate the difference between 492 and 186.</p> |  <p>What is 186 less than 391?</p> | <p>Missing digit calculations.</p>  |
| 391                                                                                                                                                                                              |                                                                                                                                                                                                                                                           |            |                                                                                                                             |                                                                                                                       |                                                                                                                        |
| 186      ?                                                                                                                                                                                       |                                                                                                                                                                                                                                                           |            |                                                                                                                             |                                                                                                                       |                                                                                                                        |

# Calculation Policy: Multiplication

| Objective                               | Concrete                                                                                                                                                                                                                                                                                                                             | Pictorial                                                                                                                                               | Abstract                                                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Repeated grouping/<br>repeated addition | $3 \times 4$<br>$4 + 4 + 4$<br>There are 3 equal groups with 4 in each group.    | Represent the practical resources in a picture and use a bar model.  | $3 \times 4 = 12$<br>$4 + 4 + 4 = 12$<br>Write addition sentences to describe objects and pictures.   |
| Using number lines for repeated groups  | Number line to show repeated groups.<br>$3 \times 4$                                                                                                                                                                                                                                                                                 | Represent pictorially alongside a number line.                     | Abstract number line showing three jumps of four.<br>$3 \times 4 = 12$                                                                                                                 |



Cuisenaire rods may also be used.

## Arrays

Use arrays to illustrate commutativity – counters and other objects can be used.

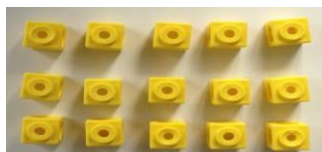
$$2 \times 5 = 5 \times 2$$



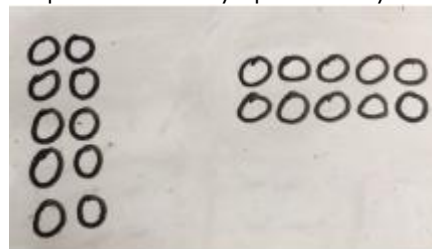
2 lots of 5



5 lots of 2



Represent arrays pictorially.



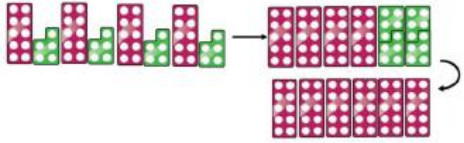
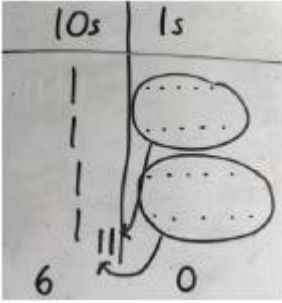
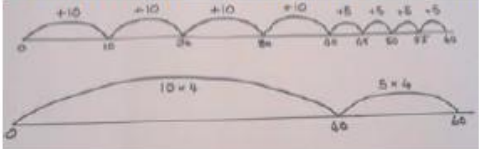
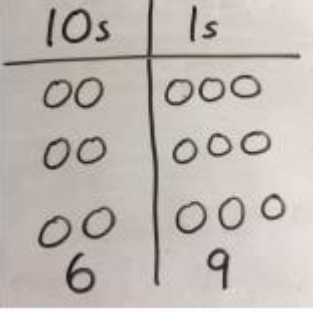
Children to be able to use an array to write a range of calculations e.g.

$$10 = 2 \times 5$$

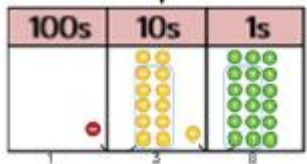
$$5 \times 2 = 10$$

$$2 + 2 + 2 + 2 + 2 = 10$$

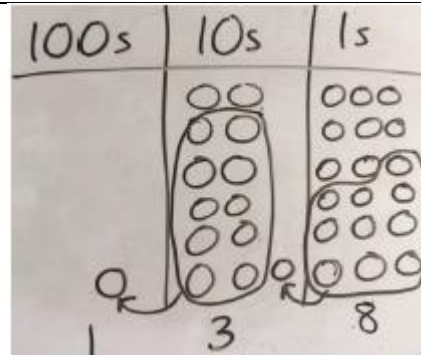
$$10 = 5 + 5$$

|                             |                                                                                                                                                                                           |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Partitioning</p>         | <p>Partition to multiply using Numicon, Base 10 or Cuisenaire rods.</p> <p><math>4 \times 15</math></p>  | <p>Represent the concrete manipulatives pictorially.</p>  | <p>Demonstrate the steps taken.</p> $  \begin{array}{r}  4 \times 15 \\  \swarrow \searrow \\  10 \quad 5  \end{array}  $ <p> <math>10 \times 4 = 40</math><br/> <math>5 \times 4 = 20</math><br/> <math>40 + 20 = 60</math> </p> <p>A number line can also be used</p>  |
| <p>Formal column method</p> | <p>Use place value counters or Base 10.</p> <p><math>3 \times 23</math></p>                             | <p>Represent the counter pictorially.</p>                | <p>Children record in ways to show understanding.</p> $  \begin{array}{r}  3 \times 23 \\  \swarrow \searrow \\  20 \quad 3  \end{array}  $ <p> <math>3 \times 20 = 60</math><br/> <math>3 \times 3 = 9</math><br/> <math>60 + 9 = 69</math> </p> $  \begin{array}{r}  23 \\  \times 3 \\  \hline  69  \end{array}  $                                       |

$$6 \times 23$$



It is important that the ones are multiplied first and the answer noted down before multiplying the tens.



$$6 \times 23 =$$

$$\begin{array}{r} 23 \\ \times 6 \\ \hline 138 \\ \hline 11 \end{array}$$

When starting to multiply by 3 digit x 3 digit and 4 digit by 2 digit etc, they should be confident with the abstract.

If required, children can write out what they are solving next to their answer,

$$\begin{array}{r} 32 \\ \times 24 \\ \hline 8 \quad (4 \times 2) \\ 120 \quad (4 \times 30) \\ 40 \quad (20 \times 2) \\ 600 \quad (20 \times 30) \\ \hline 768 \end{array}$$

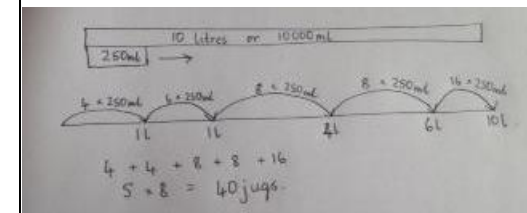
This moves to a more compact method.

$$\begin{array}{r}
 \begin{array}{ccc} 2 & 3 & 1 \end{array} \\
 1342 \\
 \times 18 \\
 \hline
 13420 \\
 10736 \\
 \hline
 24156 \\
 \begin{array}{c} 1 \\ \hline \end{array}
 \end{array}$$

Bar modelling and number

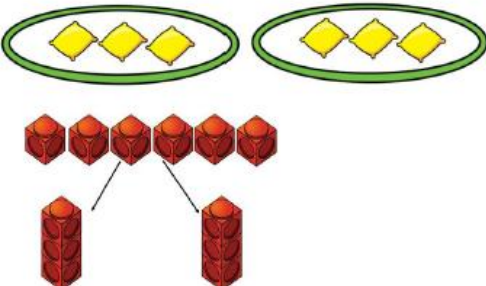
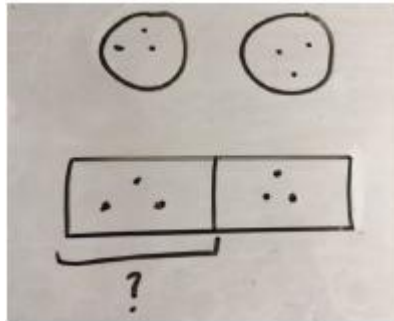
lines can support learners when solving problems with multiplication alongside the formal written methods.

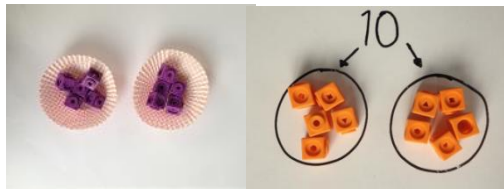
$8 \times 59$   
 $= 8 \times 60 - 8$   
 $8 \times 6 = 48$   
 $8 \times 60 = 480$   
 $480 - 8 = 472$



| Conceptual variation; different ways to ask children to solve $6 \times 23$                                                       |                                                                                     |                                                                                     |    |    |    |    |  |  |  |  |  |  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      |   |    |                         |                        |   |   |                                                                                                                                                                                                                                                                                                                                    |      |     |    |  |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----|----|----|----|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|-------------------------|------------------------|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|----|--|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <table><tr><td>23</td><td>23</td><td>23</td><td>23</td><td>23</td><td>23</td></tr><tr><td colspan="6"></td></tr></table> <p>?</p> | 23                                                                                  | 23                                                                                  | 23 | 23 | 23 | 23 |  |  |  |  |  |  | <p>Mai had to swim 23 lengths, 6 times a week.</p> <p>How many lengths did she swim in one week?</p> <p>With the counters, prove that <math>6 \times 23 = 138</math></p> | <p>Find the product of 6 and 23</p> <p><math>6 \times 23 =</math></p> <p> <math>= 6 \times 23</math></p> <table><tr><td>6</td><td>23</td></tr><tr><td><math>\times \underline{23}</math></td><td><math>\times \underline{6}</math></td></tr><tr><td>—</td><td>—</td></tr></table> | 6 | 23 | $\times \underline{23}$ | $\times \underline{6}$ | — | — | <p>What is the calculation?</p> <p>What is the product?</p> <table><tr><th>100s</th><th>10s</th><th>1s</th></tr><tr><td></td><td></td><td></td></tr></table> | 100s | 10s | 1s |  |  |  |
| 23                                                                                                                                | 23                                                                                  | 23                                                                                  | 23 | 23 | 23 |    |  |  |  |  |  |  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      |   |    |                         |                        |   |   |                                                                                                                                                                                                                                                                                                                                    |      |     |    |  |                                                                                     |                                                                                     |
|                                                                                                                                   |                                                                                     |                                                                                     |    |    |    |    |  |  |  |  |  |  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      |   |    |                         |                        |   |   |                                                                                                                                                                                                                                                                                                                                    |      |     |    |  |                                                                                     |                                                                                     |
| 6                                                                                                                                 | 23                                                                                  |                                                                                     |    |    |    |    |  |  |  |  |  |  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      |   |    |                         |                        |   |   |                                                                                                                                                                                                                                                                                                                                    |      |     |    |  |                                                                                     |                                                                                     |
| $\times \underline{23}$                                                                                                           | $\times \underline{6}$                                                              |                                                                                     |    |    |    |    |  |  |  |  |  |  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      |   |    |                         |                        |   |   |                                                                                                                                                                                                                                                                                                                                    |      |     |    |  |                                                                                     |                                                                                     |
| —                                                                                                                                 | —                                                                                   |                                                                                     |    |    |    |    |  |  |  |  |  |  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      |   |    |                         |                        |   |   |                                                                                                                                                                                                                                                                                                                                    |      |     |    |  |                                                                                     |                                                                                     |
| 100s                                                                                                                              | 10s                                                                                 | 1s                                                                                  |    |    |    |    |  |  |  |  |  |  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      |   |    |                         |                        |   |   |                                                                                                                                                                                                                                                                                                                                    |      |     |    |  |                                                                                     |                                                                                     |
|                                                                                                                                   |  |  |    |    |    |    |  |  |  |  |  |  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      |   |    |                         |                        |   |   |                                                                                                                                                                                                                                                                                                                                    |      |     |    |  |                                                                                     |                                                                                     |

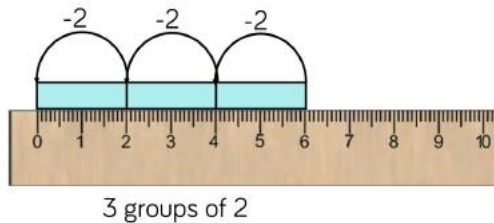
### Calculation Policy: Division

| Objective | Concrete                                                                                                                                                       | Pictorial                                                                                                                     | Abstract                                                                                                                                                                    |   |   |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| Sharing   | <p>Sharing using a range of concrete objects.<br/><math>6 \div 2</math></p>  | <p>Represent the sharing pictorially.</p>  | <p><math>6 \div 2 = 3</math></p> <table border="1"><tr><td>3</td><td>3</td></tr></table> <p>Children should also be encouraged to use 2 times table facts in this case.</p> | 3 | 3 |
| 3         | 3                                                                                                                                                              |                                                                                                                               |                                                                                                                                                                             |   |   |

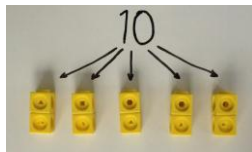


Repeated subtraction/  
grouping

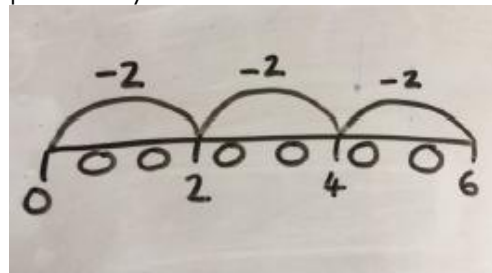
Using Cuisenaire rods above a ruler.  
 $6 \div 2$



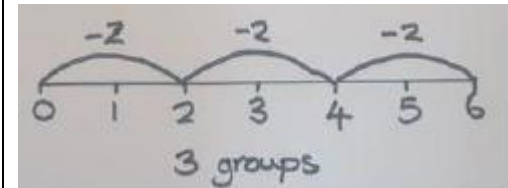
Divide quantities into equal groups. Use concrete resources or place value counters to aid understanding.



Represent repeated subtraction pictorially.



Abstract number line to represent the equal groups that have been subtracted.

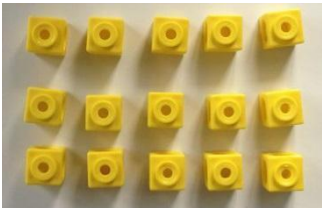
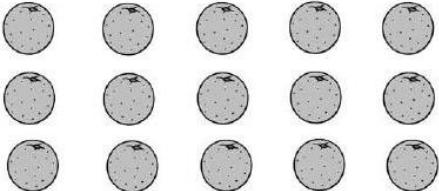


Think of the bar as a whole. Split into the number of groups you are dividing by and work out how many would be within each group. This could be done with counters on a bar model first.



$$20 \div 5 = ?$$

$$5 \times ? = 20$$

|                      |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                         |                                                                                                                                                                                 |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      |  $96 \div 3 = 32$                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                                 |
| Division with arrays | <p>Link division to multiplication by creating an array and thinking about the calculations that can be created.</p> <p>Eg <math>15 \div 3 = 5</math>    <math>5 \times 3 = 15</math><br/> <math>15 \div 5 = 3</math>    <math>3 \times 5 = 15</math></p>  | <p>Draw an array and use lines to split the array into groups to make multiplication and division calculations.</p>  | <p>Find the inverse of the multiplication and division sentences by creating four linking calculations.</p> $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ |

Division with remainders

2 digit divided by 1 digit using lollipop sticks, Cuisenaire rods etc.  
 $13 \div 4$

Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.

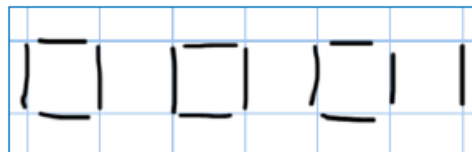


There are 3 whole squares, with 1 left over.

Divide objects between groups and see how many are left over.



Represent the lollipop sticks pictorially.



There are 3 whole squares, with 1 left over.

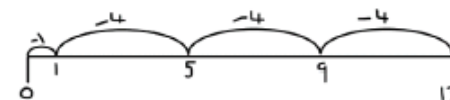
Draw dots and group them to divide an amount and clearly show a remainder.



$13 \div 4 = 3$  remainder 1

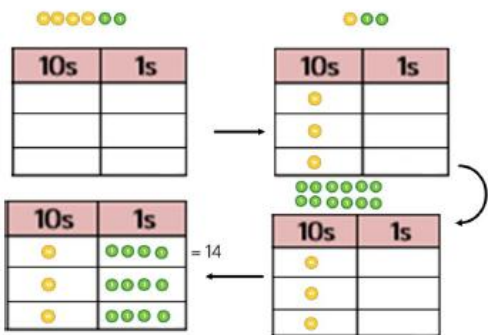
Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.

'3 groups of 4, with 1 left over'



Sharing using place value counters

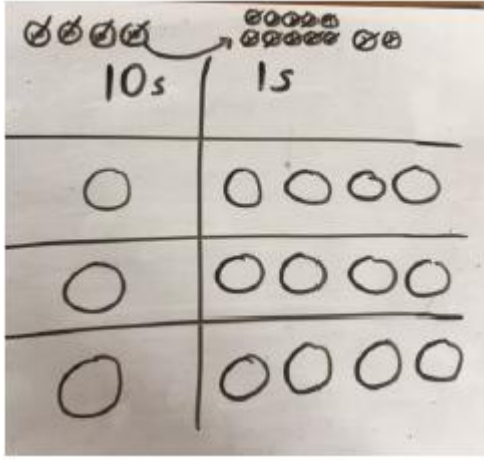
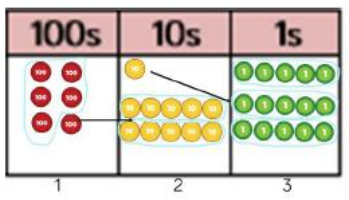
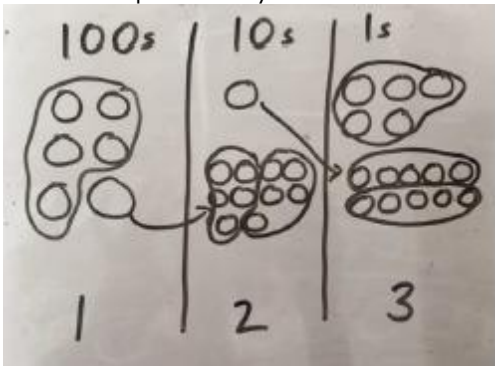
$42 \div 3 = 14$



Represent the place value counters pictorially.

Children make sense of the place value counters and write calculations to show the process.

$42 \div 3$   
 $42 = 30 + 12$   
 $30 \div 3 = 10$   
 $12 \div 3 = 4$   
 $10 + 4 = 14$

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                            |                                                                                                                          |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                          |                                                                                                                          |
| Short division | <p>Using place value counters to group.</p> <p>615 ÷ 5</p>  <ol style="list-style-type: none"> <li>1. Make 615 with place value counters.</li> <li>2. How many groups of 5 hundreds can you make with 6 hundred counters?</li> <li>3. Exchange 1 hundred for 10 tens.</li> <li>4. How many groups of 5 tens can you make with 11 ten counters?</li> <li>5. Exchange 1 ten for 10 ones.</li> <li>6. How many groups of 5 ones can you make with 15 ones?</li> </ol> | <p>Represent the place value counters pictorially.</p>  | <p>Complete calculations using the short division scaffold.</p> $\begin{array}{r} 123 \\ 5 \overline{) 615} \end{array}$ |
| Long division  | Long division using place value counters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                            |                                                                                                                          |

| 1000s | 100s   | 10s    | 1s     |
|-------|--------|--------|--------|
| ●●    | ●●●●●● | ●●●●●● | ●●●●●● |

| 1000s | 100s                                                                              | 10s                                                                               | 1s                                                                                |
|-------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|       |  |  |  |

$$\begin{array}{r} 0.2 \\ 12 \overline{) 2544} \\ \underline{24} \\ 1 \end{array}$$

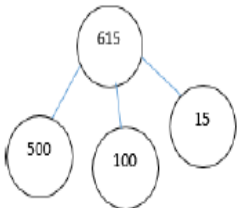
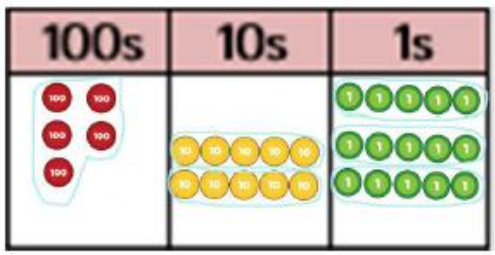
| 1000s | 100s                                                                              | 10s                                                                               | 1s                                                                                |
|-------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|       |  |  |  |

$$\begin{array}{r} 021 \\ 12 \overline{) 2544} \\ \underline{24} \phantom{00} \\ 14 \phantom{00} \\ \underline{12} \phantom{00} \\ 2 \phantom{00} \end{array}$$

| 1000s | 100s                                                                              | 10s                                                                               | 1s                                                                                |
|-------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|       |  |  |  |

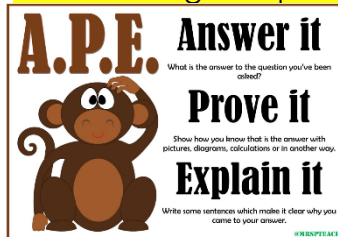
$$\begin{array}{r} 0212 \\ 12 \overline{) 2544} \\ \underline{24} \phantom{0} \\ \text{nder. } 14 \phantom{0} \\ \underline{12} \phantom{0} \\ 24 \phantom{0} \\ \underline{24} \\ 0 \end{array}$$

Conceptual variation; different ways to ask children to solve 615 divided by 5

|                                                                                                                                                                                      |                                                                                                                                                                                    |                                                           |                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Using the part whole model below, how can you divide 615 by 5 without using short division?</p>  | <p>I have £615 and share it equally between 5 bank accounts. How much will be in each account?</p> <p>615 pupils need to be put into 5 groups. How many will be in each group?</p> | $5 \overline{)615}$ $615 \div 5 =$ $\square = 615 \div 5$ | <p>What is the calculation?<br/>What is the answer?</p>  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|

Answer, Prove, Explain:

For reasoning and problem-solving questions, children are encouraged to:



**A:** Answer the question

**P:** Prove that their answer is correct using another mathematical strategy: a pictorial representation or a mathematical method. This could be any of the conceptual methods conveyed in the calculation policy, that is age/ ability appropriate.

**E:** Explain their reasoning and thinking in written form using our mathematical sentence stem.



- # A.P.E.

## RL

### Can I compare data?

Ex. Use the table to calculate the number of people who visited the attractions.

| Attraction  | Visitors (Thousands) |
|-------------|----------------------|
| Theme Park  | 85                   |
| Water Park  | 45                   |
| Water Falls | 60                   |
| Zoo Gardens | 25                   |

Sort the attractions in order from the most to least popular.

$P = 85$   
 $+ 45$   
 $+ 60$   
 $+ 25$   
 $\underline{215}$  ✓

Ex. Complete the sentences below.

P = how do you figure this out?

There were 15 more visitors for visiting the Zoo. Table was sorted based on visitors.

☆ A =

## 11 · 7 · 23

### Greater Depth

Ex. Use the table to calculate the total number of sandwiches sold.

| Fillings | Sandwiches Sold         |
|----------|-------------------------|
| Cheese   | 100 100 100 100 100     |
| Egg      | 100 100 100             |
| Tuna     | 100 100 100 100 100 100 |

Sort the sandwiches in order from the most to least popular.

a) Theme Park, Zoo Gardens, Water Park, Safari Park ✓

b) Cheese, Ham, Egg, Tuna ✓

E - I know because I added the numbers together and I know because 85 and 15 are greater than the other numbers.

E - I know because it is counting in 5's and I know even if it is missing the 10 and 20.

☆ A =

Ex. Use the table to calculate the number of people who visited the attractions.

| Attraction  | Visitors (Thousands) |
|-------------|----------------------|
| Theme Park  | 85                   |
| Water Park  | 45                   |
| Water Falls | 60                   |
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Sort the attractions in order from the most to least popular.

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Ex. Use the table to calculate the total number of sandwiches sold.

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| Tuna     | 100 100 100 100 100 100 |

Sort the sandwiches in order from the most to least popular.

a) Theme Park, Zoo Gardens, Water Park, Safari Park ✓

b) Cheese, Ham, Egg, Tuna ✓

E - I know because I added the numbers together and I know because 85 and 15 are greater than the other numbers.

E - I know because it is counting in 5's and I know even if it is missing the 10 and 20.

☆ A =

Teachers should consider where APE is appropriate based on what information they expect to elicit from the children. It should be used carefully and with intent.

#### Presentation:

- ✓ Each piece of work should be dated using the short date (DD, MM, YYYY) in the top left corner
- ✓ Each piece of work should have learning objective which is noted as a 'Can I' question underneath the date (left hand side)
- ✓ The date and learning objective should be underlined using a ruler in key Stage 2
- ✓ Children should only use pencil, some coloured pencils (for pictorial representations) and purple pen (for corrections and pupil marking) in maths books
- ✓ Children should present work neatly and use one number per square
- ✓ Pictorial representations should be presented neatly and a ruler should be used where necessary
- ✓ Each page should be folded in half and children should work down the left column, before moving to the right.

#### Maths Feedback Policy:

Live marking should occur throughout the lesson and/or children should be given prompt feedback, this includes self/ peer marking. Pupil marking should be done in purple pen and monitored by adults. Adults (teachers and LSAs) should mark in green. Correct answers are marked with a small tick and errors are noted with a green dot. Corrections are made by pupils in purple pen. Teachers should use formative assessment to decide children's starting points in independent activities. There should be a range of fluency, reasoning and problem-solving questions. If the teacher is working with a focus group, the child will self-mark and if all are correct will move on independently. A target achieved stamp will be used by the learning objective if the learning objective has been met.

|     |                                                                                                                                  |
|-----|----------------------------------------------------------------------------------------------------------------------------------|
| C   | The use of concrete resources should be annotated as C in purple pen by the children or green pen by adults.                     |
| APE | <b>A</b> nswer, <b>P</b> rove, <b>E</b> xplain questions should be used as and when appropriated. This will be annotated as APE. |

|    |                                                                                                                                                                                                                                          |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T  | Teacher input given                                                                                                                                                                                                                      |
| S  | Supported work                                                                                                                                                                                                                           |
| I  | Independent work (if the pupil is usually supported – this mark is not necessary for children who work independently for most of their learning).                                                                                        |
| VF | If an adult has given some verbal scaffold to guide the pupil, who has then gone on to answer the calculation with greater independence the verbal feedback will be noted by the specific calculation. This will be annotated with a VF. |

### **Equal Opportunities**

St Anne's CE Lydgate Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protective characteristics). This means that schools cannot discriminate against children/staff or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age and marriage and civil partnerships are also "protected characteristics."

The formulation of this policy is in line with the Equality Act.

### **Monitoring and Evaluation**

Policy and practice is regularly evaluated. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback along with recommendations to inform future policy and planning will be given to all relevant parties.

The school leadership team has a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy regularly.