

## Woodside School Calculation Policy

This policy provides the steps of progression of mathematical calculations for the areas of addition, subtraction, multiplication and division.

Within each area, there are clear steps of progression from the simplest to the more complex calculations. It is important that students are secure at each stage before moving onto the next as mathematics is a subject which builds on prior knowledge. A strong foundation is vital.

At each stage, there are three distinct experiences to support students' knowledge and understanding. Each stage should start with concrete resources. This means actual objects which students can move about. Once able to calculate with the support of concrete objects, the student should move onto pictorial representations offering visual support to learning. The final experience is abstract, involving numerals and mathematical symbols, leading onto word questions. Examples of useful relevant resources are suggested for each stage.

Individuals will progress at different rates through each stage and each level of support. Adults and students can choose the resources which work best for them. However, each student's learning should be supported by concrete objects followed by pictorial resources before finally moving on to abstract work at each stage of addition, subtraction, multiplication and division.