



The Swallowtail Federation of Church Schools



With friendship, trust and kindness we fly!

*(Love your neighbour as yourself, Mark 12:31)*

# Swallowtail Federation Calculation Policy

This policy will be reviewed in full by the Governing Body every 3 years. This policy was last reviewed and agreed by the Governing Body May 2023. It is due for review on May 2026.

Signature      N.J.Butcher      Executive Headteacher

Date: May 2023

Signature      S.Watts      Chair of Governors

Date: May 2026

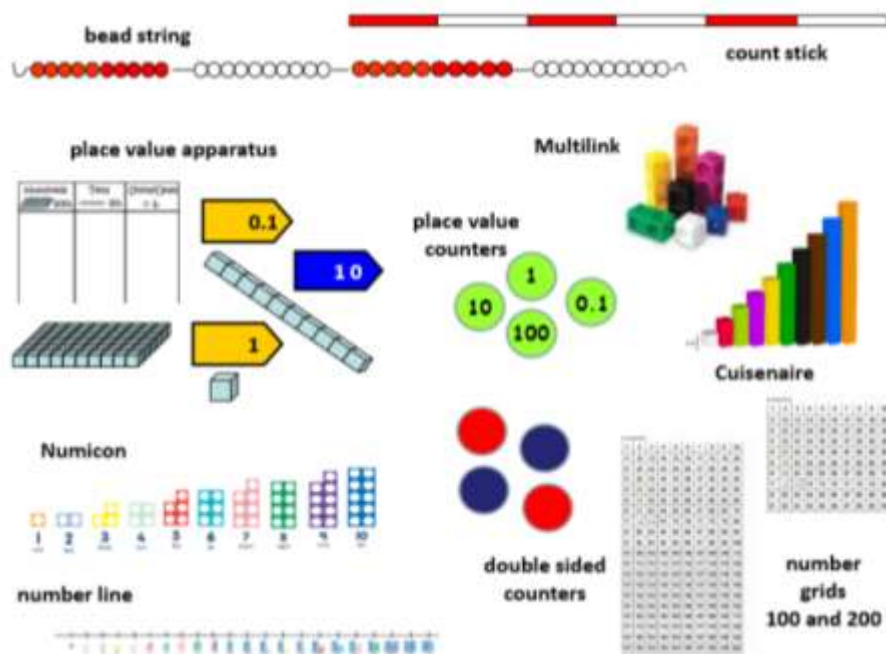
## **Rationale for our Calculation Policy**

Our calculation policy is written progressively from where pupils start, to where it is expected that pupils finish in preparation for Key Stage 3. Pupils move onto the next stage of learning when they have developed a conceptual understanding and teachers feel they are ready for the next stage in learning.

Our calculation policy is underpinned by our distinctly Christian vision. Through its clear progression which enables calculations to be carried out efficiently, fluently and accurately with understanding, pupils are able to 'fly' reaching their true potential.

## Manipulatives at Swallowtail

The diagram below shows the main indoor manipulatives used within all classes within the Swallowtail federation. Within classes these can be seen either in baskets, trugs and are readily available in every mathematics lesson.



In addition to indoor resources, as a federation we value outdoor learning opportunities and therefore the diagram below illustrates some of the many outdoor manipulatives our pupils use.



When teaching specific topics such as measure and fractions, specialised manipulatives will be used in addition to those above such as clocks, tape measures, scales and fraction walls.

As a federation, we teach mathematics through the concrete, pictorial and abstract approach (CPA) and all staff plan for opportunities to use manipulatives wherever possible. Within pupils' work, evidence of using manipulatives can be seen in photographs and underneath the learning objective, where pupils indicate what they have used during the lesson.

## Mathematical Vocabulary

Accurate mathematical vocabulary is essential. Staff have high expectations of pupils to use correct mathematical language and regularly teach mathematical vocabulary as part of daily mathematics lessons. All staff regularly refer to their copy of the NCETM Mathematics Glossary to aid vocabulary teaching.



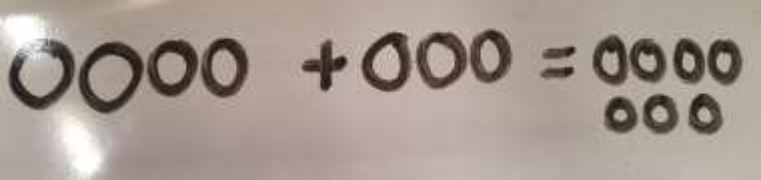
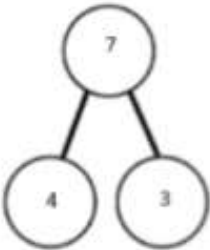


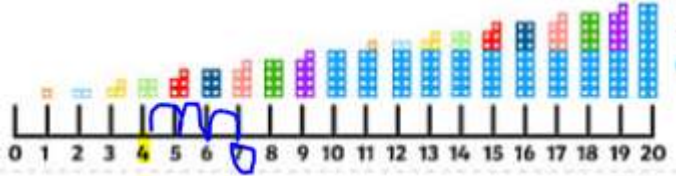
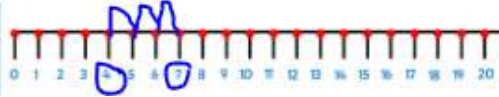
Add Plus Make And Sum Total Count on Most Put together Altogether Combine Increase More than Total	Subtract Minus Less than Count back Fewer than Take away Difference between Least	Multiply Times Product of Lots of Groups of Multiply by Multiple of Repeated addition Array	Divide Share Group Divisor Factor Remainder Equal groups of Divided by Divided into Shared equally Repeated subtraction	Equals Is the same as Equivalent Same value as Balance	Unequal Is not the same value as Not equivalent Unbalanced
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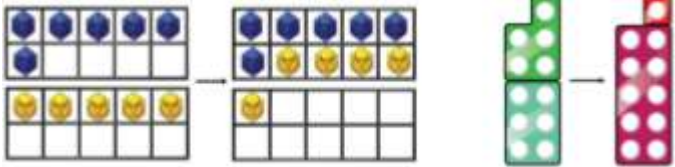
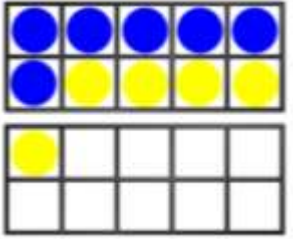
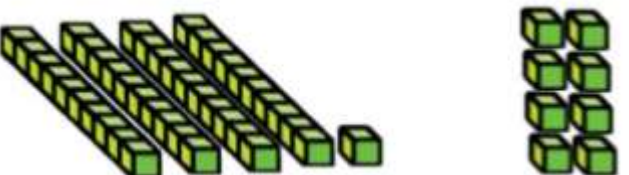
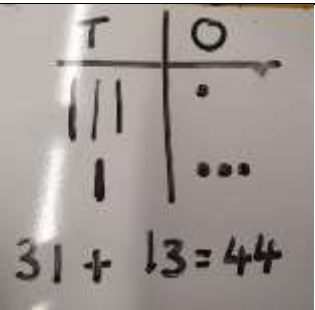
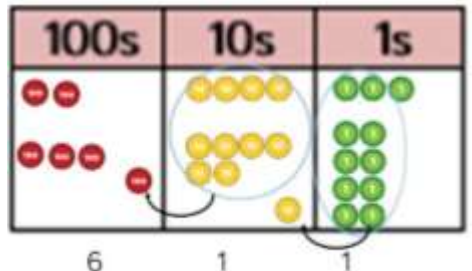
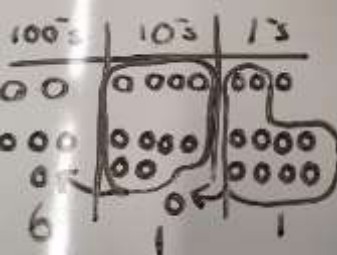
## Avoiding misconceptions

Below are examples of terminology to avoid or be mindful of using to reduce children's mathematical misconceptions:

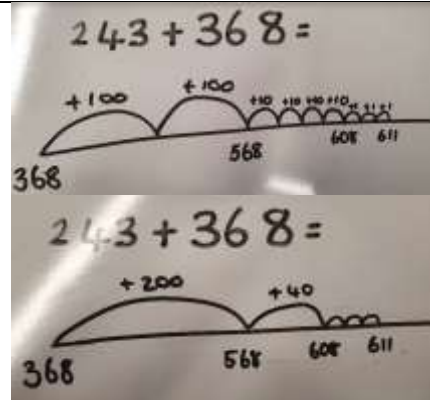
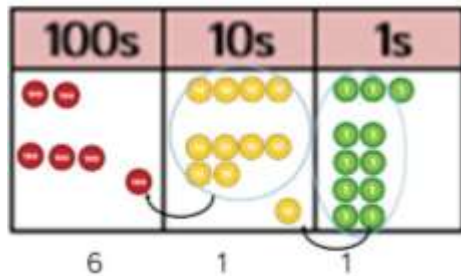
- Sum (for anything other than addition calculations)
- Stealing/borrowing (using exchange would be better)
- If using equals ensure children understand that they are talking about a value that is the same rather than 'the answer'.
- Calculation and equation are more acceptable terms to use than number sentence.

# Addition

Concrete	Pictorial	Abstract
<p>Combine two parts to make a whole</p>  		
<p>Counting on using number tracks (starting with the biggest number)</p>  <p>Beadstring</p>	<p><math>4+3=7</math> Number track using fingers or counters to add on.</p>  	

<p>Regrouping to make 10</p> <p><math>6 + 5</math></p> 		$6 + \square = 11$ $6 + 5 = 5 + \square$ $6 + 5 = \square + 4$
<p>Tens and ones using base ten (used up to 3 digits + 2 digits)</p> 		$40 + 0 = 40$ $1 + 8 = 9$ $40 + 9 = 49$
<p>Numbers greater than hundreds, tens and ones using place value counters</p> 		$243 + 368 = 611$  $200 + 300 = 500$ $40 + 60 = 100$ $3 + 8 = 11$ $500 + 100 + 11 = 611$

Continuation encouraging pictorial representation as a number line

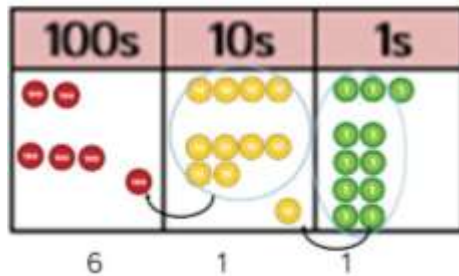


$$368 + 200 = 568$$

$$568 + 40 = 608$$

$$608 + 3 = 611$$

Continuing to add larger numbers includes decimals.



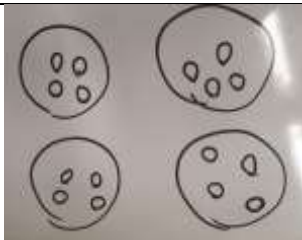


$$\begin{array}{r} \pounds 23.59 \\ + \pounds 7.55 \\ \hline \pounds 31.14 \end{array}$$

Once conceptual understanding has been secured, pupils will complete calculations using the compact formal method.

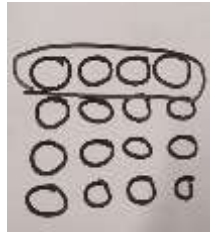
$$\begin{array}{r} 81,059 \\ 3,668 \\ 15,301 \\ + 20,551 \\ \hline 120,579 \\ \text{\tiny 1 1 1 1} \end{array}$$



		<div><div>Insert zeros for place holders.</div><div><div><div>23.361</div><div>9.080</div><div>59.770</div><div>+ 1.300</div><div><div><div>93.511</div><div>212</div></div></div></div></div></div>
<div>Recognising simple fractions of shapes</div> <div></div>	<div>Pictorial representation</div> <div><div><div><div></div><div><math>\frac{1}{2}</math></div></div><div><div></div><div><math>\frac{1}{2}</math></div></div></div></div>	<div>If I split my bar into two equal parts, what does each part show?</div> <div><math>\frac{1}{2}</math></div>
<div>Fractions of amounts</div> <div><math>\frac{1}{4}</math> of 16=</div> <div></div>	<div></div>	<div><math>\frac{1}{4}</math> of 16 = 4</div>

## Finding fractions of an amount

$\frac{1}{4}$  of 16

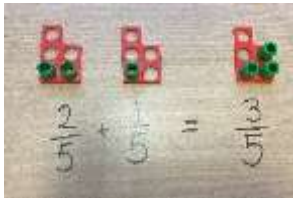


$\frac{1}{4}$  of 16 = 4

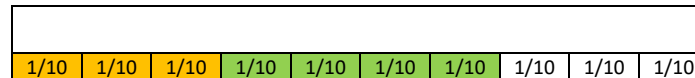
16 divided by 4 = 4

## Addition of fractions with the same denominator

Eg :

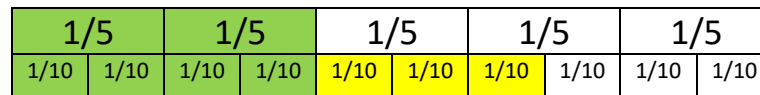


## Bar model



$$\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$$


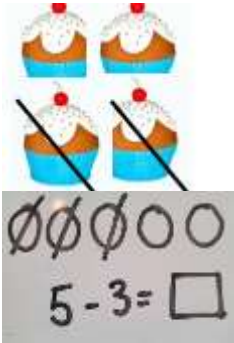

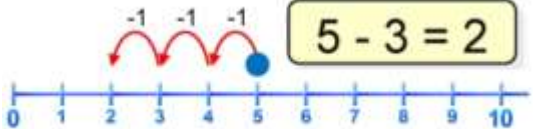

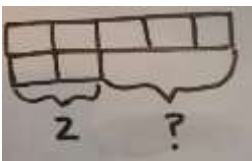
## Addition of fractions with different denominators

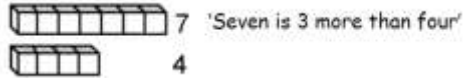


$\frac{2}{5}$  are the same as  $\frac{4}{10}$  so our calculation would be  $\frac{3}{10} + \frac{4}{10}$

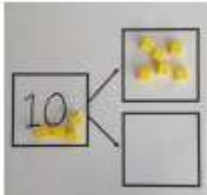
$$\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$$

# Subtraction

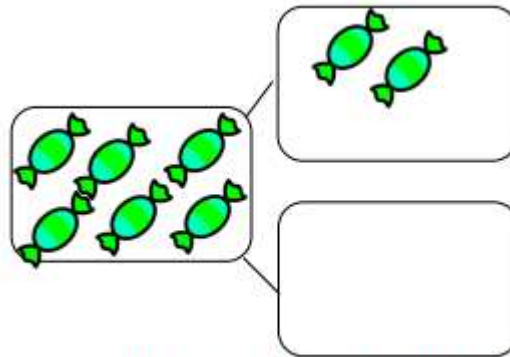
Concrete	Pictorial	Abstract
<p>Physically take objects away from a group.</p> 		$5 - 3 = 2$ $20 - 8 = 12$
<p>Moving objects away from a group counting backwards</p> 		<p>Starting at 13, count back 4. What number are you at?</p>
<p>Find the difference</p> 		<p>Sophie has 12 sweets and her sister has 5. How many more does Sophie have than her sister.</p> $3 = 5 - 2$ $2 = 5 - 3$ $5 - 2 = 3$ $5 - 3 = 2$



Use number bonds, number facts, part whole model.

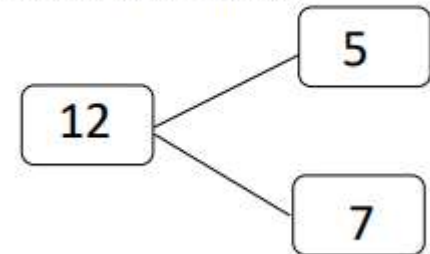


Link to addition. Use PPW model to model the inverse. If 10 is the whole and 6 is one of the arts, what s the other part?  $10 - 6 = 4$



Use pictorial representations to show the part.

Move to using numbers within the part whole model.

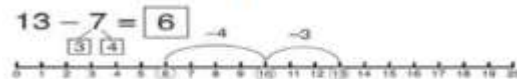


Make 10  
 $14 - 5 =$



Make 14 on a tens frame. Subtract 4 to make 10 then subtract the last 1.

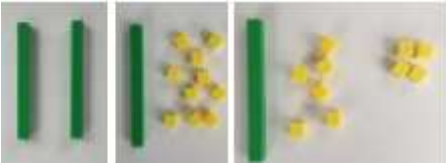
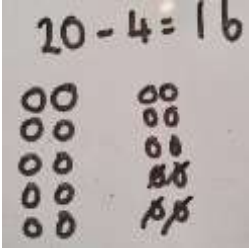

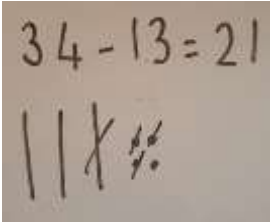
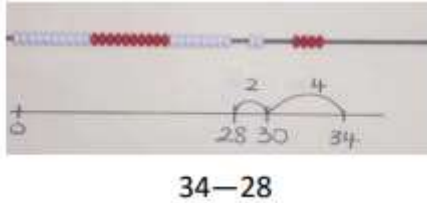
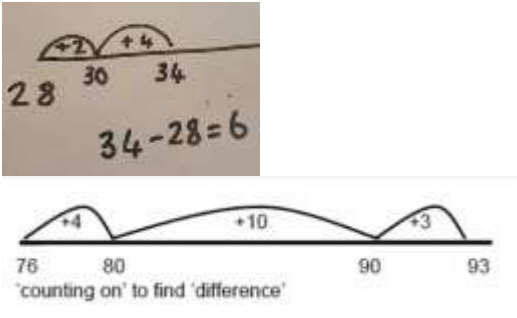
$$13 - 7$$



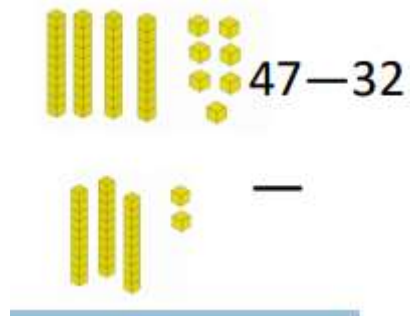
Jump back 3 first, then another 4. Use ten as the stopping point.

$$16 - 8$$

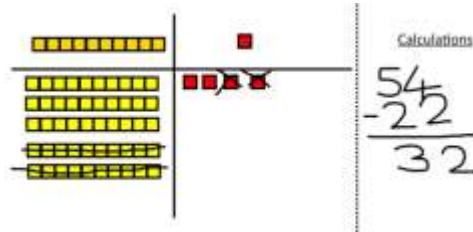
How many do we take off first to get to 10? How many left to take off?

<p>Regroup a ten into ten ones</p>  <p>Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'</p>	<p><math>20-4=</math></p> 	<p><math>20-4=16</math></p>
<p>Partitioning to subtract without regrouping <math>34-13=21</math></p> 	<p>Children draw representations of base 10 and cross off.</p> 	<p><math>34-13=21</math></p>
<p>Make ten strategy Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.</p> 	 <p>Use a number line to count on to the next ten and then count on the rest.</p>	<p> <math>34-28=6</math>  <math>6+28=34</math>  <math>34=28+6</math>    <math>76+17=93</math>  <math>93-17=76</math> </p>

Column subtraction without regrouping  
Base 10 or numicon



Children draw



$$47 - 24 = 23$$

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

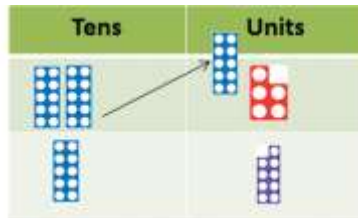
Once ready and understand conceptually

$$\begin{array}{r} 47 \\ - 24 \\ \hline 23 \end{array}$$

Column subtraction with regrouping

Begin with base 10 or Numicon. Move to PV counters, modelling the exchange of a ten into ten ones. Use the phrase 'take and make' for exchange.

$$35 - 19 =$$



$$\begin{array}{r} 45 \\ - 29 \\ \hline 16 \end{array}$$

Tens | Ones

$$10 + 6 = 16$$

Children may draw base ten or PV counters and cross off.

$$836 - 254 = 582$$

Begin by partitioning into pv columns.

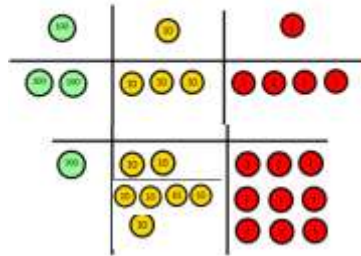
Then move to formal written method

$$728 - 582 = 146$$

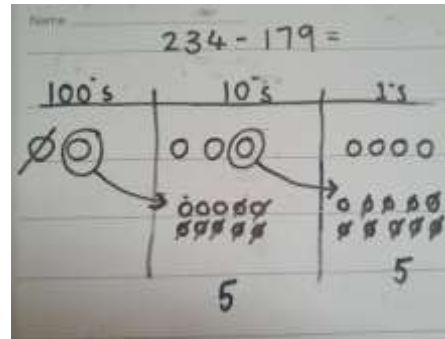
$$\begin{array}{r} 728 \\ - 582 \\ \hline 146 \end{array}$$

Subtracting tens and ones up to 4 digits.  
Introduce decimal subtraction through context of money

$$234 - 179$$



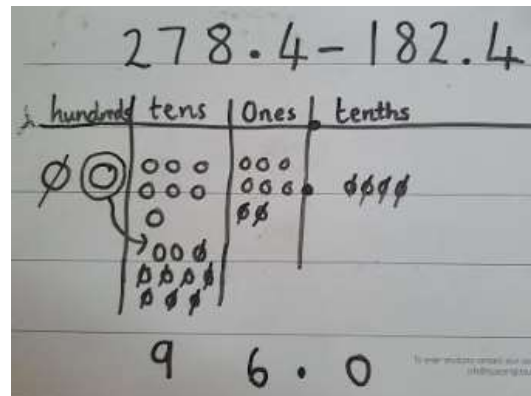
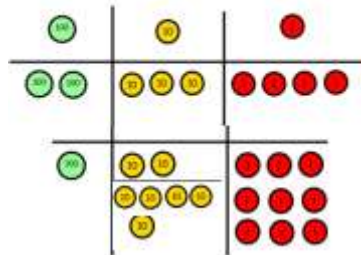
Model process of exchange using base ten and then move to PV counters



$$\begin{array}{r} 234 \\ - 179 \\ \hline 1192 \end{array}$$

Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal

$$234 - 179$$




$$\begin{array}{r} 278.4 \\ - 182.4 \\ \hline 96.0 \end{array}$$



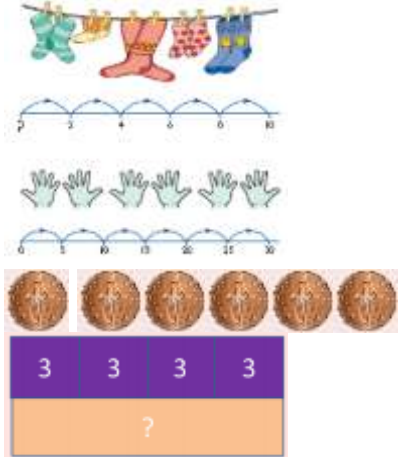
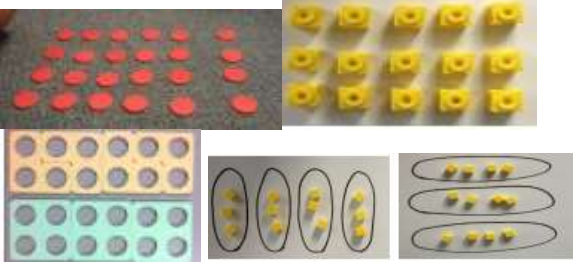
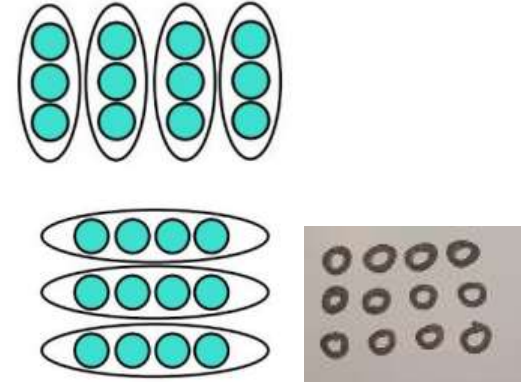

Subtract with increasingly large and more complex numbers and decimal values.

$$\begin{array}{r} 105.4 \text{ kg} \\ - 36.08 \text{ kg} \\ \hline 69.32 \text{ kg} \end{array}$$

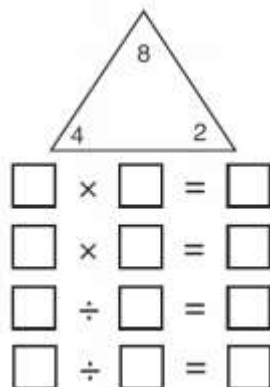


		<p>932 – 457 becomes</p> $  \begin{array}{r}  \phantom{0}^8 \phantom{0}^{12} \phantom{0}^1 \\  932 \\  - 457 \\  \hline  475  \end{array}  $
<p>Subtract fractions with the same denominator and denominators that are multiples of the same number use of a beadstring</p>	<p><math>\frac{3}{4} - \frac{5}{8} = \frac{1}{8}</math></p> 	<p><math>\frac{3}{4} - \frac{5}{8} = \frac{1}{8}</math></p>
<p>Subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>	<p><math>4\frac{1}{3} - \frac{1}{5}</math> (Re-write so they have the same denominator- finding lowest possible multiple) For example <math>20/15 - 3/15 = 17/15</math> (Mixed number <math>1\frac{2}{15}</math>)</p> <p>You could draw a bar model to support</p>	<p><math>4\frac{1}{3} - \frac{1}{5}</math> (Re-write so they have the same denominator- finding lowest possible multiple) For example <math>20/15 - 3/15 = 17/15</math> (Mixed number <math>1\frac{2}{15}</math>)</p>

# Multiplication

Concrete	Pictorial	Abstract
<p>counting in groups of/ repeated addition/ skip counting</p>  <p><math>3+3+3=9</math></p> 		<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25, 30</p> <p><math>4 \times 3 =</math></p>
<p>multiplication is commutative</p> 		<p>Use an array to support writing repeated addition.</p>  <p><math>5 + 5 + 5 = 15</math>  <math>3 + 3 + 3 + 3 + 3 = 15</math>  <math>5 \times 3 = 15</math>  <math>3 \times 5 = 15</math>  <math>15 = 5 \times 3</math>  <math>15 = 3 \times 5</math></p>

using the inverse



$$2 \times 4 = 8$$

$$4 \times 2 = 8$$

$$8 \div 2 = 4$$

$$8 \div 4 = 2$$

$$8 = 2 \times 4$$

$$8 = 4 \times 2$$

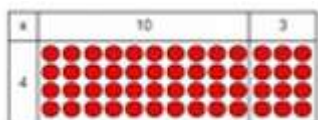
$$2 = 8 \div 4$$

$$4 = 8 \div 2$$

Show all family facts

Grid multiplication using arrays place value counters

$$13 \times 4$$



	10	3
4	(drawing PV counters or base 10)	

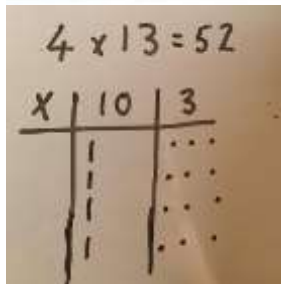
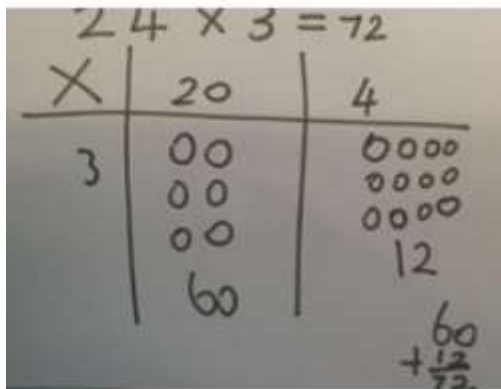
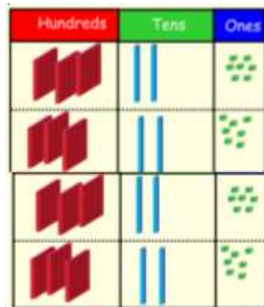
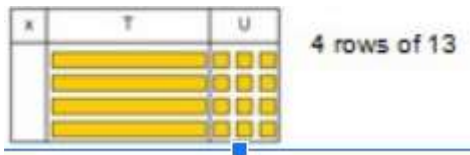
$$13 \times 4 = 52$$

$$10 \times 4 = 40$$

$$3 \times 4 = 12$$

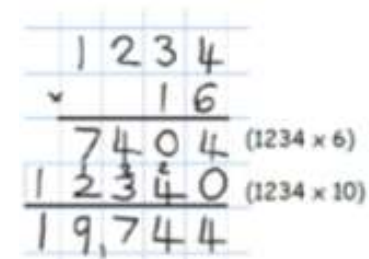
$$40 + 12 = 52$$

Multiplication using base 10 or place value counters



x	300	20	7
4	1200	80	28

Grid multiplication is continued until pupils are ready to move onto column multiplication.



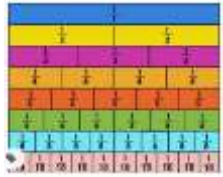
Fraction multiplied by a whole number  
e.g.  $\frac{3}{4} \times 3$



$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$$\frac{1}{4} \times 3 = \frac{3}{4}$$

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$$

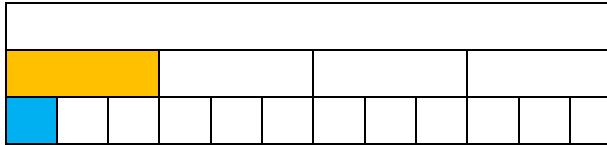


Fraction multiplied by a fraction

$$1/3 \times 1/4 =$$

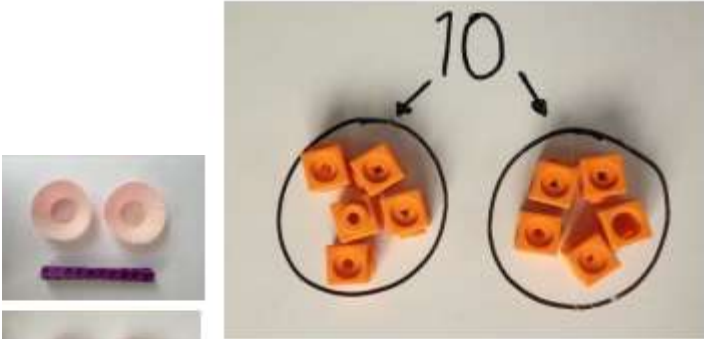
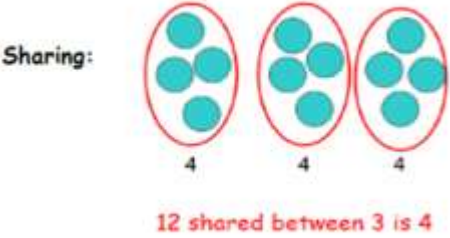
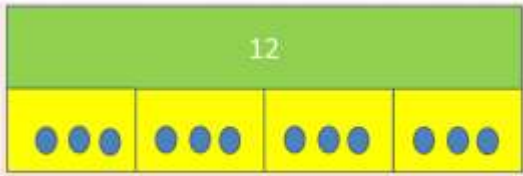
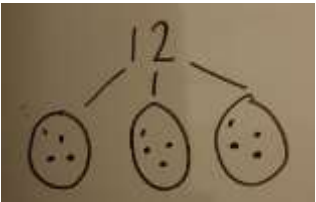


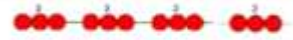
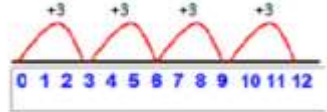

$$1/3 \text{ of } 1/4 =$$

Cuisenaire rod picture

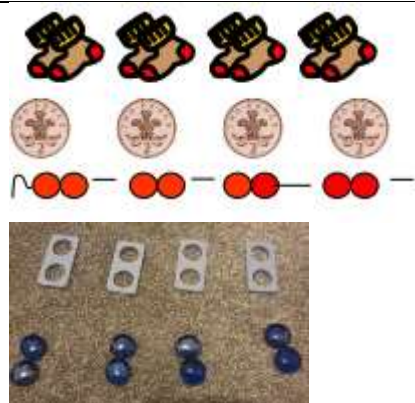


$$1/3 \times 1/4 = 1/12$$

# Division

Concrete	Pictorial	Abstract
<p>division by equal sharing</p>  <p>I have 10 cubes, can you share them equally in 2 groups?</p>	<p>Sharing:</p>  <p>12 shared between 3 is 4</p>  <p><math>12 \div 4 = 3</math></p>	<p><math>12 \div 3 = 4</math></p> 
<p>Division as grouping (no remainders)</p>  <p>Overlay on top of the numicon.</p>   <p>Counting in equal groups (no remainders)</p> <p><math>8 \div 2 =</math></p>	<p>number line counting in groups of</p>  <p><math>8 \div 2 =</math></p> 	<p>Counting in groups of using fingers until you get to the number being shared/grouped.</p> <p><math>12 \div 3 = 4</math></p> <p><math>10 \div 2 = 5</math></p>





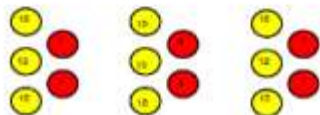
Division as grouping

Continue to use counters, objects or place value counters to aid learning.

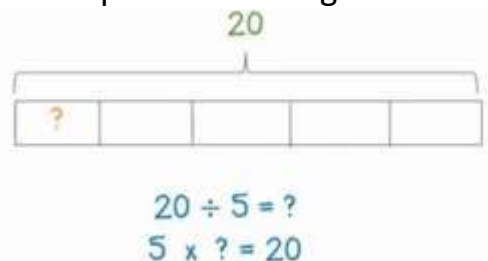


24 divided into groups of 6 = 4

$$96 \div 3 = 32$$



Develop bar modelling



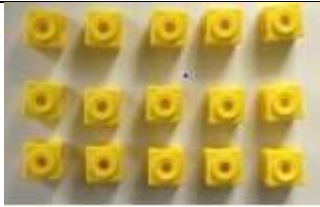
How many groups of 6 in 24?

$$24 \div 6 = 4$$

$$6 \times ? = 24$$

$$24 = 6 \times 4$$

$$4 = 24 \div 6$$

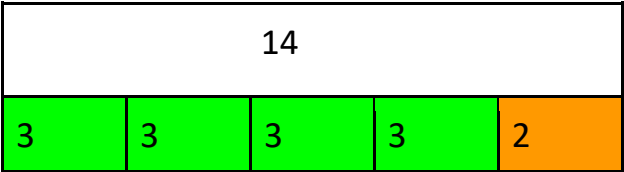
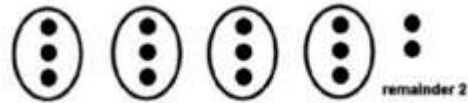
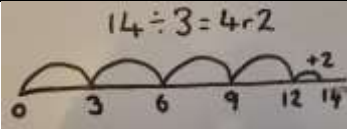
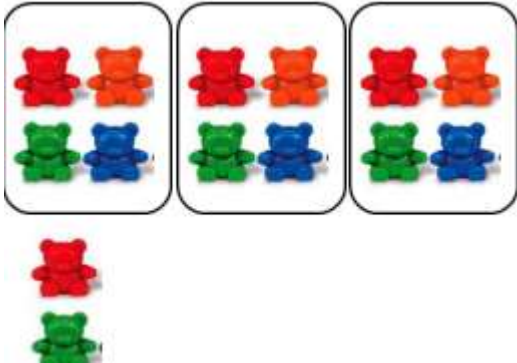


link division to multiplication and the number sentences that can be created.

division with remainders

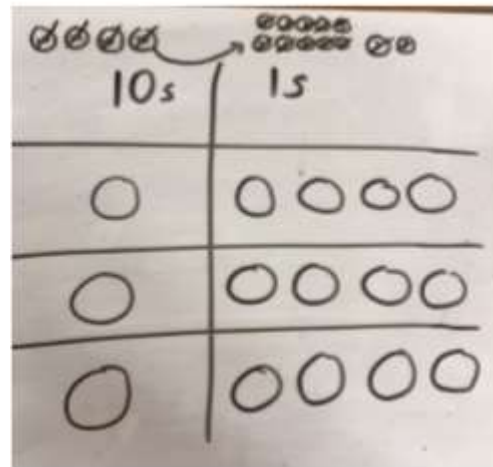
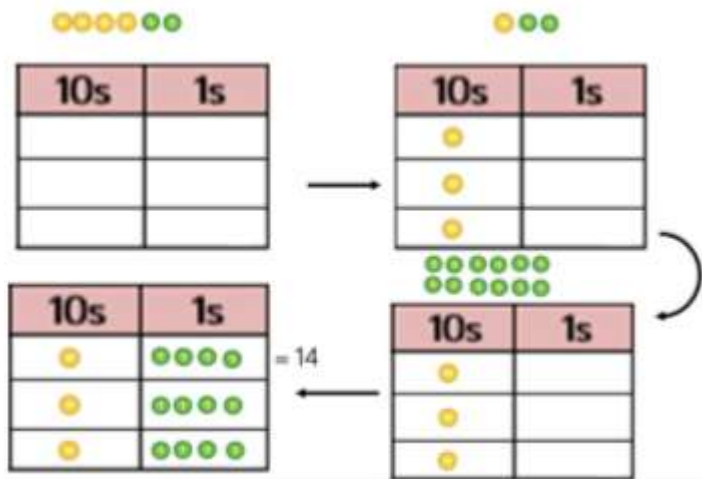
$$14 \div 3 =$$

Divide objects between groups and see how much is left over



$$14 \div 3 = 4r3$$

Short division to share  
Short division to share including exchange



$$42 \div 3$$

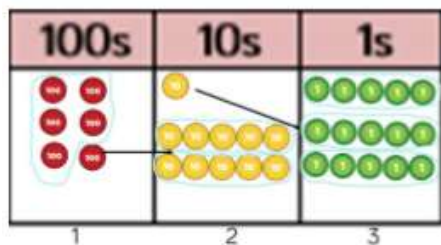
$$42 = 30 + 12$$

$$30 \div 3 = 10$$

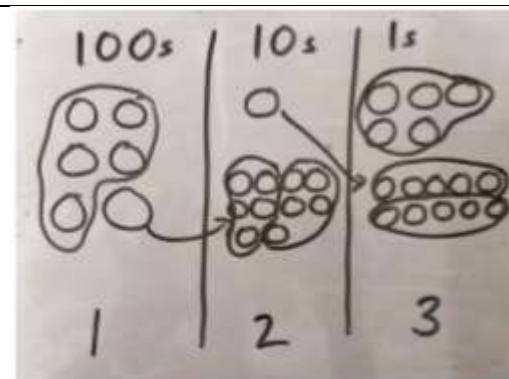
$$12 \div 3 = 4$$

$$10 + 4 = 14$$

Short division using place value counters to group



1. Make 615 with place value counters.
2. How many groups of 5 hundreds can you make with 6 hundred counters?
3. Exchange 1 hundred for 10 tens.
4. How many groups of 5 tens can you make with 11 ten counters?
5. Exchange 1 ten for 10 ones.
6. How many groups of 5 ones can you make with 15 ones?

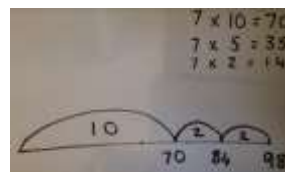


Using known number facts to help when partitioning and dividing

$$600 \div 5 = 120$$

$$15 \div 5 = 3$$

$$120 + 3 = 123$$



When pupils have developed a conceptual understanding, they are taught formal short division.

		<div>98 ÷ 7 becomes</div> <div><div><div>14</div><div>7</div><div>98</div></div></div> <div>Answer: 14</div>
<div>Formal written method with remainders</div> <div><a href="https://www.youtube.com/watch?v=FWq9mF9ibxI">https://www.youtube.com/watch?v=FWq9mF9ibxI</a></div>	<div><div><div>2 × 15 = 30</div><div>5 × 15 = 75</div><div>10 × 15 = 150</div><div>20 × 15 = 300</div></div><div><div>0</div><div>20</div><div>300</div><div>375</div><div>405</div><div>420</div><div>432</div><div>28 r 12</div></div></div>	<div><div>432 ÷ 5 becomes</div><div><div><div>86 r 2</div><div>5</div><div>432</div></div></div><div>Answer: 86 remainder 2</div></div> <div><div>496 ÷ 11 becomes</div><div><div><div>45 r 1</div><div>11</div><div>496</div></div></div><div>Answer: 45 <math>\frac{1}{11}</math></div></div>
<div>formal written method beyond tables facts</div> <div>573 ÷ 17</div>		<div><div><div>0573 r 7</div><div>17</div><div>9748</div><div>-85</div><div>124</div><div>-119</div><div>58</div><div>-51</div><div>7</div></div></div> <div><div>10 + 7 = 17</div><div>20 + 14 = 34</div><div>30 + 21 = 51</div><div>40 + 28 = 68</div><div>50 + 35 = 85</div><div>60 + 42 = 102</div><div>70 + 49 = 119</div><div>80 + 56 = 136</div><div>90 + 63 = 153</div></div>
<div>Division of a fraction by a whole number</div> <div>2/5 ÷ 3</div>	<div><div>Whole</div><div><div>1/5</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><d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