



Maths and Calculations Policy

Date: June 2025

Review date: June 2026

Approved by the Advisory Board: June 2025

Signed

S. Day -

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Rookery Farm, Reynolds Lane, Potter Heigham, Great Yarmouth NR29 5LY

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
New policy	July 2023		
V2	June 2024	P3 Implementation	[students are able to take] Functional Skills (Entry Level, Level 1 or Level 2) - <i>Replaced with</i> the Edexcel Level 1/Level2 GCSE (9 to 1) in mathematics and/or the Edexcel Entry Level Certificate in mathematics (level 1, 2 or 3).
		P3 Impact	[RAG their] 'effort and understanding' replaced with 'work'
V3	June 2025	P3 Implementation 3 rd para.	Removed: 'Students continue to learn maths based on the stage they were at the end of KS3. A further 2 stages cover GCSE maths topics for the Foundation and Higher papers. This allows'
		P3 Impact	1 st line removed: 'Students complete lesson reflections and RAG their work at the end of each lesson which allows them to reflect on what they have achieved in the lesson. Teachers also RAG the lesson objectives' [core numeracy topics] 'as well as geometry and statistics' - added
		P12	Stage 5 changed to Stage E
V4	September 2025	P3 Implementation 3 rd paragraph	Edexcel changed to AQA
		Appendix one	Page 15: Stage A amended to Stage A & B 'Abstract' column: graphic removed Page 16 Stage A: removed 'multiplication' P20 Stage B: removed 'multiplication' P21 Stage C onwards: removed 'Division' P22 Stage C: removed 'multiplication' P23-24 Stage D Onwards: removed 'multiplication'
	May 2026	P3 Implementation	Last paragraph amended to include '10Ticks' worksheets

Intent

Our vision for maths at All Saints School is for every students' maths learning to support their unique journey in education and develop their maths skills for life. Our aim is for students to have developed secure numeracy skills to allow them to access the next stage of education that they would like to follow as well as give them the mathematical and problem solving skills that will support them in adult life.

Many students starting at All Saints have gaps in their maths education and also lower reading abilities which makes accessing the reading of maths material difficult.

The teaching of maths at All Saints School is student focused to ensure students feel comfortable, confident and secure in their maths class while at the same time ensuring students follow a learning path that ensures they achieve the best possible outcome and results in their maths to help them take their next steps in both education and life.

Implementation

To achieve this in KS2 and KS3 maths is taught in "stages" (based on students' current mathematical understanding) rather than in year groups. This allows teaching to be focused at a level appropriate to students and allows teachers to support any gaps in understanding, misconceptions and allows for consolidation of topics.

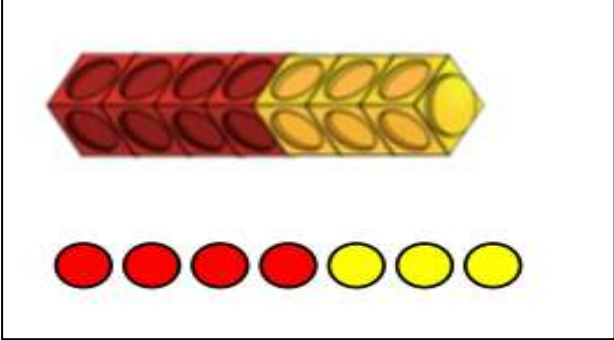
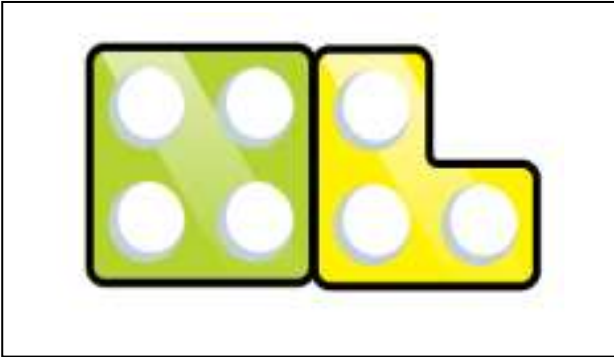
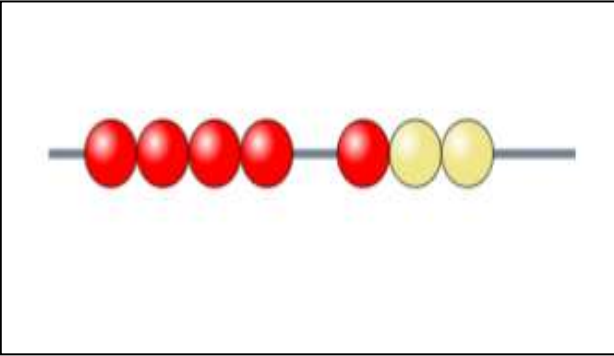
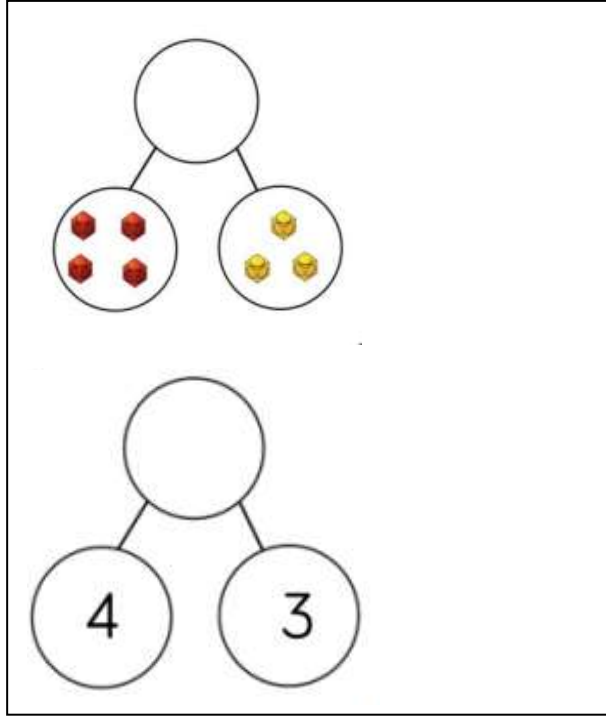
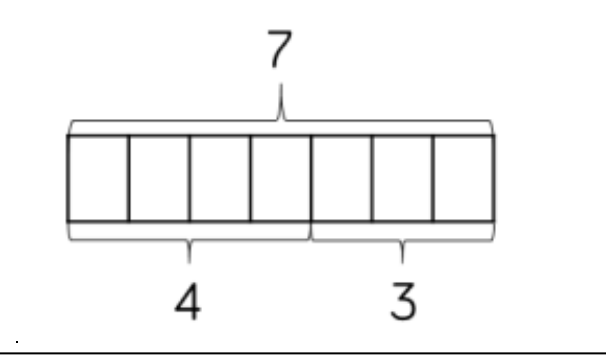
Students build on their knowledge as they move through the stages (there are 6 stages in KS2/KS3). Students begin at the school at the stage which is appropriate for them and progress through the stages based on the development of their own mathematical knowledge. This method of teaching ensures students' progress at the rate that is right for them and each student reaches their full potential.

We see Key Stage 4 as a natural continuation from KS3. Students follow the path that is right for them and are entered into the most suitable maths qualification for them. Students are able to take the Edexcel Level 1/Level2 GCSE (9 to 1) in mathematics and/or the AQA Entry Level Certificate in mathematics (level 1, 2 or 3).

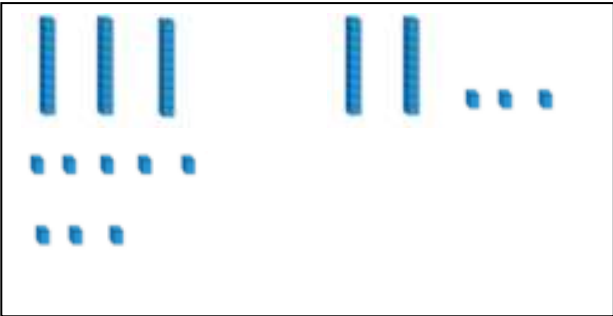
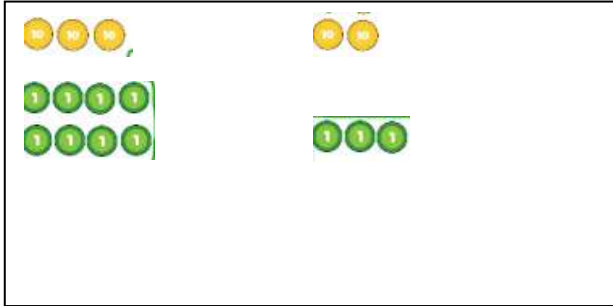
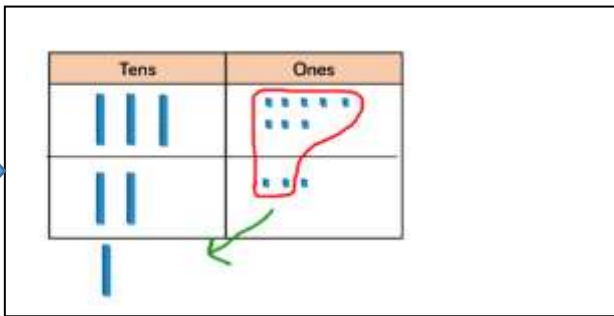
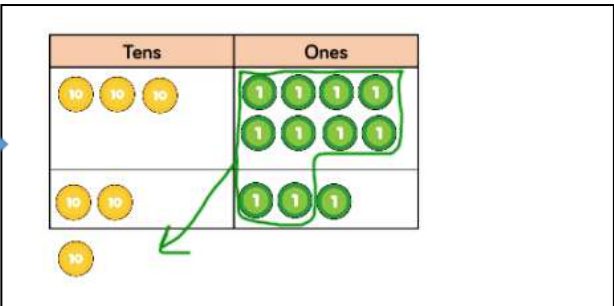
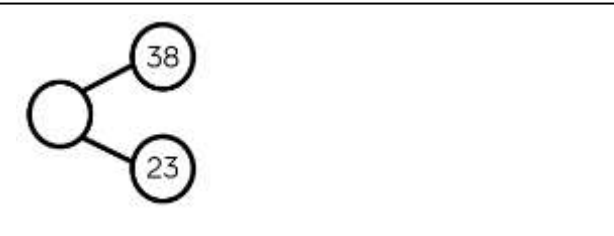
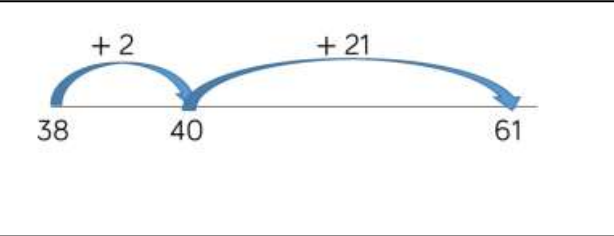
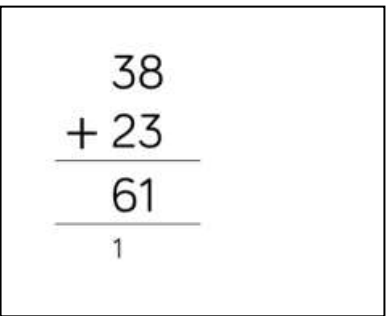
For teaching maths we primarily use White Rose Maths resources which follow a mastery approach using concrete, pictorial and abstract techniques to develop students understanding of topics. This is supported by using 10ticks worksheets in lessons where appropriate. Appendix one sets out our calculation policy giving guidance on the techniques used to teach students.

Impact:




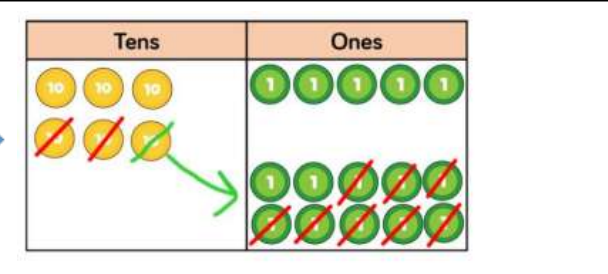
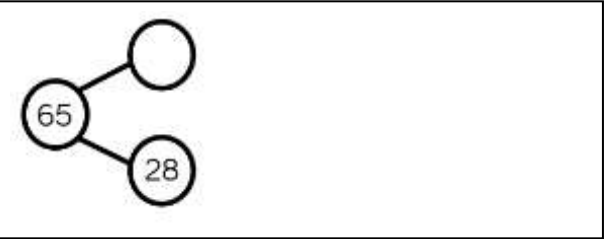
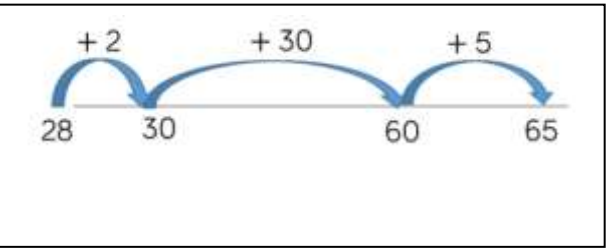
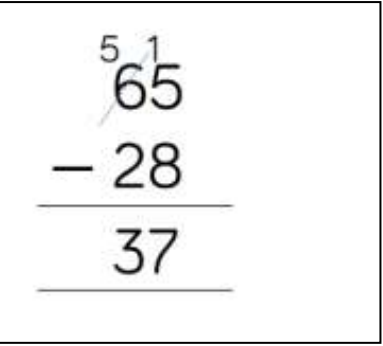
Benchmark assessments are completed by students at the beginning and the end of core numeracy topics, as well as geometry and statistics. Assessments evidence the progress that students are making. A year-end assessment will also track students' progress over the year and assess their readiness to move to the next stage.

Objective	Concrete	Pictorial	Abstract
<p>Students will understand number bonds up to 100</p> <p>Number bonds let students split number in useful ways.</p> <p>Example: $3 + 4 = 7$</p>	<p>Counters/cubes</p>  <p>Numicon</p>  <p>Beads</p>  <p>Note: for 2-digit numbers dienes may also be used.</p>	<p>Part whole model</p>  <p>Bar model</p> 	<p>Seven (7) can be split different ways:</p> <p>1 and 6 2 and 5 3 and 4</p>

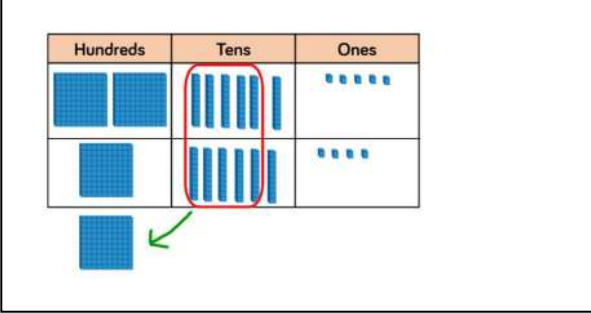
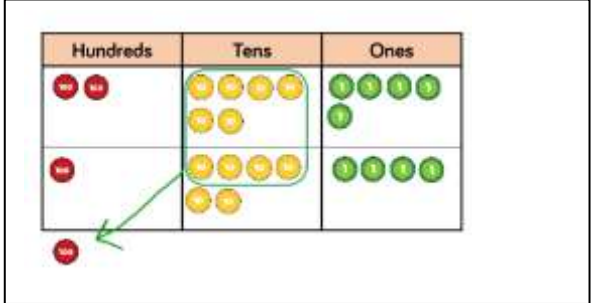
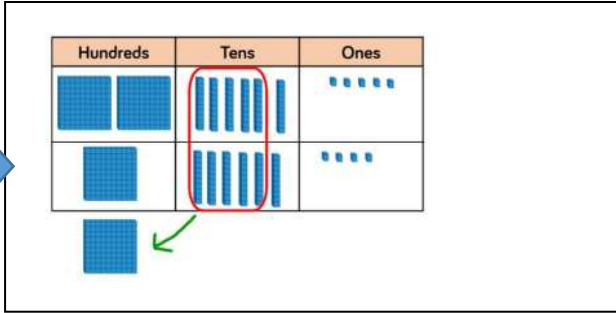
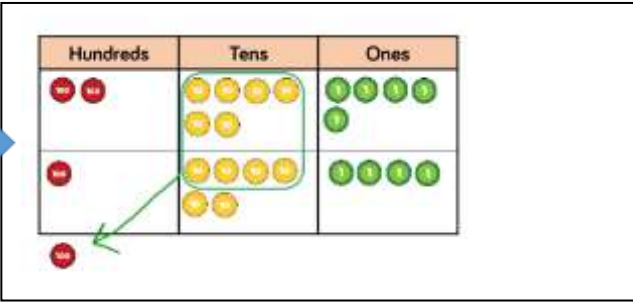
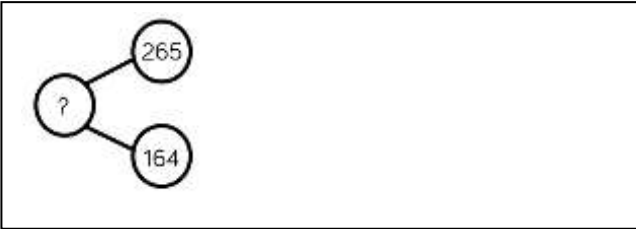
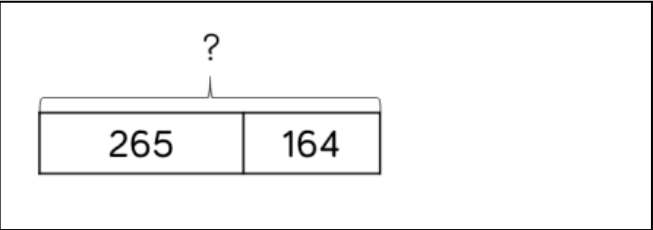
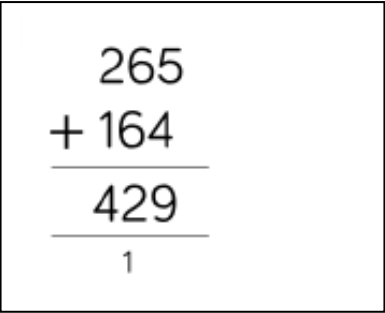
STAGE A – Addition and Subtraction

Objective	Concrete	Pictorial	Abstract
<p>Students will be able to add up to 2 digit numbers from 2 digit numbers with 1 exchange.</p> <p>Example: $38 + 23 = 61$</p>	<p>Dienes</p>  <p>Counters</p> 	<p>Draw dienes on PV chart</p>  <p>Draw counters on PV chart</p>  <p>Part Whole Model</p>  <p>Number Line</p> 	<p>Column Method</p> 

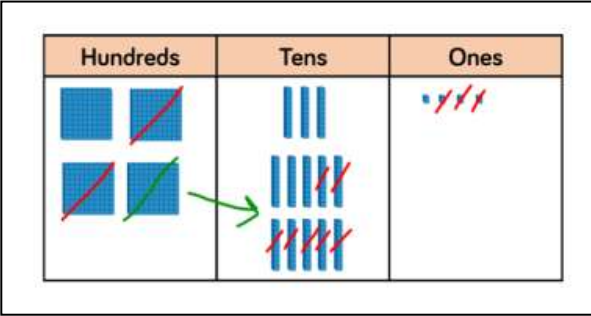
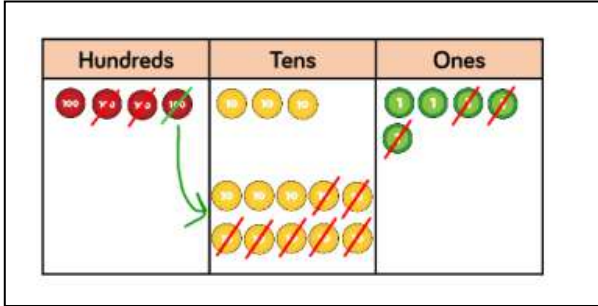
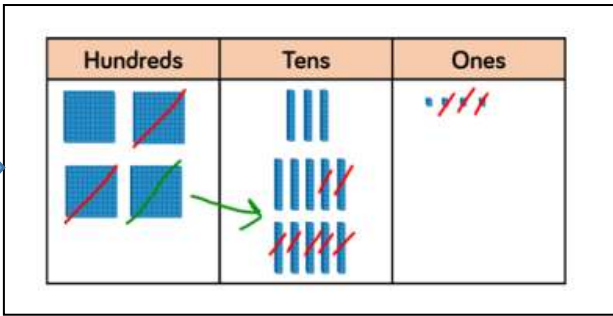
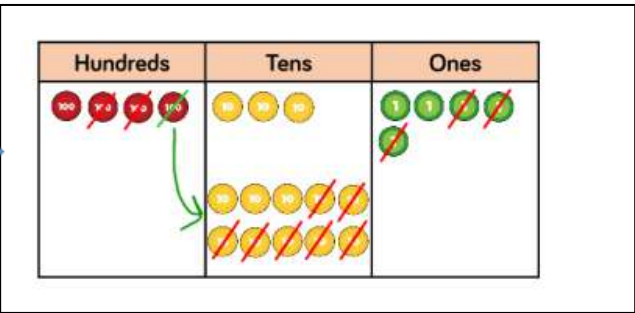

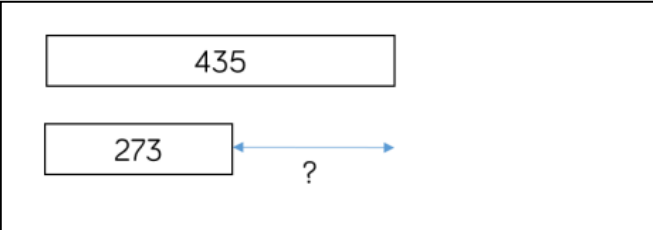
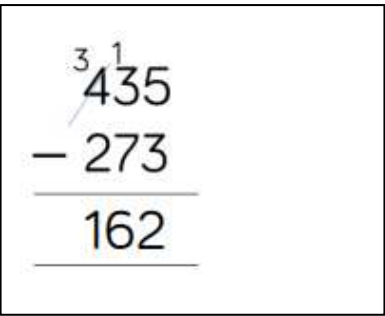
STAGE A – Addition and Subtraction

Objective	Concrete	Pictorial	Abstract
<p>Students will be able to subtract up to 2 digit numbers from 2 digit numbers with 1 exchange.</p> <p>Example: $65 - 28 = 37$</p>	<p>Dienes</p>  <p>Swap one ten block for 10 units and then subtract 28</p> <p>Counters</p>  <p>Swap one ten counter for 10 unit counters and then subtract 28</p> <p>Beads</p> 	<p>Draw dienes on PV chart</p>  <p>Draw counters on PV chart</p>  <p>Part Whole Model</p>  <p>Number Line</p> 	<p>Column Method</p> 

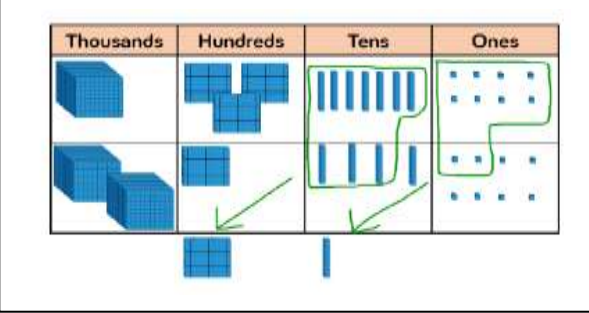
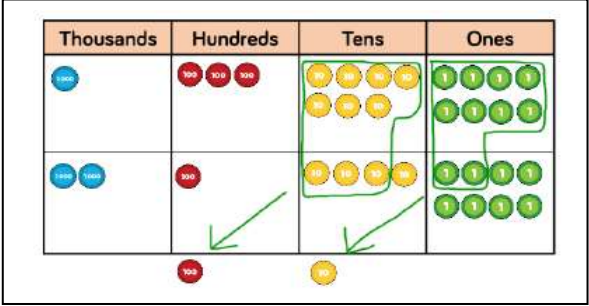
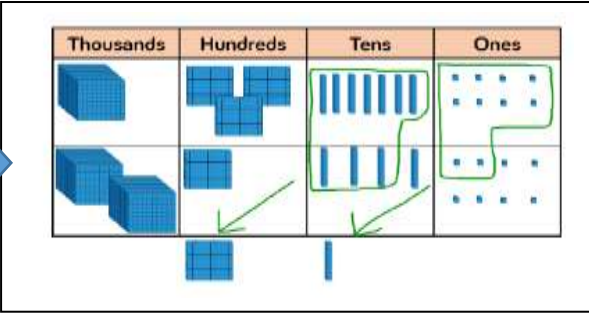
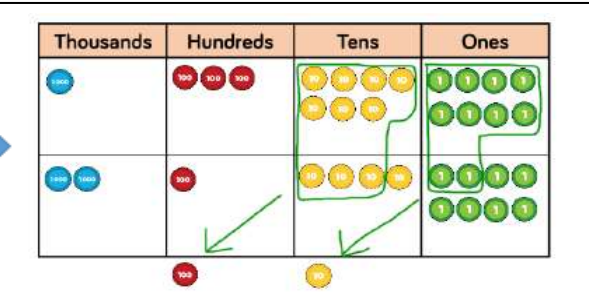

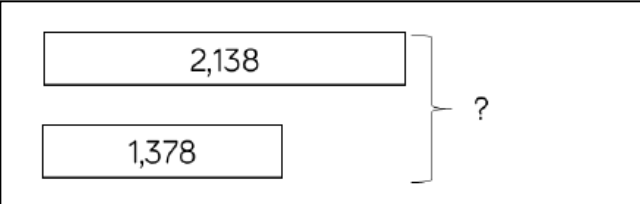
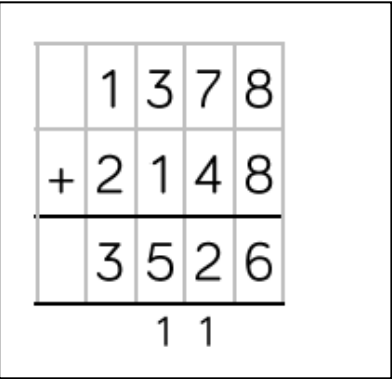
STAGE B – Addition and Subtraction

Objective	Concrete	Pictorial	Abstract
<p>Students will be able to add up to 3 digit numbers from 3 digit numbers with 1 or more exchange.</p> <p>Example 265 + 164</p>	<p>Dienes placed on PV chart</p>  <p>Counters placed on PV chart</p> 	<p>Draw dienes on PV chart</p>  <p>Draw counters on PV chart</p>  <p>Part Whole Model</p>  <p>Bar Model</p> 	<p>Column Method</p> 

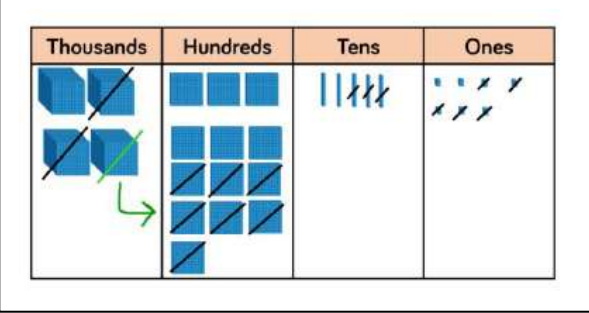
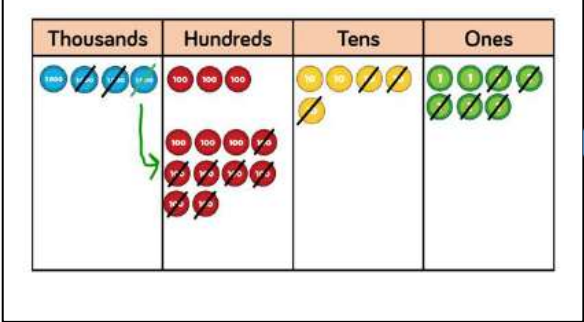
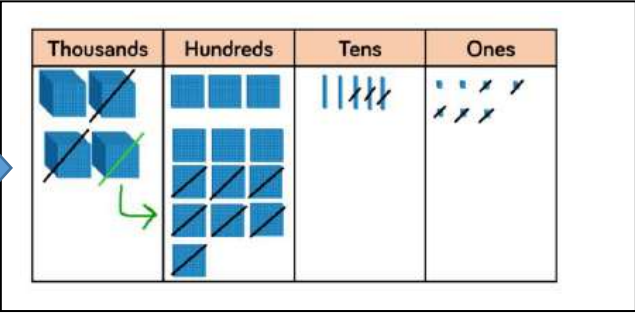
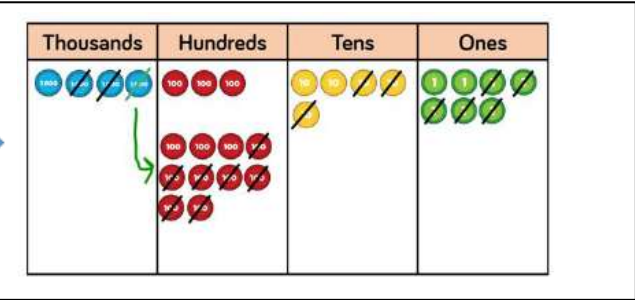

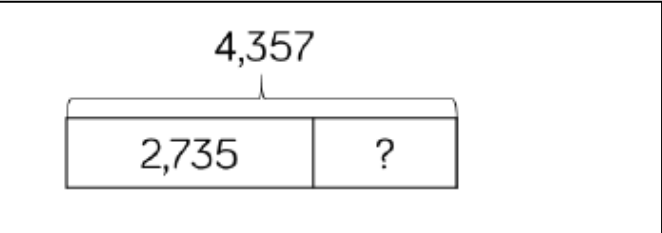
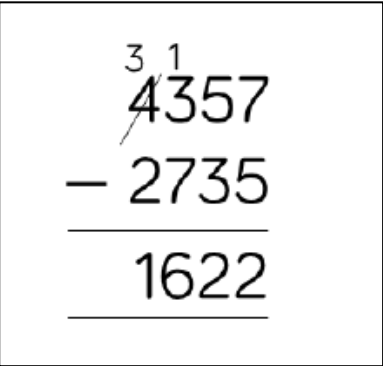
STAGE B – Addition and Subtraction

Objective	Concrete	Pictorial	Abstract
<p>Students will be able to subtract up to 3 digit numbers from 3 digit numbers with 1 or more exchange.</p> <p>Example 435 - 273</p>	<p>Dienes placed on PV chart</p>  <p>Counters placed on PV chart</p> 	<p>Draw dienes on PV chart</p>  <p>Draw counters on PV chart</p>  <p>Part Whole Model</p>  <p>Bar Model</p> 	<p>Column Method</p> 

Stage C and D – Addition and Subtraction

Objective	Concrete	Pictorial	Abstract
<p>Students will be able to add up to 4 digit numbers from 4 digit numbers with 1 or more exchange.</p> <p>Example $1,378 + 2,148$</p>	<p>Dienes placed on PV chart</p>  <p>Counters placed on PV chart</p> 	<p>Draw dienes on PV chart</p>  <p>Draw counters on PV chart</p>  <p>Part Whole Model</p>  <p>Bar Model</p> 	<p>Column Method</p> 

Stage C and D – Addition and Subtraction

Objective	Concrete	Pictorial	Abstract
<p>Students will be able to subtract up to 4 digit numbers from 4 digit numbers with 1 or more exchange.</p> <p>Example 4,357 – 2,735</p>	<p>Dienes placed on PV chart</p>  <p>Counters placed on PV chart</p> 	<p>Draw dienes on PV chart</p>  <p>Draw counters on PV chart</p>  <p>Part Whole Model</p>  <p>Bar Model</p> 	<p>Column Method</p> 

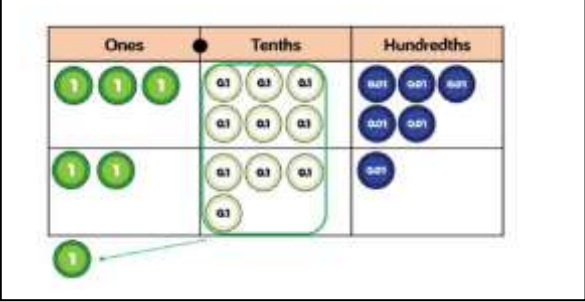
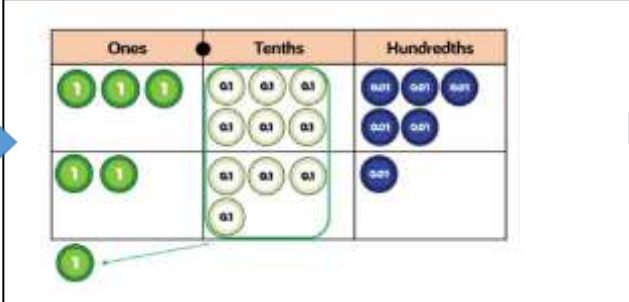
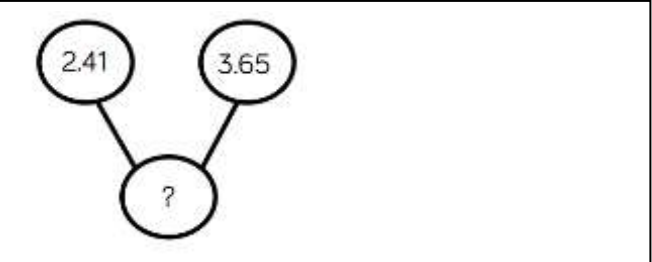
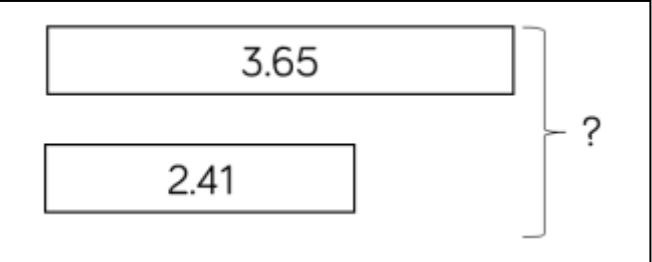
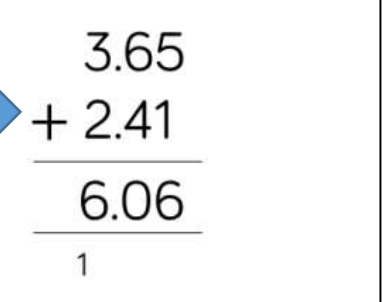
Stage E onwards – Addition and Subtraction

Objective	Concrete	Pictorial	Abstract																														
<p>Students will be able to add any number of positive integers</p> <p>Example 104,328 + 61,731</p>	<p>Counters placed on PV chart</p>	<p>Draw counters on PV chart</p> <p>Part Whole Model</p> <p>Bar Model</p>	<p>Column Method</p> <table border="1" data-bbox="1774 236 2159 549"> <tr> <td>1</td> <td>0</td> <td>4</td> <td>3</td> <td>2</td> <td>8</td> </tr> <tr> <td>+</td> <td>6</td> <td>1</td> <td>7</td> <td>3</td> <td>1</td> </tr> <tr> <td colspan="6"><hr/></td> </tr> <tr> <td>1</td> <td>6</td> <td>6</td> <td>0</td> <td>5</td> <td>9</td> </tr> <tr> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td></td> </tr> </table>	1	0	4	3	2	8	+	6	1	7	3	1	<hr/>						1	6	6	0	5	9			1			
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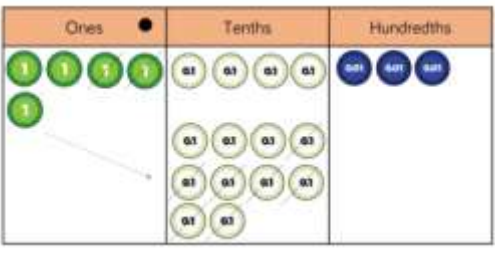
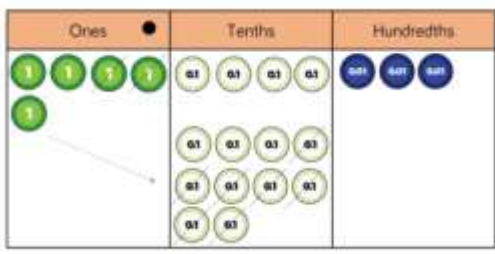
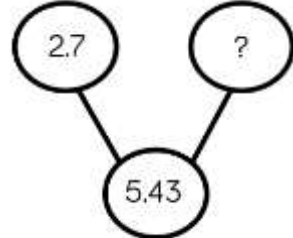
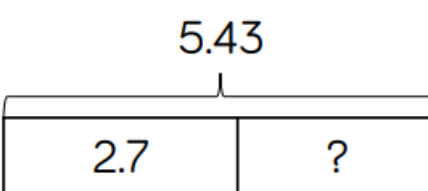
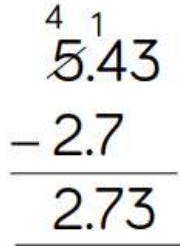
STAGE E onwards – Addition and Subtraction

Objective	Concrete	Pictorial	Abstract																					
<p>Students will be able to subtract any number of positive integers</p> <p>Example 294,382 – 182,501</p>	<p>Counters placed on PV chart</p>	<p>Draw counters on PV chart</p> <p>Part Whole Model</p> <p>Bar Model</p>	<p>Column Method</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2</td> <td>9</td> <td>3</td> <td>¹³</td> <td>8</td> <td>2</td> </tr> <tr> <td>-</td> <td>1</td> <td>8</td> <td>2</td> <td>5</td> <td>0</td> <td>1</td> </tr> <tr> <td></td> <td>1</td> <td>1</td> <td>1</td> <td>8</td> <td>8</td> <td>1</td> </tr> </table>		2	9	3	¹³	8	2	-	1	8	2	5	0	1		1	1	1	8	8	1
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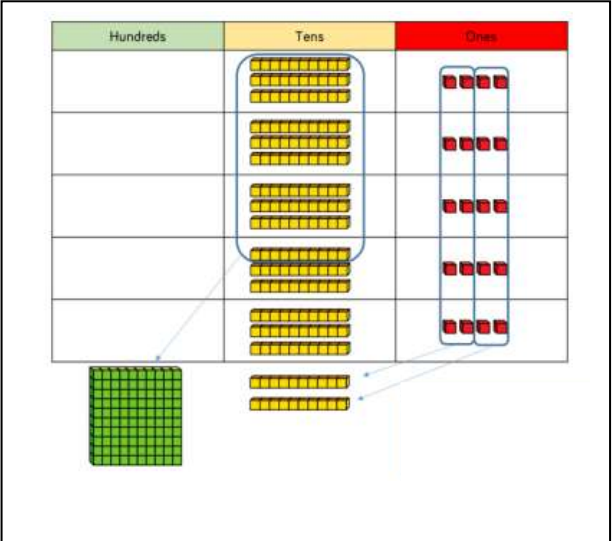
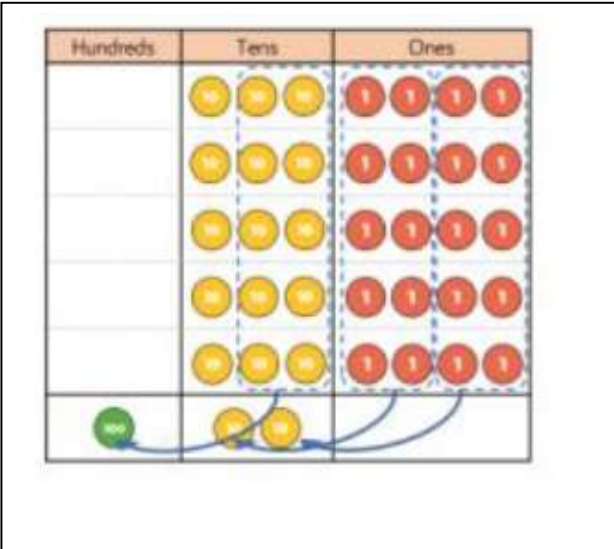
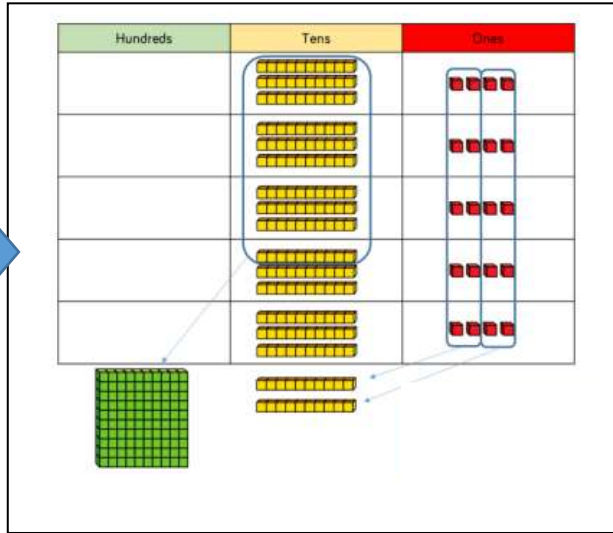
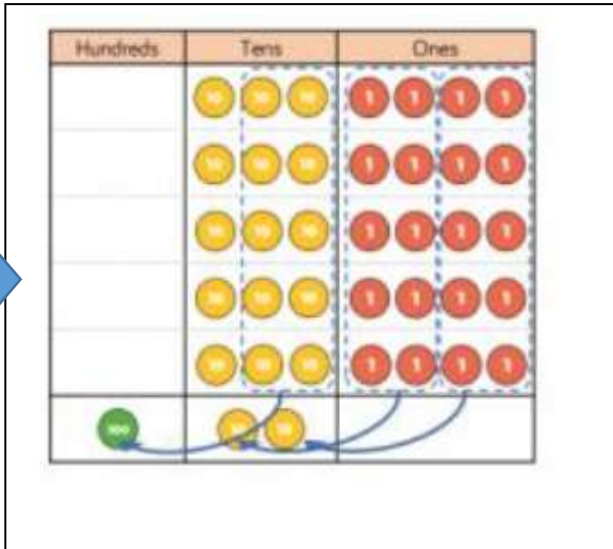
STAGE E onwards – Addition and Subtraction

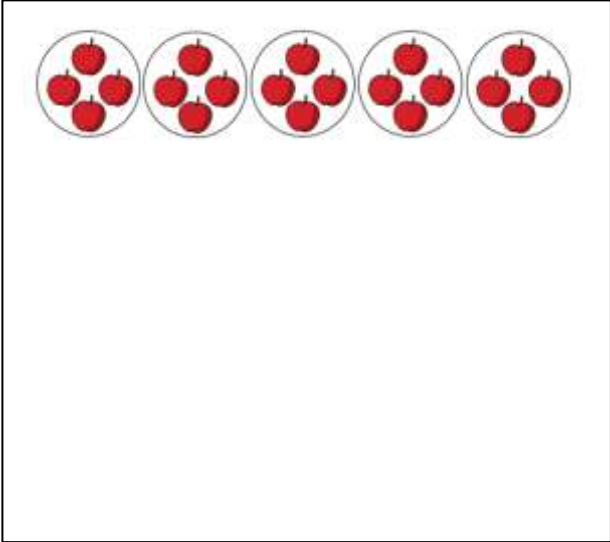
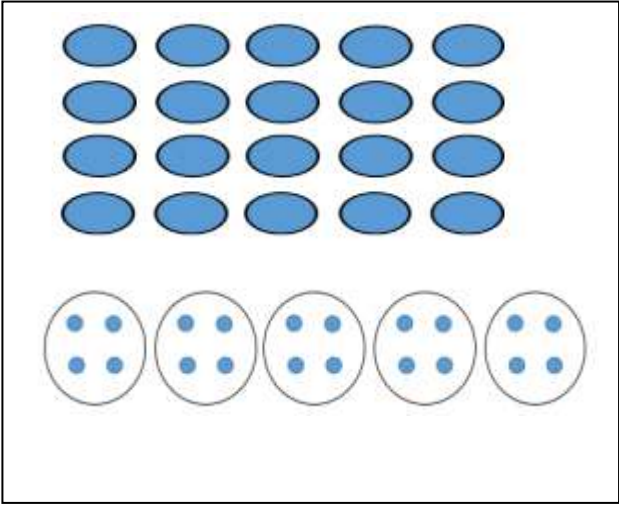
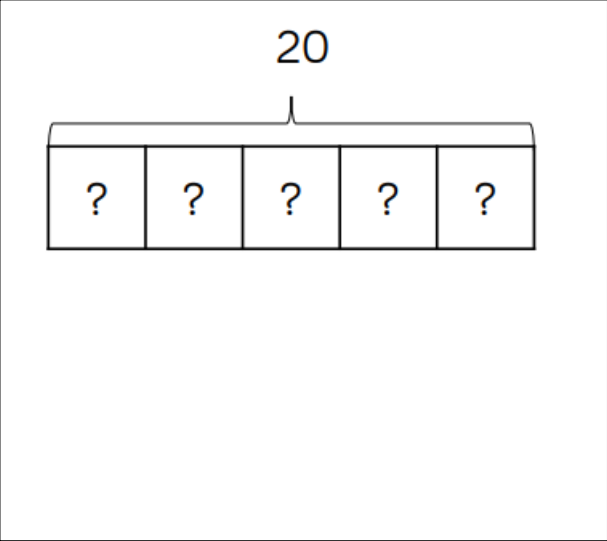
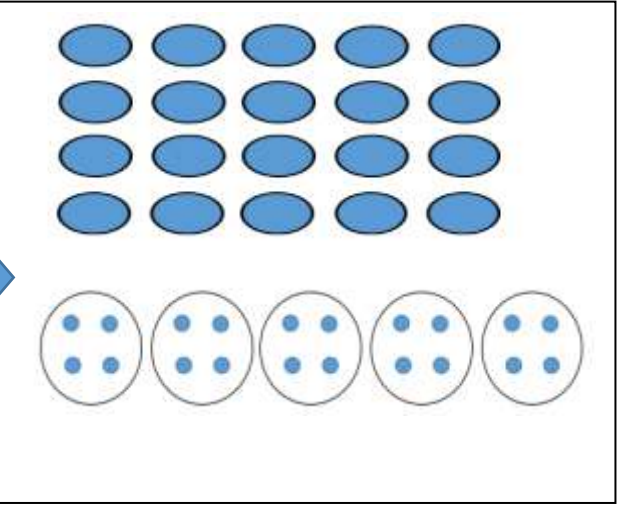
Objective	Concrete	Pictorial	Abstract
<p>Students will be able to add any number with decimal places*</p> <p>Example $3.65 + 2.41$</p> <p>*Note: Stage E (up to 2 decimal places)</p> <p>Stage F onwards (any number of decimal places)</p>	<p>Counters placed on PV chart</p> 	<p>Draw counters on PV chart</p>  <p>Part Whole Model</p>  <p>Bar Model</p> 	<p>Column Method</p> 

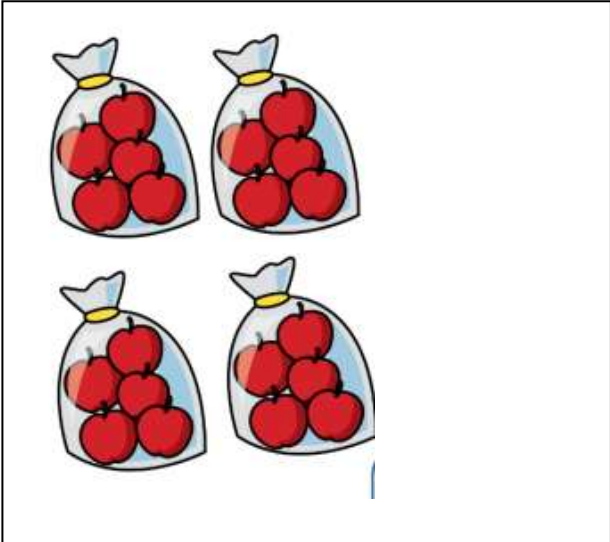
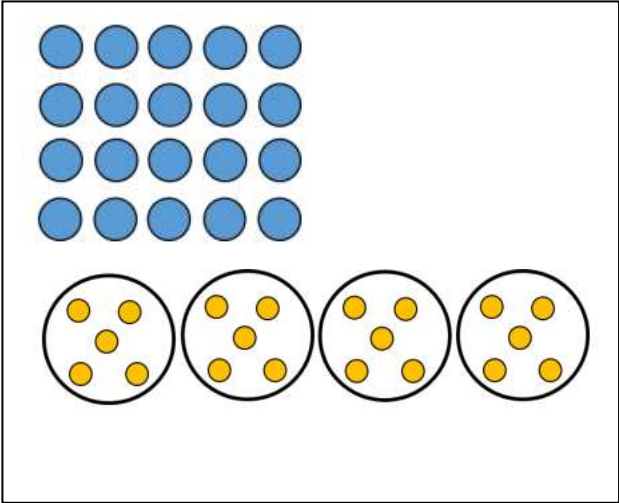
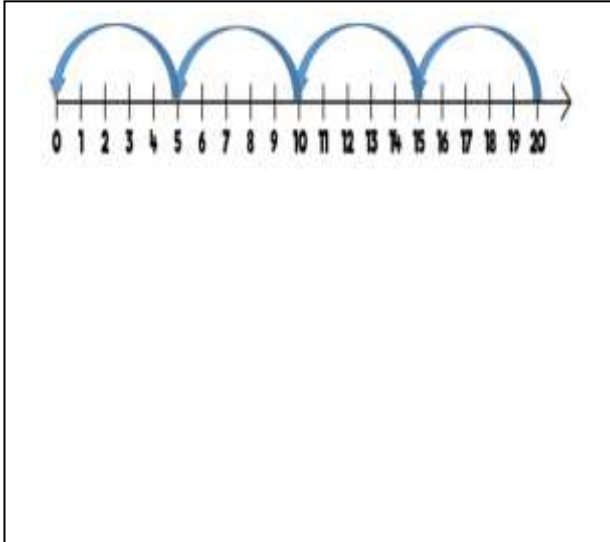
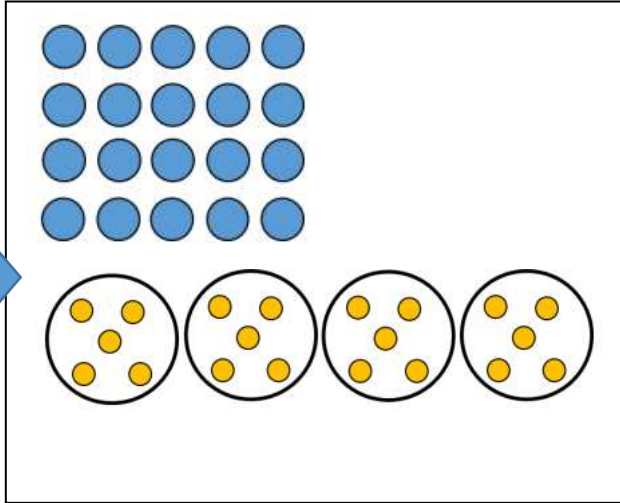
STAGE E onwards – Addition and Subtraction

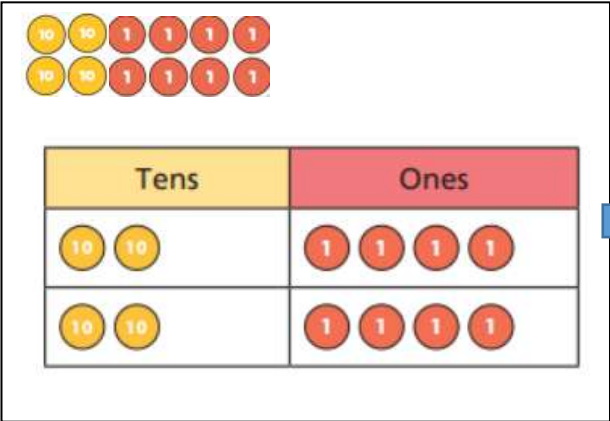
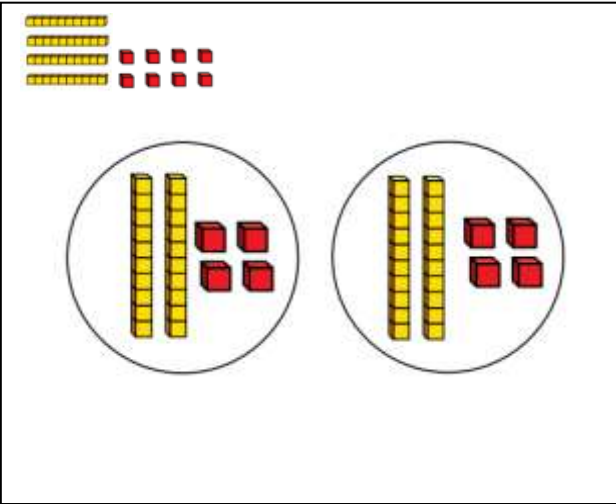
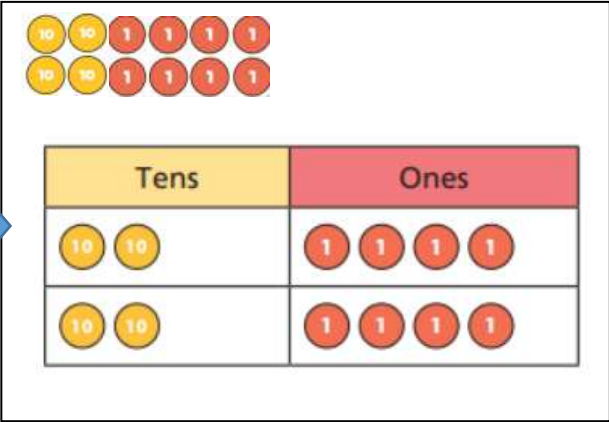
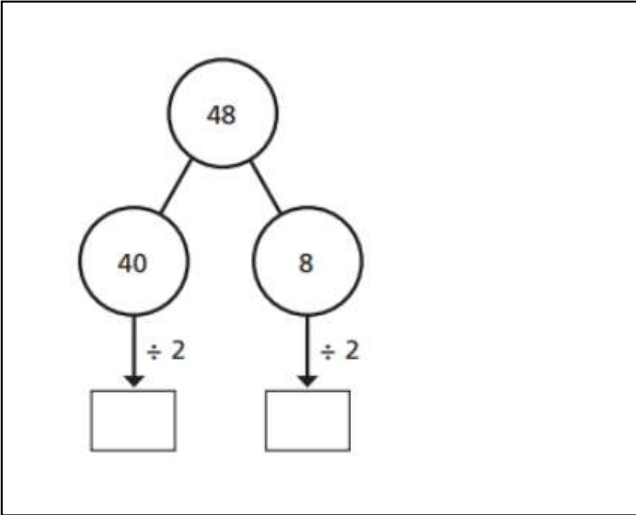
Objective	Concrete	Pictorial	Abstract
<p>Students will be able to subtract any number with decimal places*</p> <p>Example 5.43 – 2.7</p> <p>*Note: Stage E (up to 2 decimal places)</p> <p>Stage F onwards (any number of decimal places)</p>	<p>Counters</p> 	<p>Counters (PV chart)</p>  <p>Part Whole Model</p>  <p>Bar Model</p> 	<p>Column Method</p> 


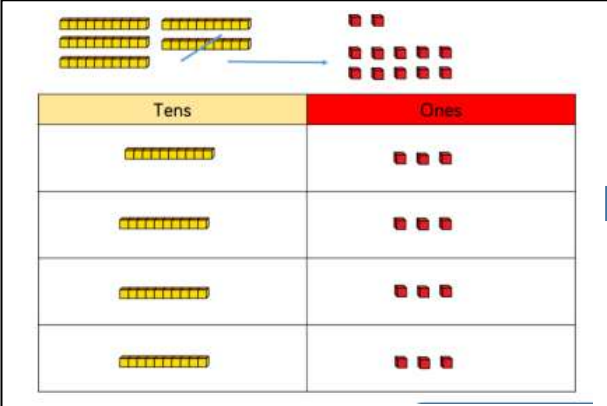

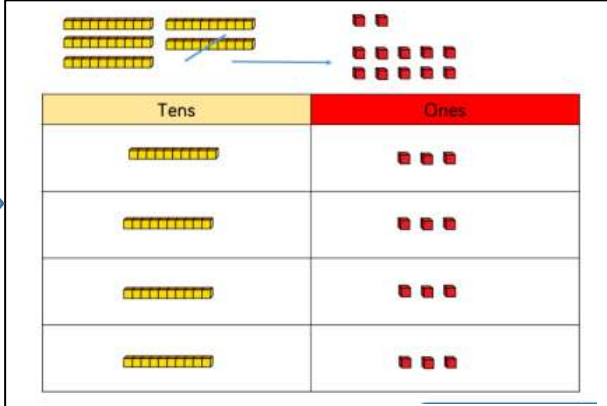
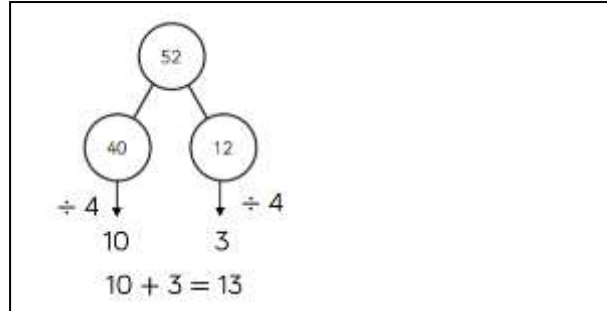
STAGE A and B – Multiplication

Objective	Concrete	Pictorial	Abstract
<p>Students will work towards understanding how to multiply two digits by one digit</p> <p>Example: $34 \times 5 = 170$</p>	<p>Dienes</p>  <p>Counters</p> 	<p>Draw dienes on PV chart</p>  <p>Draw counters on PV chart</p> 	

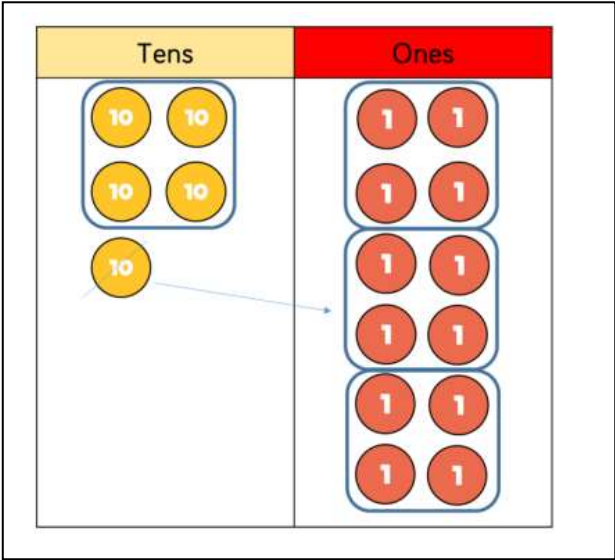
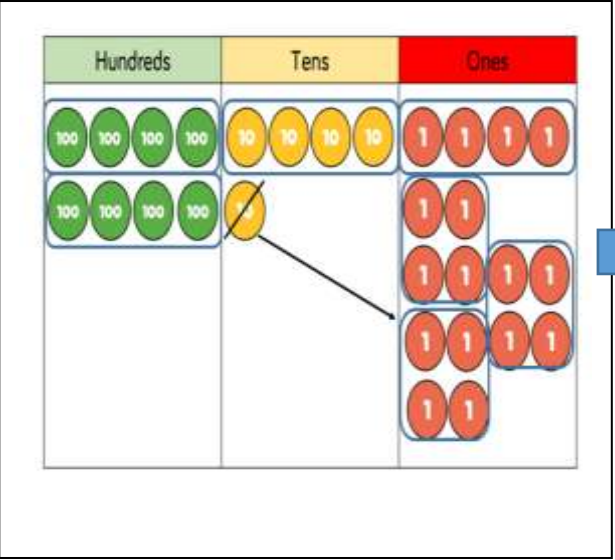
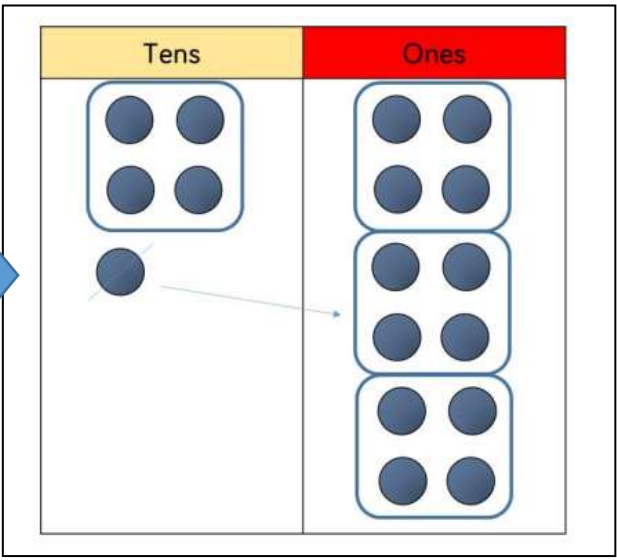
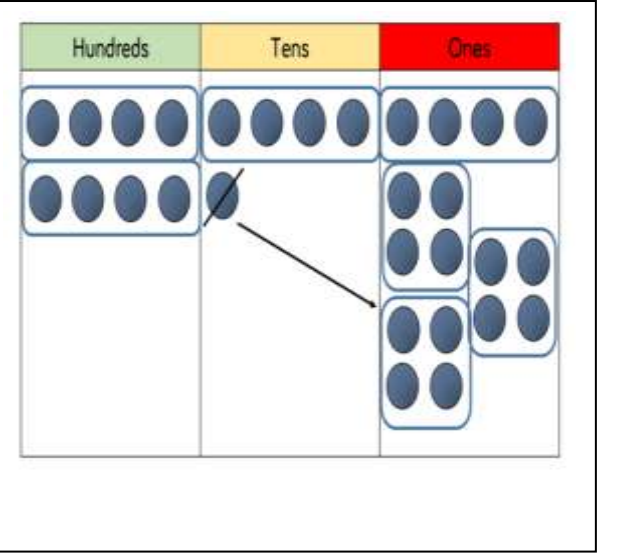
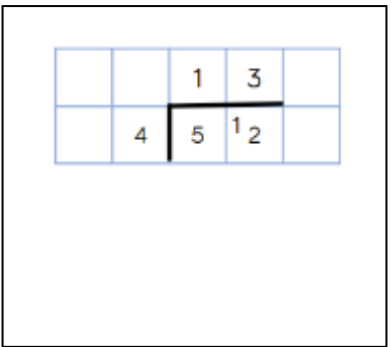
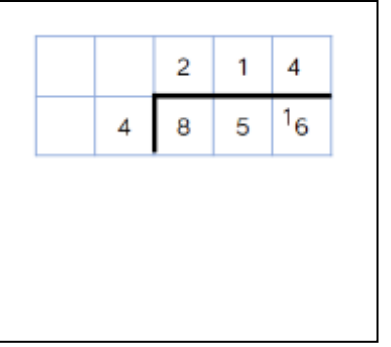
Objective	Concrete	Pictorial	Abstract
<p>Students will begin to understand how to share objects</p> <p>Example</p> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px 0;"> <p>There are 20 apples altogether. They are shared equally between 5 bags. How many apples are in each bag?</p> </div>	<p>Apples</p>  <p>Counters</p> 	<p>Bar Model</p>  <p>Draw counters</p> 	<p>Understand divide sign</p> <div style="border: 1px solid gray; padding: 10px; text-align: center; margin: 10px 0;"> $20 \div 5 = 4$ </div>

Objective	Concrete	Pictorial	Abstract
<p>Students will begin to understand how to group objects</p> <p>Example</p> <div data-bbox="76 320 378 443" style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>There are 20 apples altogether. They are put in bags of 5. How many bags are there?</p> </div>	<p>Apples</p>  <p>Counters</p> 	<p>Number line</p>  <p>Draw counters</p> 	<p>Understand divide sign</p> <div data-bbox="1758 116 2150 571" style="border: 1px solid gray; padding: 20px; text-align: center;"> $20 \div 5 = 4$ </div>

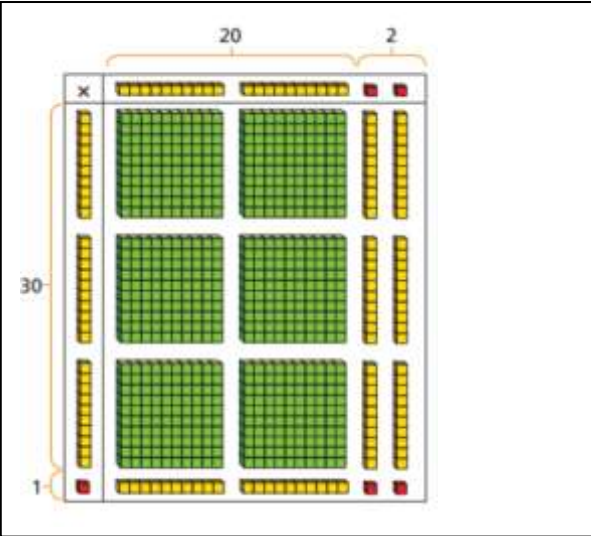
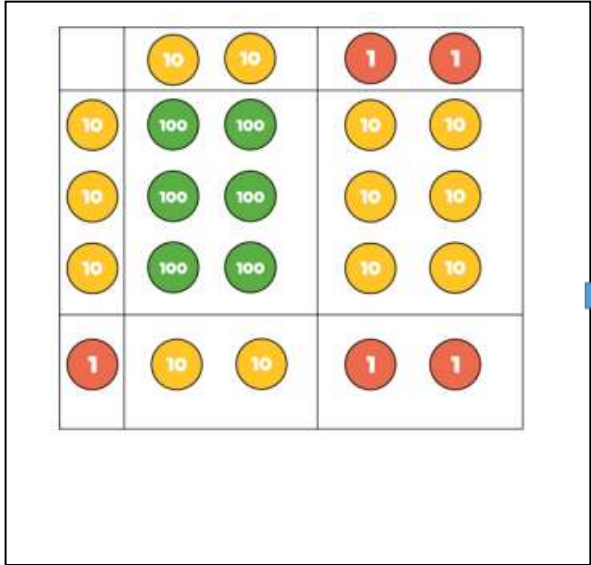
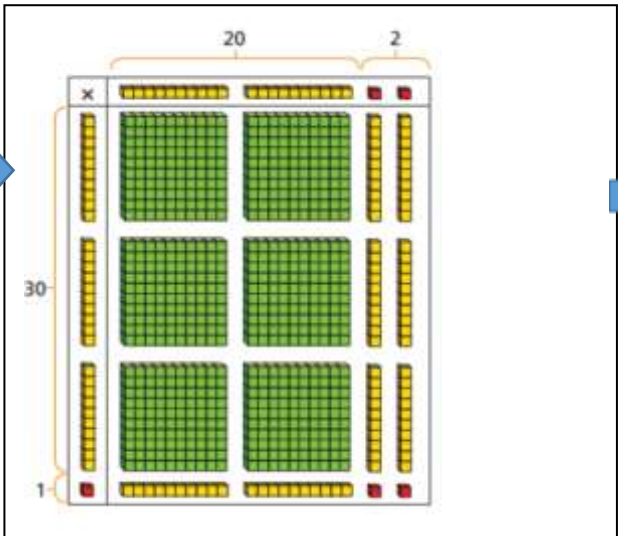
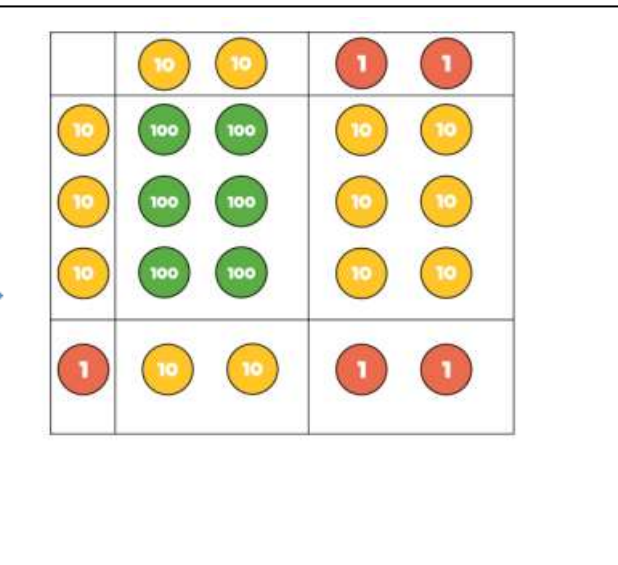
Objective	Concrete	Pictorial	Abstract
<p>Students will begin to understand how to divide 2 digits by 1 digit (sharing with no exchange)</p> <p>Example</p> <div data-bbox="78 478 376 550" style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> $48 \div 2 = 24$ </div>	<p>Counters</p>  <p>Dienes</p> 	<p>Draw Counters in books</p>  <p>Part whole model</p> 	<p>Understand divide sign</p> <div data-bbox="1787 247 2085 319" style="border: 1px solid black; border-radius: 10px; padding: 10px; display: inline-block;"> $48 \div 2 = 24$ </div>

Objective	Concrete	Pictorial	Abstract
<p>Students will begin to understand how to divide 2 digits by 1 digit (sharing with exchange)</p> <p>Example</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $52 \div 4 = 13$ </div>	<p>Counters</p>  <p>Dienes</p> 	<p>Draw counters in books</p>  <p>Draw dienes</p>  <p>Part whole model</p> 	<p>Understand divide sign</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> $52 \div 4 = 13$ </div>

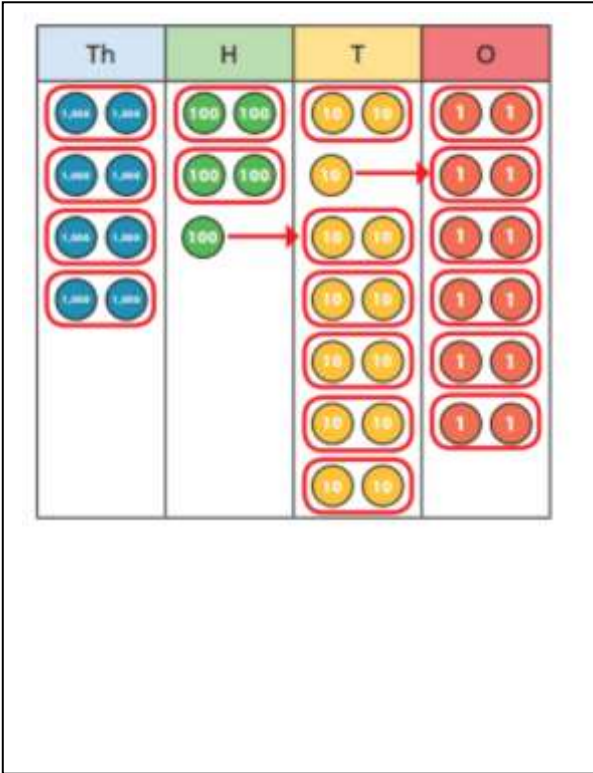
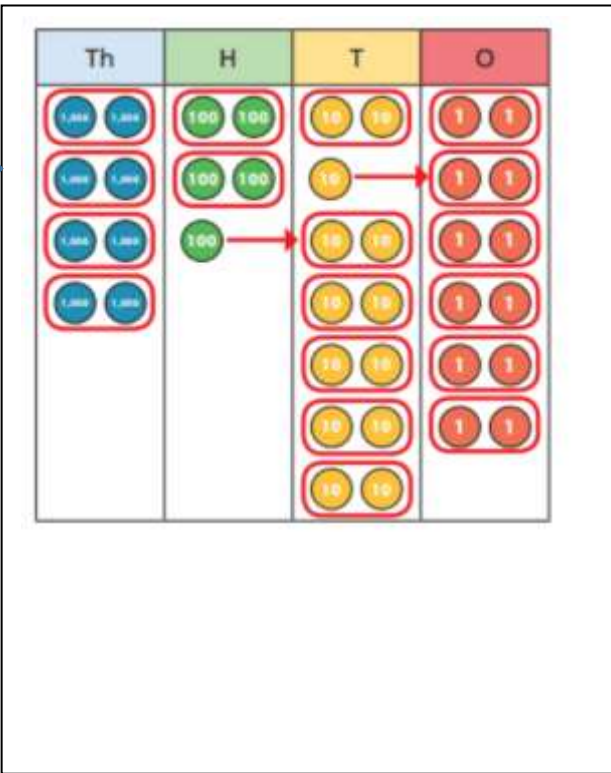
STAGE B – Division

Objective	Concrete	Pictorial	Abstract
<p>Students will begin to understand how to divide 2 digits by 1 digit (grouping).</p> <p>Example:</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> $52 \div 4 = 13$ </div> <p>Students will begin to understand how to divide 3 digits by 1 digit (grouping).</p> <p>Example:</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> $856 \div 4 = 214$ </div>	<p>Counters</p>  <p>Counters:</p> 	<p>Draw counters in books</p>  <p>Draw counters in books</p> 	<p>Written Method</p>  <p>Written Method</p> 

STAGE C onwards – Multiplication

Objective	Concrete	Pictorial	Abstract																																	
<p>Students will begin to understand how to multiply 2 or 3 digits by 2 digits</p> <p>Example:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> $22 \times 31 = 682$ </div>	<p>Dienes (Area model)</p>  <p>Counters</p> 	<p>Draw dienes in books</p>  <p>Draw counters in books</p> 	<p>Grid Method</p> <table border="1" data-bbox="1738 248 2157 707"> <tr> <td>×</td> <td>20</td> <td>2</td> </tr> <tr> <td>30</td> <td>600</td> <td>60</td> </tr> <tr> <td>1</td> <td>20</td> <td>2</td> </tr> </table> <p style="text-align: center;">↓</p> <p>Formal Written Method</p> <table border="1" data-bbox="1738 922 2157 1380"> <tr> <td></td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td></td> <td></td> <td>2</td> <td>2</td> </tr> <tr> <td>×</td> <td></td> <td>3</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>2</td> <td>2</td> </tr> <tr> <td></td> <td>6</td> <td>6</td> <td>0</td> </tr> <tr> <td></td> <td>6</td> <td>8</td> <td>2</td> </tr> </table>	×	20	2	30	600	60	1	20	2		H	T	O			2	2	×		3	1			2	2		6	6	0		6	8	2
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	6	6	0																																	
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STAGE C – Division

Objective	Concrete	Pictorial	Abstract										
<p>Students will begin to be able to divide 4 digits by 1 digit (grouping)(with/without remainders)</p> <p>Example</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> $8,532 \div 2 = 4,266$ </div>	<p style="text-align: center;">Counters</p> 	<p style="text-align: center;">Draw counters in books</p> 	<p style="text-align: center;">Column Method</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <table style="border-collapse: collapse; text-align: center; font-family: monospace;"> <tr> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="border: 1px solid black; width: 30px; height: 30px;">4</td> <td style="border: 1px solid black; width: 30px; height: 30px;">2</td> <td style="border: 1px solid black; width: 30px; height: 30px;">6</td> <td style="border: 1px solid black; width: 30px; height: 30px;">6</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 30px;">2</td> <td style="border: 1px solid black; width: 30px; height: 30px;">8</td> <td style="border: 1px solid black; width: 30px; height: 30px;">5</td> <td style="border: 1px solid black; width: 30px; height: 30px;">3</td> <td style="border: 1px solid black; width: 30px; height: 30px;">2</td> </tr> </table> </div>		4	2	6	6	2	8	5	3	2
	4	2	6	6									
2	8	5	3	2									

Stage D onwards – Division

Objective	Concrete	Pictorial	Abstract																																																																																				
<p>Students will be able to divide any number of digits by 2 digits using long division (with/without remainders).</p> <p>Example</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> $432 \div 12 = 36$ </div> <p>Example</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> $7,335 \div 15 = 489$ </div>	<p>Not used</p>	<p>Not used</p>	<p>Written Method</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="display: inline-table; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">0</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">3</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">6</td><td style="border: none;"></td></tr> <tr><td style="border: 1px solid black; text-align: center;">1</td><td style="border: 1px solid black; text-align: center;">2</td><td style="border: 1px solid black; text-align: center;">4</td><td style="border: 1px solid black; text-align: center;">3</td><td style="border: 1px solid black; text-align: center;">2</td><td style="border: none;"></td></tr> <tr><td style="border: none;"></td><td style="border: none;"></td><td style="border: 1px solid black; text-align: center;">3</td><td style="border: 1px solid black; text-align: center;">6</td><td style="border: 1px solid black; text-align: center;">0</td><td style="border: none;"></td></tr> <tr><td style="border: none;"></td><td style="border: none;"></td><td style="border: none;"></td><td style="border: 1px solid black; text-align: center;">7</td><td style="border: 1px solid black; text-align: center;">2</td><td style="border: none;"></td></tr> <tr><td style="border: none;"></td><td style="border: none;"></td><td style="border: none;"></td><td style="border: 1px solid black; 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