



## Good Calculation Practice

- Encourage mark making and jottings from an early age, all the way through school as a way to represent mental processes and to aid memory
- When using number lines, always record numbers from left to right (therefore, when subtracting work right to left)  
Record the position on the line below the line and jumps above the line (with or without +/-)  
For division, the multiples used can be recorded under the jumps
- Use models and images to support explanations
- Teach a suitable range of methods for different approaches - analyse and compare methods (which do they prefer/ why? What sort of methods are best for certain types of calculations)
- Allow for children to develop their thinking around a method by explaining what they have done/ how they did it/ why they did it that way
- Build on what they know and can do - be prepared to take a step back or to find another way to explain if children struggle with a new method
- Challenge children's thinking – is there a quicker way?/ which worked best and why?
- Encourage children to be flexible in their approach – present a range of calculations and encourage them to choose the most efficient method for each (not to stick rigidly to one method)
- Allow for children to practise and consolidate their methods – this does not always have to be by completing pages from textbooks: children could make up their own calculations (to their own level of challenge)/ generate numbers in an interesting way (e.g. using dominoes/ dice/ number sets)/ work within constrictions (e.g. only using given digits)/ work towards a goal (e.g. find as many as you can where the answer fits a given criteria)
- Use the teaching sequence: link to previous learning; teach the next step/s; practise and consolidate/ explore; apply/ solve problems/ investigate

