



Pencil and Paper Procedures September 2021



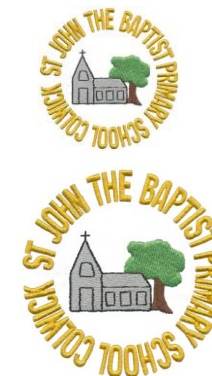
Life in all its fullness

An exciting, quality environment



St John the Baptist C of E Primary School

Pencil and paper procedures



Background to the policy

This policy contains the key pencil and paper procedures that will be taught within our school. It has been written to ensure consistency and progression throughout the school and reflects a whole school agreement.

Although the focus of the policy is on pencil and paper procedures it is important to recognise that the ability to calculate mentally lies at the heart of the Mathematics Curriculum. The mental methods in will be taught systematically from Reception onwards and pupils will be given regular opportunities to develop the necessary skills. However mental calculation is not at the exclusion of written recording and should be seen as complementary to and not as separate from it. In every written method there is an element of mental processing. Sharing written methods with the teacher encourages children to think about the mental strategies that underpin them and to develop new ideas. Therefore written recording both helps children to clarify their thinking and supports and extends the development of more fluent and sophisticated mental strategies.

During their time at this school children will be encouraged to see mathematics as both a written and spoken language. Teachers will support and guide children through the following important stages:

- developing the use of pictures and a mixture of words and symbols to represent numerical activities;
- using standard symbols and conventions;
- use of jottings to aid a mental strategy;
- use of pencil and paper procedures;
- use of a calculator;
- use of specific maths manipulatives such as Numicon and Demines;
- use of ICT e.g. apps and games.

This policy concentrates on the introduction of standard symbols, the use of the empty number line as a jotting to aid mental calculation and on the introduction of pencil and paper procedures. It is important that children do not abandon jottings and mental methods once pencil and paper procedures are introduced. Therefore children will always be encouraged to look at a calculation/problem and then decide which is the best method to choose – pictures, mental calculation with or without jottings, structured recording or a calculator. Our long-term aim is for children to be able to select an efficient method of their choice (whether this be mental, written or in upper Key Stage 2 using a calculator) that is appropriate for a given task. They will do this by always asking themselves:

'Can I do this in my head?'

'Can I do this in my head using drawings or jottings?'

'Do I need to use a pencil and paper procedure?'

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Written Calculations Policy



'Do I need a calculator?'

Our curriculum progression map is based on the White Rose scheme which heavily utilises the idea of 'varied fluency'. Varied fluency is an approach to teaching key concepts through a variety of concrete, abstract and pictorial methods whilst incorporating rich mathematical language.

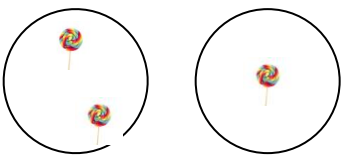
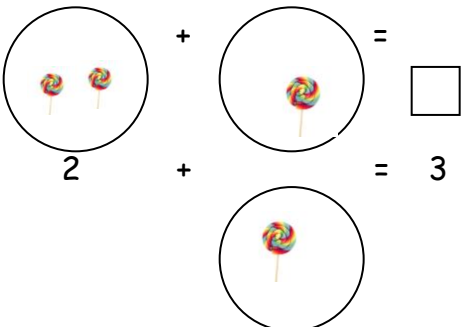
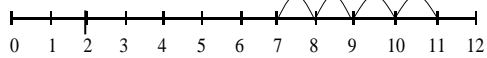
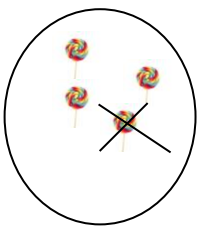
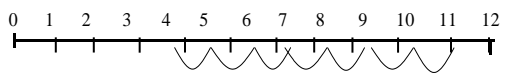
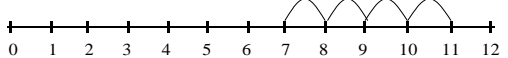
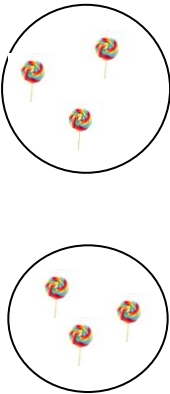
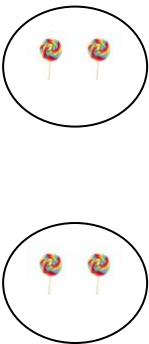
Aims and objectives

We will endeavour to instill the Christian Values of resilience in the teaching of the calculation methods outlined in this policy.

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Written Calculations Policy



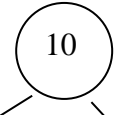
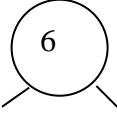
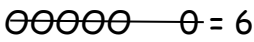
FOUNDATION STAGE

Addition	Subtraction	Multiplication	Division
<p><u>Use of pictures/marks to support learning:</u></p>   <p>$2 + 1 = 3$</p> <p><u>Use of number lines:</u> (Counting on) e.g. $7 + 4 = 11$</p>  <p>Recording by - drawing jumps on prepared lines</p>	<p><u>Use of pictures/marks to support learning:</u></p> <p>$4 - 1 = 3$</p>  <p>Record the number sentence alongside diagram</p> <p><u>Use of number lines (numbered):</u></p> <p>$11 - 7$ (Counting back)</p>  <p>The difference between 7 and 11 (Counting up)</p> 	<p>Use vocabulary 'groups' 'lots of'</p> <p><u>Use of pictures/marks to support learning:</u></p> <p>2 groups of 3 (Showing number sentence 4×2)</p> 	<p>Use of vocabulary 'sharing'</p> <p><u>Use of pictures/marks to support learning:</u></p> <p>4 shared between 2 (Showing number sentence $4 \div 2$)</p> 

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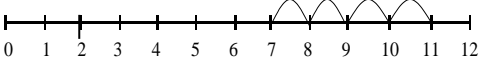
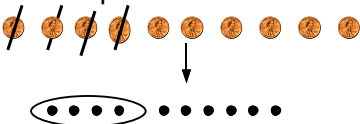
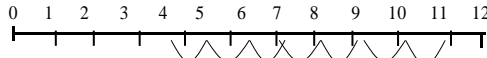
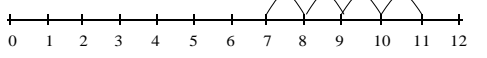
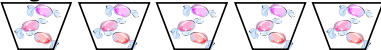


<p>Part Whole Model</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>2 8</p> </div> <div style="text-align: center;">  <p>5 1</p> </div> </div> <p>Bar models</p> <p>Bead strings</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;"> $5 + 1 = 6$ </div> </div>			
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Written Calculations Policy



YEAR 1

Addition	Subtraction	Multiplication	Division
<p>Use of pictures/marks to support learning as in Foundation Stage.</p> <p><u>Egg Method (higher ability need partitioning in place):</u></p> $\begin{array}{ccc} 10 & 10 & 20 \\ \textcircled{16} & + & \textcircled{12} = \textcircled{28} \\ 6 & 2 & 8 \end{array}$ <p><u>Number lines (numbered):</u></p> $7 + 4 = 11$  <p>Recording by - drawing jumps on prepared lines</p> <p><u>+ = signs and missing numbers:</u></p> $\begin{array}{ll} 3 + 4 = \square & \square = 3 + 4 \\ 3 + \square = 7 & 7 = \square + 4 \\ \square + 4 = 7 & 7 = 3 + \square \\ \square + \nabla = 7 & 7 = \square + \nabla \end{array}$ <p>Promoting covering up of operations and numbers.</p>	<p><u>Pictures / marks:</u></p> <p>Webster spent 4p. What was his change from 10p?</p>  <p><u>- = signs and missing numbers:</u></p> $\begin{array}{ll} 7 - 3 = \square & \square = 7 - 3 \\ 7 - \square = 4 & 4 = \square - 3 \\ \square - 3 = 4 & 4 = 7 - \square \\ \square - \nabla = 4 & 4 = \square - \nabla \end{array}$ <p><u>Number lines (numbered):</u></p> $11 - 7$ <p>(Counting back)</p>  <p>The difference between 7 and 11</p> <p>(Counting up)</p>  <p>Recording by - drawing jumps on prepared lines</p>	<p><u>Pictures and symbols</u></p> <p>There are 3 sweets in one bag. How many sweets are there in 5 bags?</p>  <p>Children to count them all</p> <p><u>Drawing groups on a line:</u></p> <p>Jumping up in 'groups of'</p>  <p>Using bead strings to support.</p> <p><u>Move onto numbered number line jumping up in 'groups':</u></p>	<p>Use of vocabulary 'sharing'</p> <p><u>Use of pictures/marks to support learning:</u></p> <p>12 children are shared into teams of 4 to play a game. How many teams are there?</p> $12 \div 3 = 4$ 

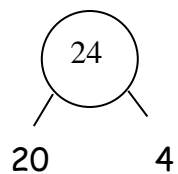
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Add column method with partition

e.g
$$\begin{array}{r} 18 \\ + 14 \\ \hline 32 \\ 1 \end{array}$$

Part whole



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YEAR 2			
Addition	Subtraction	Multiplication	Division
<p><u>+ = signs and missing numbers:</u> Continue using a range of equations as in Year 1 but with appropriate, larger numbers. Extend to $14 + 5 = 10 + \square$ and adding three numbers $32 + \square + \square = 100$ $35 = 1 + \square + 5$</p> <p><u>Egg Method (need partitioning in place):</u> $17 + 12 = 29$</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">10 17</div> <div>+</div> <div style="text-align: center;">10 12</div> <div>=</div> <div style="text-align: center;">20 29</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">7 25</div> <div>+</div> <div style="text-align: center;">2 36</div> <div>=</div> <div style="text-align: center;">9 61</div> </div> <p>Move onto units crossing the tens boundary: $25 + 36 = 61$</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">20 25</div> <div>+</div> <div style="text-align: center;">30 36</div> <div>=</div> <div style="text-align: center;">60 61</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">5 23</div> <div>+</div> <div style="text-align: center;">6 12</div> <div>=</div> <div style="text-align: center;">11 35</div> </div> <p><u>Number lines using partitioning knowledge:</u> $23 + 12 = 35$</p> <p>Recording by - drawing jumps on prepared lines (higher ability draw own)</p>	<p><u>- = signs and missing numbers:</u> Continue using a range of equations as in Year 1 but with appropriate numbers. Extend to $14 + 5 = 20 - \square$</p> <p><u>Number lines:</u> (Counting back)</p> <p>$37 - 12 = 25$</p> <p>Finding the difference between 39 and 42 (Counting up)</p> <p>$42 - 39 = 3$</p>	<p><u>Arrays and repeated addition:</u> Read as rows - 2 lots of 4</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="display: flex; flex-direction: column; gap: 5px;"> <div>•</div><div>•</div><div>•</div><div>•</div> </div> <div style="margin: 0 10px;">4 x 2</div> <div style="display: flex; flex-direction: column; gap: 5px;"> <div>•</div><div>•</div><div>•</div><div>•</div> </div> </div> <p><u>Number lines when multiplication is repeated addition:</u> 4×2 is $2 + 2 + 2 + 2$</p>	<p>Understand division as sharing and grouping</p> <p><u>Use of pictures/marks to support learning:</u></p> <p>$6 \div 2$</p> <p>Sharing - 6 sweets are shared between 2 people. How many do they have each?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> <p><u>Use of number line for grouping:</u></p> <p>$6 \div 2$</p> <p>Grouping - There are 6 sweets. How many people can have 2 each? (How many groups of 2 make 6?)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">3 groups</div> <div style="text-align: center;">2 groups</div> <div style="text-align: center;">1 group</div> </div> <p>"How many groups of 2 can you make from 6?"</p>

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Written Calculations Policy

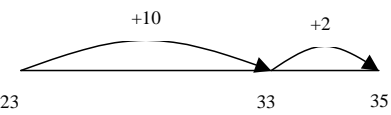
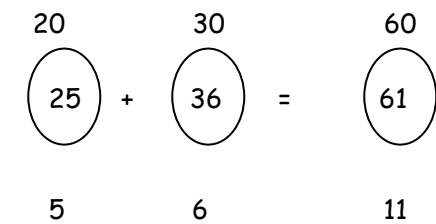
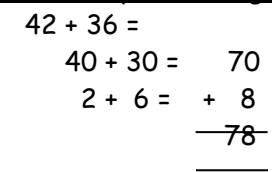
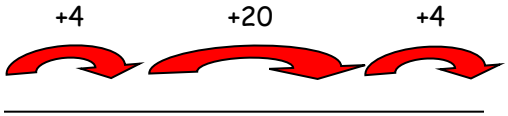

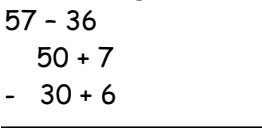
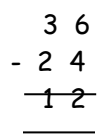
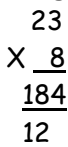
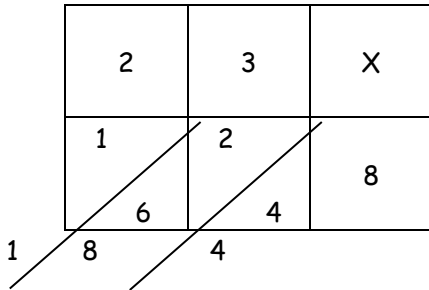
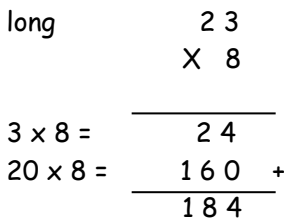

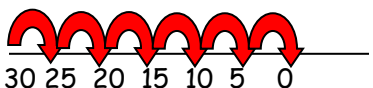


<p><u>Addition</u></p> <p>2 digit + 1 digit column method</p> <p>e.g. 12</p> $\begin{array}{r} 12 \\ + 4 \\ \hline 16 \end{array}$ <p>2 digit + 2 digit</p> <p>e.g. 42</p> $\begin{array}{r} 42 \\ + 33 \\ \hline 75 \end{array}$ <p>2 digit + 2 digit (crossing 10s)</p> <p>e.g. 47</p> $\begin{array}{r} 47 \\ + 18 \\ \hline 65 \\ 1 \end{array}$	<p><u>Subtraction</u></p> <p>2 digit - 1 digit column method</p> <p>e.g. 48</p> $\begin{array}{r} 48 \\ - 5 \\ \hline 43 \end{array}$ <p>2 digit - 2 digit</p> <p>e.g. 76</p> $\begin{array}{r} 76 \\ - 32 \\ \hline 44 \end{array}$ <p>2 digit - digit (with borrowing and exchanging)</p> <p>e.g. 314</p> $\begin{array}{r} 314 \\ - 17 \\ \hline 297 \end{array}$		
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Written Calculations Policy



YEAR 3

YEAR 3			
Addition	Subtraction	Multiplication	Division
<p><u>Number line:</u></p> <p style="text-align: center;">23 + 12 = 35</p> <div></div> <p>Recording by - drawing jumps on prepared lines (higher ability draw own)</p> <p><u>Egg Method (need partitioning in place):</u></p> <p>crossing the tens boundary:</p> <div></div> <p><u>Move onto partitioning:</u></p> <div></div>	<p><u>Number line method TU - TU:</u></p> <p>Finding the difference between 84 and 56 (Counting on)</p> <p style="text-align: center;">84 - 56 = 28</p> <div></div> <div></div> <p>Subtracting by adjusting from a multiple of 10 i.e. -9 = -10 + 1 / -11 = -10 -1</p> <p><u>Partitioning standard method (TU):</u></p> <div></div> <p>20 + 1 = 21</p> <p><u>Move onto a standard column method once place value is secure (not crossing the ten's boundary):</u></p> <div></div>	<p><u>Written Method</u></p> <p>2 digit x 1 digit mental</p> <div></div> <p><u>Grid Method TU x U:</u></p> <p>23 x 8 =</p> <div></div> <p><u>Long multiplication standard method TU by U only:</u></p> <div></div>	<p><u>Informal diagram:</u></p> <p>30 ÷ 5 = 6</p> <div></div> <p>6 groups of 5</p> <p><u>Number line method:</u></p> <p>Used where the number line is getting smaller.</p> <div></div>

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<u>Addition</u> 2 digit + 2 digit (with carrying) 47 +18 <u>65</u> 1 Use the same method for adding: 3 digit + 1 digit 236 3 digit + 2 digit + <u>327</u> 3 digit + 3 digit <u>563</u> 1	<u>Subtraction</u> 2 digit - 2 digit (to include borrowing) 23 ²³ 14 17 <u>17</u> and 3 digit - 3 digit 55 ⁵⁵ 613 327 <u>236</u>	Short 23 X <u>8</u> <u>184</u> <u>12</u> Application of times tables knowledge (2,5,10) and 3,4, 8 times table	
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Written Calculations Policy



YEAR 4																
Addition	Subtraction	Multiplication	Division													
<p><u>Partitioning expanded column method:</u></p> <p>$42 + 36 =$</p> <p>$40 + 30 = 70$</p> <p>$2 + 6 = + 8$</p> <p>$\underline{\quad 78 \quad}$ with carrying</p> <p>4 digit + 4 digit column method (with carrying)</p> <p>$\begin{array}{r} 3625 \\ + 2517 \\ \hline 6142 \\ 11 \end{array}$</p>	<p><u>Number line HTU - TU</u></p> <p>Finding the difference between 184 and 56 (Counting on)</p> <p>$184 - 56 = 128$</p> <p>$+4 \quad +40 \quad +80 \quad +4$</p> <p>$56 \quad 60 \quad 100 \quad 80 \quad 84$</p> <p><u>Partitioning standard method (HTU):</u></p> <p>$457 - 236$</p> <p>$400 + 50 + 7$</p> <p>$- 200 + 30 + 6$</p> <p>$200 + 20 + 1 = 221$</p> <p><u>Move onto a standard column method once place value is secure (cross the tens):</u></p> <p>$34 - 28 =$</p> <p>$\begin{array}{r} 2 \\ 34 \\ - 28 \\ \hline 06 \end{array}$</p>	<p><u>Grid method TU x TU:</u></p> <p>$48 \times 56 =$ If needed</p> <table><tr><td>X</td><td>50</td><td>6</td></tr><tr><td>40</td><td>2000</td><td>240</td></tr><tr><td>8</td><td>400</td><td>48</td></tr></table> <p>$2000 + 240 + 400 + 48 = 2688$</p> <p>Application of times tables knowledge up to 12×12</p> <p>2 digit x 1 digit written method</p> <p>$\begin{array}{r} 24 \\ \times 3 \\ \hline 72 \\ 1 \end{array}$</p> <p>2 digit x 2 digit</p> <p>$\begin{array}{r} 57 \\ \times 62 \\ \hline 114 \\ 3420 \\ \hline 3534 \end{array}$</p> <p>3 digit x 1 digit</p> <p>$\begin{array}{r} 326 \\ \times 4 \\ \hline 1304 \\ 112 \end{array}$</p>	X	50	6	40	2000	240	8	400	48	<p><u>Key facts box used to support...</u></p> <table><tr><td>5 x</td></tr><tr><td>10 x</td></tr><tr><td>20 x</td></tr><tr><td>100 x</td></tr></table> <p><u>Horizontal number line:</u></p> <p>Used where the number line is getting <i>bigger</i> (when using large numbers).</p> <p>$37 \div 5 = 7 \text{ r}2$</p> <p>1 2 3 4 5 6 7 (groups)</p> <p>$0 \quad 5 \quad 10 \quad 15 \quad 20 \quad 25 \quad 30 \quad 35 \quad 37$</p> <p><u>Chunking number line:</u></p> <p>$37 \div 5 = 7 \text{ r}2$</p> <p>6 groups 1 group</p> <p>$37 \quad - 30 \quad - 6 \quad 7 \quad 2$</p>	5 x	10 x	20 x	100 x
X	50	6														
40	2000	240														
8	400	48														
5 x																
10 x																
20 x																
100 x																

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Written Calculations Policy



Subtraction

4 digit - 4 digit (with borrowing)

$$\begin{array}{r} 5613412 \\ -3625 \\ \hline 2517 \end{array}$$

$$-3625$$

$$\underline{2517}$$

Long multiplication standard
method TU by TU by partitioning:

$$23 \times 86 =$$

$$\begin{array}{r} 23 \\ \times 86 \\ \hline \end{array}$$

$$6 \times 3 = 18$$

$$6 \times 20 = 120$$

$$80 \times 3 = 240$$

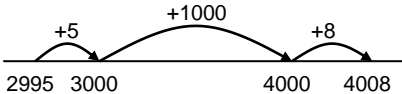
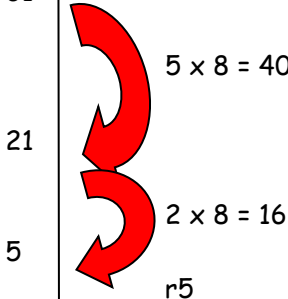
$$80 \times 20 = 1600 +$$

$$\begin{array}{r} 1978 \\ \hline \end{array}$$

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YEAR 5															
Addition	Subtraction	Multiplication	Division												
<p><u>Partitioning expanded column method:</u></p> $\begin{array}{r} 42 + 36 = \\ 40 + 30 = 70 \\ 2 + 6 = + 8 \\ \hline 78 \end{array}$	<p><u>Finding differences by counting on.</u></p> <p><u>Partitioning standard method supported by number line:</u></p> $4008 - 2995 = 1013$ 	<p><u>Grid method HTU x TU:</u></p> <p>372 x 24 is approximately 400 x 20 = 8000</p> <table border="1"><tr><td>x</td><td>300</td><td>70</td><td>2</td></tr><tr><td>20</td><td>6000</td><td>1400</td><td>40</td></tr><tr><td>4</td><td>1200</td><td>280</td><td>8</td></tr></table>	x	300	70	2	20	6000	1400	40	4	1200	280	8	<p><u>Key facts box used to support...</u></p> <div><p>5 x 10 x 100 x</p></div>
x	300	70	2												
20	6000	1400	40												
4	1200	280	8												
<p><u>Formal method.</u></p> <p>Showing numbers carried underneath</p> $\begin{array}{r} 358 \\ + 73 \\ \hline 431 \\ 11 \end{array}$	<p>Moving onto numbers with two decimal places. E.g. £235 + £ 33.75.</p>	<p>Extend to decimals with up to two decimal places.</p> <p>Application of times tables knowledge up to 12 x 12</p>	<p><u>Vertical chunking number line:</u> (if necessary make the steps smaller)</p> <p>61 ÷ 8 =</p> 												
<p>Extend to numbers with at least four digits</p> $3587 + 675 = 4262$ $\begin{array}{r} 3587 \\ + 675 \\ \hline 4262 \\ 111 \end{array}$	<p><u>Move onto a standard column method once place value is secure (Th H T U):</u></p> $2184 - 156$ $\begin{array}{r} 2184 \\ - 156 \\ \hline 2028 \end{array}$	<p><u>Written method</u></p> <p>4 digit x 1 digit</p> $\begin{array}{r} 2341 \\ \times 6 \\ \hline 14046 \end{array}$	<p><u>Chunking method:</u></p> <p>72 ÷ 5 lies between 50 ÷ 5 = 10 and 100 ÷ 5 = 20</p> <p>- 50 (10 groups) or (10 x 5) 22</p> <p>- 20 (4 groups) or (4 x 5) 2</p> <p>Answer : 14 remainder 2</p>												
<p>Revert to expanded methods if the children experience any difficulty.</p> <p>Extend to decimals.</p>	<p>Bigger than 4 digit - 4 digit</p> $\begin{array}{r} 21784 \\ - 1156 \\ \hline 20628 \end{array}$	<p>3 digit x 2 digit</p> $\begin{array}{r} 278 \\ \times 36 \\ \hline 1722 \\ +8610 \\ \hline 10332 \end{array}$	<p><u>Bus shelter secured:</u></p> $\begin{array}{r} 325 \text{ r } 2 \\ 3 \overline{) 9717} \end{array}$												

St John the Baptist C of E Primary School
Written Calculations Policy



YEAR 6			
Addition	Subtraction	Multiplication	Division
<p><u>Partitioning:</u></p> <p>Partition into hundreds, tens, ones and decimal fractions and recombine</p> <p>Either partition both numbers and recombine or partition the second number only e.g.</p> $35.8 + 7.3 = 35.8 + 7 + 0.3$ $= 42.8 + 0.3$ $= 43.1$ <p>35.8 42.8 43.1</p> <p><u>Standard Column Method:</u></p> <p>Extend to numbers with any number of digits and decimals with 1 and 2 decimal places.</p> $124.9 + 117.25 = 242.15$ $\begin{array}{r} 124.90 \\ + 117.25 \\ \hline 242.15 \\ \text{1 1} \end{array}$ <p>Revert to expanded methods if the children experience any difficulty.</p> <p>Extend to decimals (either one or two decimal places).</p>	<p><u>Standard compact method:</u></p> $\begin{array}{r} 39 \\ 410 108 \\ - 2995 \\ \hline 1013 \end{array}$ <p>Moving onto decimal numbers</p>	<p><u>Standard Method:</u></p> $236 \times 23 =$ $\begin{array}{r} 236 \\ \times 27 \\ \hline 1652 \\ + 4720 \\ \hline 6372 \end{array}$ <p>Time Tables</p> <p>All up to 12×12</p>	<p><u>Bus shelter secured:</u></p> $\begin{array}{r} 325 \text{ r } 2 \\ 3 \overline{) 9717} \end{array}$

St John the Baptist C of E Primary School

Written Calculations Policy



POLICY REASONING

- The above policy shows the main methods to be employed by class teachers for on track children in each particular year.
- There is scope for class teachers to 'layer' up or back in their method choice depending on children's ability.
- For those children who cannot access the main written method depicted for their year, class teachers should make use of the wide range of alternative written methods available so every child has a successful age appropriate written method to choose from. The policy therefore allows teachers to individualise where necessary.
- Year 4, 5, 6 integers are much larger than those used in Year 3. As a result, although counting back will be done orally, written methods where counting back is used can be unwieldy and inappropriate. Therefore written methods in subtraction and division change from counting back to counting up. It is assumed that the children will understand the concept of the operation as a result of earlier counting back methods employed in Years 3, 2 and 1.

Reviewed: September 2021

Review: September 2023

Reviewed by: P Seaton

Governor: