

Calculation Policy

Rationale

As stated in our Maths Policy, at West Earlham Infant and Nursery School we consider mathematics an essential skill in everyday life. Therefore it is vital that children understand how to perform each of the four operations: **addition**, **subtraction**, **multiplication** and **division**. The Calculation Policy ensures consistency in teaching throughout the school.

Aims

- To provide a consistent approach to performing the four operations across the school.
- To offer opportunities for rigorous use of mental maths methods to develop fluency.
- To practise and secure efficient written methods which have a firm grounding in learning and reasoning.
- At West Earlham Infant and Nursery school communication skills are very important. We believe that children need to be able to speak mathematically in order to think mathematically. We teach children the mathematical vocabulary they need to enable them to talk about, and explain, their mathematics to others. We have a maths word of the week in all Key Stage 1 classes and these words are then displayed on the maths working wall.
- For each mathematical operation, teachers support and guide children through the following important stages:
 - 1. Pre-calculation skills:
 - Counting objects (including solving simple concrete problems)
 - Conservation of number
 - Counting as reciting and enumerating
 - Recognition of place value
 - 2. Calculation skills:
 - Using concrete materials, e.g. counters, Numicon and bead strings to represent numerical activities.
 - Using pictures and a mixture of words and symbols to represent numerical activities.
 - 3. Using standard symbols and conventions.
 - 4. Using jottings, e.g. empty number lines to aid a mental strategy.
 - 5. Using informal written methods, e.g. expanded horizontal method.
- This policy supports the following progression in the development of calculation skills:
 - Counting of objects
 - Early stages of mental calculations and learning of number facts

West Earlham Infant and Nursery School Calculation Policy

- Calculating with larger numbers using informal jottings.
- Calculating informal written methods.
- Developing efficiency with informal written methods

Teaching

- When teaching place value we read the value of each digit as hundreds, tens and ones.
- We read all numbers written during mathematics lessons out loud correctly, e.g. 2016: "two thousand and sixteen", 100: "one hundred".
- We use the word 'calculation' or 'number sentence', not 'sum', which is a synonym for 'add'.
- Any written calculation is presented horizontally and in a 'complete' way, e.g. use of ? or \Box to represent any unknown numbers or values, to reinforce the idea of 'balance'.
- Bar modelling is gradually introduced into maths teaching across the key stages to support children in bridging the gap between concrete, pictorial and abstract mathematical thinking.
- We read out what we are writing when doing any mathematical recording.
- Children are expected to answer spoken questions in complete sentences and to include a rationale in their answer, e.g. "...because..."
- Teachers use every opportunity to teach and reinforce the understanding of equivalence = as 'equal to' rather than 'the same as' or 'makes'. Strategies to achieve this include presenting calculations in different order, e.g. 30 = 2 + 10, 10 + 20 = 30. This can be demonstrated by providing children with balance scales and Numicon to complete missing number calculations.
- Children are shown how to set out their mathematical recordings clearly and neatly.
- We teach children signs/actions for the four operations.



Importance of vocabulary

The 2014 National Curriculum places great emphasis on the importance of pupils using the correct mathematical language as a central part of their learning. Children will be unable to articulate their mathematical reasoning if they lack the mathematical vocabulary required to do so. It is therefore essential that teaching using the strategies outlined in this policy is accompanied by the use of appropriate mathematical vocabulary. New vocabulary should be introduced in a suitable context (for example with relevant real objects, apparatus, pictures or diagrams) and explained carefully. High expectations of the mathematical language used are essential, with teachers modelling and only accepting what is correct. The progression of the vocabulary through the year groups can be seen in the Maths Progression of Skills document.

ADDITION		
EYFS	Year 1	Year 2
 EYFS Framework Objectives: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	 Curriculum Objectives: Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	 Curriculum Objectives: Solve problems with addition and subtraction: using concrete objects and pictorial representations (numbers, quantities and measures) applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
 Children will: Sing and respond to nursery rhymes and counting songs – counting on and back. Through play and using visual prompts around the classroom children will become confident in counting forwards and backwards. Take part in practical activities discussing and using objects and modelling with a variety of counting objects. 	 Children will: Know by heart number bonds to 10. Know how to work systematically and spot patterns to derive number bonds to 20. Know how to work systematically and spot patterns to derive number bonds for any number within 20. Use a variety of practical apparatus to represent a calculation: fingers, Numicon, real-life 	 Children will: Know by heart number bonds to and within 5, 10, 20 and 100. Recall number facts e.g. If we know 4 + 5 = 9, we also know: 5 + 4 = 9, 14 + 5 = 19, 5 + 14 = 19 etc. Use mental methods to work out a calculation. Use the partitioning method to add tens and ones.

ADDITION		
EYFS	Year 1	Year 2
 Use one-to-one correspondence using moveable objects e.g. Real-life apparatus (money) Objects Multilink Count sets of objects in play and learn to recognise them. Practise writing numbers to 10. Teachers will emphasise the order in which a number is written (tens then ones). Begin to add using fingers, Numicon and objects. Begin to add using objects by counting on in ones. Begin to record additions using the written method to 10. Know by heart number bonds to 5. Subitise amounts to 5. <i>Children who are fluent with addition using objects or Numicon will begin to use number lines (with numbers on) to add by counting in ones, starting with the greatest number and counting on the smaller number.</i> 	 apparatus, objects, Dienes, multilink. Use mental methods to work out an addition. Know to start with the biggest value in their head and count on when adding. Recall number facts e.g. If we know 4 + 5 = 9, we also know: 5 + 4 = 9, 14 + 5 = 19, 5 + 14 = 19 etc. Use number lines and number tracks (with the numbers on) to add by counting in ones, starting with the greatest number and counting on the smaller number (counting more). 	 Group into tens and ones. Use the written method. Children who are fluent with previous written methods and place value may be introduced to the expanded addition (column addition).
Concrete / Pictorial / Abstract: <u>Nursery</u> Before addition can be introduced, children need to have a secure knowledge of number. In Nursery, children are introduced to the concept of counting, number order and number recognition through practical activities and games. This is taught through child-initiated games such as 'hide and seek' and 'I spy'. Children also learn how to count 1:1 (pointing to each object as they count) and that	Concrete / Pictorial / Abstract: - Joining two groups and then recounting all objects using one-to-one correspondence.	Concrete / Pictorial / Abstract: - Partitioning one number, then adding tens and ones

ADDITION

Year 1

EYFS

anything can be counted, for example, claps, steps and jumps. This is reinforced by opportunities provided in the outdoor area for the children to count e.g. counting building blocks, twigs etc.

Reception

Before addition can be introduced, children in Reception build on concepts taught in Nursery by working through the number objectives in the 40 -60 month band of Development Matters. Children need to have a secure knowledge of number in order to begin addition. Children are then introduced to the concept of addition through practical games and activities. Children act out addition sums to physically add two groups of objects together and use arm gestures to represent the signs + and =. This is reinforced by opportunities provided in the outdoor area for the children to use addition e.g. adding together groups of building blocks, twigs etc. Children build on their previous knowledge of 'more' by learning that adding two groups of objects together gives them a larger number (more objects). Adults model addition vocabulary supported by age-appropriate definitions. An example of this is, "Addition means we add two groups together / we put 2 lots of objects together. Equals means we find out how many we have got altogether. 3 add 2 equals 5. We have got 5 altogether." Adults support children in recording their addition calculations in the written form.



Counting on

As a strategy, this should be limited to adding small quantities only (1, 2 or 3) with pupils understanding that counting on from the greater number is more efficient.

Pupils should be encouraged to rely on number bonds knowledge as time goes on, rather than using counting on as their main strategy.





Pupils can choose themselves which of the numbers they wish to partition. Pupils will begin to see when this method is more efficient than adding tens and taking away the extra ones, as shown.

Rounding one number, then adding the tens and taking away extra ones



Pupils will develop a sense of efficiency with this method, beginning to see when rounding and adjusting is more efficient than adding tens and then ones.

Counting on in tens and hundreds











ADDITION		
EYFS	Year 1	Year 2
	onto the pictorial representations. Dienes cubes should always be available, as the main focus in Year 1 is the concept of place value rather than mastering the procedure. When not regrouping, partitioning is a mental strategy and does not need formal recording in columns. This representation prepares them for using column addition with formal recording. Introducing column method for addition, regrouping only Ters Ones First add the onst 1 A 1 24 + 17 = 41 Dienes cubes and place value grids should be used as shown in the diagrams. Even when working pictorially, pupils should have access to Dienes cubes. Adding multiples of ten	



SUBTRACTION		
EYFS	Year 1	Year 2
 EYFS Framework Objectives: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	 Curriculum Objectives: Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	 Curriculum Objectives: Solve problems with addition and subtraction: using concrete objects and pictorial representations (numbers, quantities and measures) applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
 Children will: Sing and respond to nursery rhymes and counting songs that count back. Through play, objects, fingers and visual prompts around the classroom children will become confident in counting backwards. Respond to questions such as 'How many left?' and practise removing objects from a group. 	 Children will: Know by heart number facts to 20. Use a variety of practical apparatus to represent a calculation as 'taking away' and as 'finding the difference': fingers, numicon, real-life apparatus, objects, Dienes, multilink. Use mental methods to work out a subtraction. Know to start with the biggest value in their 	 Children will: Know by heart number facts to 20. Use number facts to 20 to derive number facts to 100. Use mental methods to work out a subtraction. Subtract on a number line: 74 - 27 = □. Put the smallest value at the beginning of the number line (underneath).

SUBTRACTION		
EYFS	Year 1	Year 2
 Begin to record subtractions using the written method to 10 (as a group / class first). Know number bonds to 5, including subtraction facts. Children who are fluent with subtraction using objects will begin to understand subtraction by counting back on a number line. 	 head and count back when subtracting. Use number lines and number tracks (with the numbers on) to subtract by counting back in ones, starting with the greatest number and counting back the smaller number. Explore counting back to the second number to find the 'difference between' – emphasise the need to keep track of the number of jumps from 9 to 6, i.e 8, 7, 6 = 3 jumps, so 9 – 6 = 3. 	 Put the largest value at the end of the number line (underneath). Jump in ones until you reach a number in the 10x table. Jump in tens and ones until you reach the target number. Finally add up the jumps to find the answer. Count up to find the difference, 'Mollie has 20p, she spends 11p, what will her change be?' Model counting up from 11p to 20p to find the difference.
Concrete / Pictorial / Abstract: <u>Nursery</u> Before subtraction can be introduced, children need to have a secure knowledge of number. In Nursery, children are introduced to the concept of counting backwards. This is taught through child-initiated games indoors and outdoors such as acting out counting songs and running races (children shouting "5, 4, 3, 2, 1, 0 - GO!"). <u>Reception</u> Before subtraction can be introduced, children in Reception build on concepts taught in Nursery by working through the number objectives in the 40 – 60 month band of Development Matters. Children need to have a secure knowledge of number in order to begin subtraction. Children are then introduced to the concept of subtraction through practical games and activities. Children act out subtractions to physically subtract a number of objects from a group. Children use arm gestures to	Concrete / Pictorial / Abstract: - Taking away from the ones 7-3=4 7-3=4 37-3 37-	Concrete / Pictorial / Abstract: - Subtracting tens and ones -2 -10 -41 -43 -53 -53 - 12 = 41 Pupils must be taught to partition the second number for this strategy. Pupils will begin to see when this method is more efficient than subtracting tens and adding the extra ones, as shown. - Subtracting tens and adding extra ones

SUBTRACTION EYFS Year 1 Year 2 represent the signs - and =. This is reinforced by -20 allo allo opportunities provided in the outdoor area for the children to count e.g. counting building blocks, 33 56 53 twigs etc. Children build on their previous 53 - 17 = 36knowledge of 'less' by learning that subtracting Pupils must be taught to round the number that means taking away a certain number of objects is being subtracted. from a group (leaving them with fewer objects). Pupils will develop a sense of efficiency with this Adults model subtraction vocabulary supported by method, beginning to identify when this method age appropriate definition. An example of this is, is more efficient than subtracting tens and then "Subtraction means we take away objects from a ones. When this is first introduced, the concrete group / we have got fewer objects now. Equals Counting back in multiples of ten and one representation should be based upon the means we find out how many we have got left. hundred diagram. Real objects should be placed on top Wow! We have only got 3 left!" Adults support of the images as one-to-one correspondence so children in recording their subtractions in the that pupils can take them away, progressing to written form. representing the group of ten with a tens rod and ones with ones cubes. -10 -10 Counting back HATLE DUC 85 95 75 -100 -100 Stories and rhymes where one is removed each time. 850 750 950 Partitioning to subtract without regrouping Use specific resources such as multilink, bead strings and Numicon to support the understanding of subtraction as 'taking away'. 4 = 6 - 2



SUBTRACTION		
EYFS	Year 1	Year 2
	 second part space. Make ten strategy Image: Strategy in the provided strategy in the provided	two instances of regrouping (initially from tens to one and then from hundreds to tens), e.g. 232 – 157 and are given plenty of practice using concrete manipulatives and images alongside their formal written methods, ensuring that important steps are not missed in the recording. Caution should be exercised on introducing calculations requiring 'regrouping to regroup' (e.g. 204 – 137) ensuring ample teacher modelling using concrete manipulatives and images. Bridging through ten 42 - 15 = 2 13 10 3 27 30 -10 -2 40 42 How pupils choose to apply this strategy is up to them. The focus should always be on efficiency. Using known number facts



SUBTRACTION		
EYFS	Year 1	Year 2
	I = I = I = I = I = I = I = I = I = I =	

EYFS	Year 1	Year 2
	6 lana - 2 lana = tare 00 - 20 =	

SUBTRACTION		
EYFS	Year 1	Year 2
	38 - 10 =	
	38 - 10 = 28 Using the vocabulary of 1 ten, 2 tens, 3 tens etc. alongside 10, 20, 30 is important as pupils need to understand that it is a ten not a one that is being taken away. - Column method with regrouping	

SUBTRACTION		
EYFS	Year 1	Year 2
EYFS	Terns Ornes Terns Ornes	Year 2
	X X X X X X X X X X X X X X X X X X X	
	34 - 17 = 17 This example shows how pupils should work	
	practically when being introduced to this method. There is no formal recording in columns in Year 1 but this practical work will prepare pupils for formal methods in Year 2.	

MULTIPLICATION		
EYFS	Year 1	Year 2
 EYFS Framework Objectives: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	Curriculum Objectives: • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	 Curriculum Objectives: Recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
 Children will: In the context of play, and through adult directed learning, children will be encouraged to count groups and say one number for each group and then number each group. Group by moving objects into smaller groups or by gathering objects and counting in twos. Children will be encouraged to use specific language 'make four groups of two'. Be encouraged to share equally and fairly in the context of everyday life in the classroom. Start to double using apparatus / objects and fingers. 	 Children will: Use visual models to support counting on and back in twos, fives and tens from any starting point. Count in multiples of twos, fives and tens and begin to recall the times table facts. Be encouraged to use known facts such as doubles and halves to support calculations. Represent multiplication as a repeated addition 2 + 2 + 2 = 6. Use arrays to read and interpret repeated addition and the inverse relationship between multiplication and division 3 × 5 = 5 × 3 = □. Use mental methods to work out a 	 Children will: Count in multiples of twos, threes, fives and tens and begin to recall the times table facts. Be encouraged to use known facts such as doubles and halves to support calculations. Represent multiplication as a repeated addition: 2 + 2 + 2 = 6, 3 + 3 = 6. Use arrays to read and interpret repeated addition, to show commutative relationships and the inverse relationship between multiplication and division 3 × 5 = 5 × 3 = □. Use mental methods to work out a multiplication.

MULTIPLICATION		
EYFS	Year 1	Year 2
	multiplication.	
Concrete / Pictorial / Abstract: <u>Nursery and Reception</u> By the end of Reception, children are expected to understand the concept of doubling and to be able to double a number up to 10. Before doubling can be introduced, children need to have a secure knowledge of counting, number facts and addition. Children are then introduced to the concept of doubling through practical games and activities, including the use of the outdoor areas. Children act out 'doubling' by physically adding two equal groups together to find out the 'doubles' answer. Making two equal groups.	Concrete / Pictorial / Abstract: - Skip counting in multiples of 2, 5, 10 from zero $4 \times 5 = 20$ $2 \times 4 = 8$ The representation for the amount of groups supports pupils' understanding of the written equation. So two groups of 2 are 2, 4. Or five groups of 2 are 2, 4, 6, 8, 10. Count the groups as pupils are skip counting. Number lines can be used in the same way as the bead string. Pupils can use their fingers as they are skip counting. Making equal groups and counting the total $1 \times 1 = 8$	Concrete / Pictorial / Abstract: - Skip counting in multiples of 2, 3, 4, 5, 10 from 0



MULTIPLICATION			
EYFS	Year 1	Year 2	
		Concrete manipulative objects begin to be of later, are shown ald important to discuss w be useful. Pupils begin to unde more abstract fashi counting skills to ident 5× and 10× tables. The relationship bet division also begins to • Multiplication is com	es and images of familiar organised into arrays and, ongside dot arrays. It is with pupils how arrays can rstand multiplication in a on, applying their skip tify the multiples of the 2×, ween multiplication and be demonstrated. mutative $3 \times 5 = $ $5 \times 3 = $

MULTIPLICATION			
EYFS	Year 1	Year 2	
		Function of the multiplication word problems in multiplication word problems	

MULTIPLICATION			
EYFS	Year 1	Year 2	
		There are 4 bags of sweets with 3 sweets in each bag. How many sweets are there altogether?	
		There are 3 school bags with 5 books in each one. How many books are there altogether?	
		 Multilink can be used to create bar models that represent multiplications. Use of part-part whole model to establish the inverse relationship between multiplication and division 	

MULTIPLICATION			
EYFS	Year 1	Year 2	
		Use your Cutsenale roots to replicate the bar models. Image: The whole is the part is the part is the part is the equations can you write for each bar model? What multiplication and division equations can you write for each bar model? Prove that the equations are correct using a bead string. Image: Imag	

MULTIPLICATION			
EYFS	Year 1	Year 2	
		Pupils learn that known facts from easier times tables can be used to derive facts from related times tables using doubling as a strategy. At this stage they double the 2× table facts to derive the 4× table facts.	

DIVISION			
EYFS	Year 1	Year 2	
 EYFS Framework Objectives: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	 Curriculum Objectives: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	 Curriculum Objectives: Recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	
 Children will: In the context of play, and through adult-directed learning, children will be encouraged to count groups and say one number for each group and then number each group. Group by moving objects into smaller groups or by gathering objects and counting in twos. Be encouraged to share equally and fairly in the context of everyday life in the classroom. Start to halve using practical objects. Children will be encouraged to use specific language 'half', 'share' and 'equally'. 	 Children will: Use practical apparatus to share equally between a given number 15 ÷ 3 = □ Use practical apparatus to group equally e.g. 24 into equal groups of 2s (links to arrays). How many groups of 2 in 10? (helps with 'chunking' later on). Recall related multiplication and division facts and explore inverse relationships. 	 Children will: Use practical apparatus to share/group equally. Use mental methods to work out a division. 10 ÷ 2 = How many times does 2 go into 10? Recall related multiplication and division facts and explore inverse relationships 2 × 4 = 8, 4 × 2 = 8, 8 ÷ 2 = 4, 8 ÷ 4 = 2. I know double 2 is 4, I know half of 4 is 2. 	
Concrete / Pictorial / Abstract: Nursery and Reception	Concrete / Pictorial / Abstract: - Sharing objects into groups	Concrete / Pictorial / Abstract: - Division as sharing	



DIVISION		
EYFS	Year 1	Year 2
Halong Mar		 there are 5 groups. Use of part-part-whole model to represent division equations and to emphasise the relationship between division and multiplication
Holey Mar Control of the second seco		
Visual supports such as halving mats and part-part-whole, with the physical objects that can be manipulated.		$15 \div 5 = \boxed{3} \\ 15 \div 3 = \boxed{5} \\ \boxed{0} \\ 0$
		Write the division equations that the array represents. $20 \div 4 = 20 \div 5 = $ Pupils use arrays of concrete manipulatives and images of familiar objects to find division equations. They begin to use dot arrays to develop a more abstract concent of division
explore sharing between 3 or more.		

Other policies to refer to

- a. Maths Policy
- b. Teaching and Learning Policy
- c. Assessment Policy
- d. Feedback Policy

Approval

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to equality.

This policy will be adopted in **September 2022**. The date of the next formal review will be **May 2025** and every three years thereafter, unless statutory legislation changes.

Policy approved by the Head Teacher of West Earlham Infant and Nursery School.