

Maths



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)

Possible indicators may include

Significantly behind peers

Requires constant overlearning

Failing to make progress despite intervention

Difficulty retaining information

EHCP

1-1 TA Support

Educational Psychology Referral

Paediatrician Referral

Motor Needs

Cognition and learning teacher 1 to 1

One Page Profile SEND Support

Group/individual work MSU My Plan Adapted equipment

Use of expert learners to support peers where necessary

Sensory Support Service Referral

Emphasise their discussions and understanding of the concepts through verbal feedback

Plus 1 Power of 2 Flexible, ability groupings Pre-learning

Focus maths interventions Use of technology to aid learning

Scribing ideas/additional support whilst recording

Quality 1st Teaching 'Can do' approach for all children Targeted questioning in lessons

All children studying a similar topic where possible Metacognition Varied fluency tasks

Use of St George's Mathematical Toolkit Growth mindset Problem solving toolkit

Progressive yearly overviews Units blocked and clear sequences of work planned

Cyclical curriculum provision to allow consolidation and mastery Use of concrete and pictorial resources

High ceiling, low threshold tasks Problems with multiple solutions Range of mathematical images embedded

Brain teasers/ additional challenges to stretch more able learners in their move towards mastery

Use of pre/post tasks to demonstrate progress and areas for development Relevant vocabulary displayed

Opportunities to select methods and reason mathematically Flipcharts on non-white, clear fonts, use of WR mathematical images

Verbal praise, feedback recognises praise and effort Each lesson reviews previous learning/knowledge

Each lesson reviews and builds upon previous learning including sticky knowledge Clear next steps identified in feedback

Vocabulary, collaborative learning, talk partners Informal, ongoing, formative assessment to extend progress, immediate verbal feedback

Targeted open questions Positive relationships TA Support where appropriate Use of 'mathematical talk' and 'talk partners'

Learning walls that are reflective of current teaching and learning Adapted home learning opportunities

Access to online learning platforms to assist, embed and further learning Calculation policy White Rose Small steps deepen thinking and scaffold learning

Individualised

Targeted

Universal