



How do we help children who are struggling in Maths?



Quality First Teaching

These are in place for all children but provide extra support for those finding Maths difficult.

- ◇ **Small steps** - Maths is planned and delivered in *small, connected steps* so that the children can see how the maths is linked to their previous learning. A new objective is never just introduced without prior learning recapped. This means that children see it is not brand new- it is being built upon what they already know.
- ◇ **Knowledge Organisers** - These show exactly what is being taught and learnt during the unit for children to refer to whenever they may need. They are available on the class page on the website and have been sent home via Class Dojo so that children can access them at home.
- ◇ **Homework tasks** - Completing further maths tasks at home can give children extra practise and build confidence.
- ◇ **Equipment** - Every classroom has a range of equipment out on the tables each lesson for children to access, as they require. All children use the equipment and it provides them with the opportunity to explore maths practically, allowing them to make sense of the underpinning principles of Maths.
- ◇ **Planning for errors/misconceptions** - Teachers plan their Maths lesson, being conscious of possible misconceptions that may arise. They will address these in the lesson, before they have arisen.
- ◇ **Modelling** - Teachers model the methods taught and how to use the equipment. They will also model how best to answer reasoning and problem-solving questions- highlighting the use of key vocabulary.
- ◇ **Metacognition** - Children understanding not only 'what' to do, but also 'why' they are doing it.
- ◇ **Assessment for Learning** - Teachers use formative and summative assessments. They will be assessing children's understanding throughout the lesson and units of work may end with a summative assessment of learning. This all informs the teacher's planning and will show any children that may be struggling.
- ◇ **Explicit Teaching of Mathematical Vocabulary** - New vocabulary can be a barrier to learning if not taught first. Explicit teaching of new vocabulary ensures inclusiveness with all learners because all children begin their learning from the same point, with the same understanding.
- ◇ **Additional help** from the TA or Teacher in the classroom to further support.



Targeted Support

Pre-Teaching - This involves the teacher or TA sitting with the child and teaching them the objective, vocabulary and skills which they will need in the lesson, before entering the lesson. This aims to keep children on track and maximise and accelerate progress, rather than dropping behind.

Small group teaching - It may be the case that there is a small group of children who are finding a particular objective or unit difficult. The teacher or TA may work with a small group either in the lesson or at a separate time, outside of the classroom.



Intervention

If a child is not making the expected progress after Quality First Teaching and Pre-teaching, they will begin intervention. Parents/carers will be invited in for a meeting with the teacher and SENDco. In this meeting we will discuss the difficulties the child is having and steps that have already been put in place to help them. Intervention will then be suggested as a path to success.

In order for children to receive intervention, they will have a place on the SEND register. This enables them to receive extra tailored support from experienced staff in small group or 1:1 intervention slots.

Currently in school we use 'Catch-Up Maths' as our Maths intervention programme. This was chosen as it provides excellent analysis of exactly where the child has gaps in their learning. These gaps in learning can then be addressed through intervention.

Your child will receive an IEP (Individual Education Plan). This will have small, achievable and measurable targets that your child will begin to work on.