

# Inclusion

## MATHS



Key vocabulary and sentence stems are displayed on the working wall. Sentence stems are shared and rehearsed when relevant in lessons. Pre-teaching of vocabulary may be used.



Work may be presented for a child to reduce cognitive load and enable them to focus their learning on the mathematic skill. Staff may scribe for children to ensure a child's reasoning and articulation is not limited by writing competence



Group work may be used to offer targeted support and additional learning opportunities to those who need it. Children are given opportunities to talk and share their ideas. Most qualified adults work with the greatest need.



Concrete and pictorial representations are used until children are ready to work abstractly. They are used throughout the school and regardless of ability to ensure stigma is not attached to their use.



Whole class marking ensures learners can see if they are on track. It boosts confidence and prevents misconceptions from becoming embedded.



A culture of embracing mistakes is created through low threshold, high ceiling reasoning and problem solving opportunities. Resilience of learners is nurtured and successes are explicitly shared.



Lessons begin with retrieval opportunities and key fluency skills are practised regularly outside of maths lessons.

*Adapted implementation, same intent*