

## Graduated Response to Maths



Parental workshops on the importance of mathematical concepts such as times tables, counting or calculation.

Maths WR topics are communicated to parents in curriculum briefings at the start of the year and available all year round on the website as part of year group long term overviews.

Half-termly staff meetings, regular TA training, network meeting and maths hub membership to ensure practice is up-to-date and effective.

Pupil Progress Meetings are held termly to identify individual pupils who have made excellent progress or who have fallen behind expectations (informs interventions)

Regular book looks combined with shared planning across year groups to ensure consistency and quality.

Supporting documents are available to the whole school community via the website (calculation guidance, vocabulary guidance).

### Individual Support

Maths champions  
Mymaths in lessons  
Early counting assessment  
1:1 recovery champion  
Concept books featuring learning aids (multiplication grids etc)  
SEND tracker to monitor small steps progress  
Inclusion, cognition and learning team  
White Rose 1 minute maths  
Brain breaks  
Print out of flipchart screen  
Adapted tasks/outcomes

### Targeted Provision

Targeted focus groups in lessons; targeted interventions—arithmetic or reasoning and problem-solving; pre-teaching groups; physical resources directed to groups; recovery champion groups; maths clubs; TTRS clubs; adult intervention in comprehension of questions; coloured paper for learners; working memory groups to reduce cognitive overload

### Universal offer

Mastery approach—coherence, representations, thinking, fluency and variation; White Rose scheme of learning – blocked, coherent scheme; daily lessons; use of physical resources and visual models; lesson structure (see overleaf) guide; tasks chosen to meet the needs of learners; Homework to consolidate learning—TTRS and mymaths; regular and frequent arithmetic practice; opportunities to celebrate achievements (twitter, star certificates, praise postcards); use of REAL wheel values and learning superpowers to support confidence in lessons ; verbal or written feedback according to success criteria; progression in counting practice; use of assessment data to inform learning and future planning; dyslexia friendly slides; use of number of the week in each year group; financial education as part of PSHE cross-curricular; learning wall displays; early morning work to consolidate learning; mymaths library available online to support learning; talk partners used in every classroom; children encouraged to answer questions expansively

