



Provision Grid for Mathematics

Whole School Approaches

- ✓ Quality First Teaching meets the needs of all children
- ✓ SENCO as strategic lead with sufficient time to implement the Code of Practice
- ✓ Inclusive ethos that supports learning and wellbeing of all children
- ✓ Access to ELSA
- ✓ 'Team around the child' approach e.g., consistent language, approaches/strategies
- ✓ Positive relationships with staff and children within school
- ✓ Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed
- ✓ High expectations and positive growth mindset; pupils enjoy learning Maths
- ✓ Mixed ability or flexible groupings.
- ✓ Use of reasonable adjustments.
- ✓ Maths Leader to co-ordinate whole school Maths policy.
- ✓ Programme of CPD to ensure that staff are trained in maths pedagogy.
- ✓ Communication Friendly Classrooms

Staff Expertise

Key staff trained in Numicon Intervention Programme.

All teachers have undertaken Mastering Number CPD.

All staff receiving training for Leeds Communication Friendly School Standard.

	Assess [pupil needs]	Plan & Do [strategies & intervention]	Plan & Do [resources]	Review [progress indicator]
Universal (Quality First Teaching)	<p>Assess and identify pupils having difficulty acquiring new skills in Maths using a small step assessment tool (B Squared).</p> <p>Difficulties involving specific skills such as:</p> <ol style="list-style-type: none"> 1. Subitising 2. Cardinality and counting 3. Counting principles 4. Mathematical language 5. Interpreting symbols <p>Identify pupil strengths and interests.</p>	<p>A suitably detailed and appropriate Individual Provision Map (IPM).</p> <p>Use Quick Guides to Dyscalculia and Fear of Failure.</p> <p>Adapt teaching</p> <p>Teacher aware of common misconceptions in maths.</p> <p>Clear use of range of manipulatives to support mathematical understanding.</p> <p>Adult modelling of mathematical talk.</p> <p>Opportunity for mathematical talk and pupils active in discussions.</p> <p>Daily Mastering Number sessions in all classes.</p>	<p>Task Boards/Now-Next Boards/Start-Finish Boards.</p> <p>Maths concept/language cards.</p> <p>Variety of materials for counting, sorting, classifying & pattern making.</p> <p>Relevant play equipment e.g., farm, pizza slices, clock.</p> <p>Number lines & Number square.</p> <p>Five & Ten Frames for structured activities.</p> <p>Numicon.</p>	<p>Quantitative - attainment and progress data.</p> <p>Qualitative - using observation, staff/pupil/parent views and pre and post data to evidence improvement in:</p> <ol style="list-style-type: none"> 1. Increased participation and engagement. 2. Retention of key concepts and skills. 3. Independence. 4. Recording information in a variety of ways.

	<p>Does the pupil experience difficulties in the following areas?</p> <ol style="list-style-type: none"> 1. Short term and working memory' 2. Speech and language difficulties e.g., generalising information, understanding abstract language. 3. Fine or gross motor skills. 4. Maths anxiety. 5. Feelings of frustration and avoidance strategies. 6. Understanding abstract ideas. <p>Gather pupil and parent/carer voice.</p>	<p>Daily Flashback 4 to support consolidation and overlearning.</p> <p>Links are made to real life experiences.</p> <p>Problem solving tasks are structured such that pupils can identify the mathematics underlying the problem.</p> <p>Check for understanding.</p> <p>Visual cues and prompts.</p> <p>Collaborative working opportunities.</p> <p>Repetition and reinforcement of skills.</p> <p>Use of worked examples.</p> <p>Feedback to improve learning.</p> <p>Classroom adaptations for working memory difficulties.</p> <div data-bbox="734 871 1384 1326" data-label="Diagram"> </div>	<p>Cuisenaire Rods.</p> <p>Base 10.</p> <p>Money.</p> <p>L card for number square.</p> <p>Memory prompts e.g., maths mat.</p> <p>Place value counters/charts</p> <p>Maths games.</p> <p>Investigations.</p> <p>Frames to support mathematical discussions or logical thinking.</p> <p>Concept boards.</p> <p>Exercises to practice number formation.</p>	<ol style="list-style-type: none"> 5. Applying and generalising new skills to unfamiliar contexts. 6. Improved confidence and self-esteem. 7. Clear approach/strategies of what to do when unsure about task. 8. Positive response from pupil and parent/carer voice.
<p>Targeted Work</p>	<p>Formative and summative assessment identifies increasing</p>	<p>High quality inclusive teaching plus additional time limited interventions, designed to increase rates of progress.</p>	<p>Group Interventions:</p>	<p>Frequent cumulative review.</p>

	<p>and persistent difficulties or gaps in maths skills and knowledge.</p> <p>Use of maths screener to identify strengths and weaknesses: GL assessment.</p> <p>Use of SENIT Maths Assessment.</p>	<p>Structured interventions with reliable evidence of effectiveness.</p> <p>Timetabled targeted/guided sessions with entry, exit and success criteria, and agreed monitoring schedule.</p> <p>Opportunities for overlearning and repeated practice.</p> <p>Pre-teaching of language and key concepts.</p> <p>Develop a range of memory strategies.</p> <p>Explicit links made to QFT with planned opportunities to apply taught skills.</p> <p>Explicit teaching to work on:</p> <ol style="list-style-type: none"> 1. Guided practice of key skills. 2. Developing independence. 3. Fluency, accuracy, and application of mental calculation skills. 4. Models of problem solving. 5. Verbalisation of reasoning and thought processes. 	<p>Numicon Big Ideas.</p> <p>Numicon Intervention Programme.</p>	<p>Review progress against intervention outcomes.</p> <p>Able to apply and generalise skills to other contexts.</p> <p>Improved self-esteem and attitude to maths learning.</p> <p>Able to articulate their maths reasoning.</p> <p>Improved and fluency, accuracy in mental calculation skills and application to problem solving.</p>
<p>Personalised</p>	<p>Significant difficulty in retaining/ applying learning, despite focussed approaches and intervention.</p> <p>Regular episodes of frustration and evidence of low self-esteem caused by difficulties.</p> <p>Diagnostic assessment to identify barriers to learning and provide baseline to inform a suitable intervention.</p>	<p>High quality inclusive teaching plus personalised interventions to maximise progress.</p> <p>Structured 1:1 or very small group interventions with reliable evidence of effectiveness.</p> <p>Personalised learning programmes based on assessment, using multisensory principles with frequent overlearning.</p> <p>Precision Teaching with opportunity to apply taught skills.</p> <p>Provide Access Arrangements for tests and exams to reflect normal ways of working.</p>	<p>Individual/personalised Interventions:</p> <p>Numicon Big Ideas.</p> <p>Numicon Intervention Programme.</p>	<p>Refer to universal and targeted review progress indicators, in addition to personalised outcomes.</p>

	<p>Finely graded assessment tool Progression Steps (B Squared) alongside the use of the pre-key stage standards. Or for pupils in EYFS and the autumn term of year 1, the use of the finely graded assessment tool of SENIT Developmental Journal.</p> <p>Assess for access arrangements for tests and exams.</p>	<p>Refer for specialist support if required. (SENIT)</p>		
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