

Inclusion in Maths at Tavistock Primary and Nursery School

At Tavistock Primary and Nursery Maths lessons should not be silent. Learners are able to work independently and they work well alongside their peers. We believe that best maths learning happens when learners can **talk through their ideas** with a teacher or a partner, therefore we encourage this productive discussion during lessons. When planning opportunities for talk, we ensure that all learners have the support they need to access these discussions, which could include scaffolding such as sentence frames, visual support and/or peer partners.

All learners have had the opportunity to use **concrete resources**, such as bead strings or counters, to support their learning. Concrete resources are available for the entire class to use. Once learners have been shown how to use the equipment to support their learning, they can decide whether they wish to use it or not.

Understanding the maths vocabulary is vital to children's mathematical understanding. New words will be defined each time a new one is introduced. New vocabulary will be documented in the classroom and referred to within and across lessons, for example on a working wall. The use of visuals and actions help to remind learners of the meaning of a word, or how it links to a mathematical symbol.

When solving word problems, children will be supported by an adult or be paired with a confident peer to read the questions aloud to **relieve the pressure of decoding the language**. Children may **draw the word problem**, so that after a question is read, the learner has an image to refer to. This will enable a learner to 'see' the information they are missing, and decide what they need to work out, so that they can solve the word problem. Some learners may have different resources, which could include plain paper or enlarged square paper, to access set work.

Tasks are **scaffolded** so that the learner can focus on the planned objective, adults will pre-write information which is nonessential to the learning (date, learning intention), so the learner can focus directly on the skill being taught. Teachers will **use representations** learners are familiar with to transfer and connect similar ideas. When the teacher is modelling, learners can make jottings, or copy each step out, onto a whiteboard at the same time.

When time allows the children will be included in an **intervention** to play games that **consolidate** a new or tricky concept or **pre-teach** children to give them a head-start. Teachers will encourage learners to practise fluency outside of maths lessons, e.g., during transitions the whole class could count in 5s as they move from the carpet to their tables. If a particular fluency skill is required in a lesson (e.g., recalling the 5 times table), learners will practise this skill at the start of the lesson.

Some learners complete an accessible activity independently at tables, whilst others are listening to the teaching input, and then they swap. This helps to keep inputs focused and short, maintaining the attention of those who struggle. Teachers will pose **open-ended questions** to the class, which have multiple answers ensuring all learners have equal opportunities to answer.

Teachers will **check learners' work and give feedback in the moment**, rather than at the end of the lesson. This helps learners to see if they are on track as they are completing a task. Using this method also means we can **correct and explain any mistakes as they happen**, helping learners avoid embedding misconceptions. Some learners are given a target number of questions to do to allow them to work towards a goal. Teachers will prepare learners by giving a 5-minute warning before the end of the activity. Teachers will allow children to take a few extra minutes to finish off if they need it. On occasion we will send home photocopies of successful pieces of work to share with parents/carers.