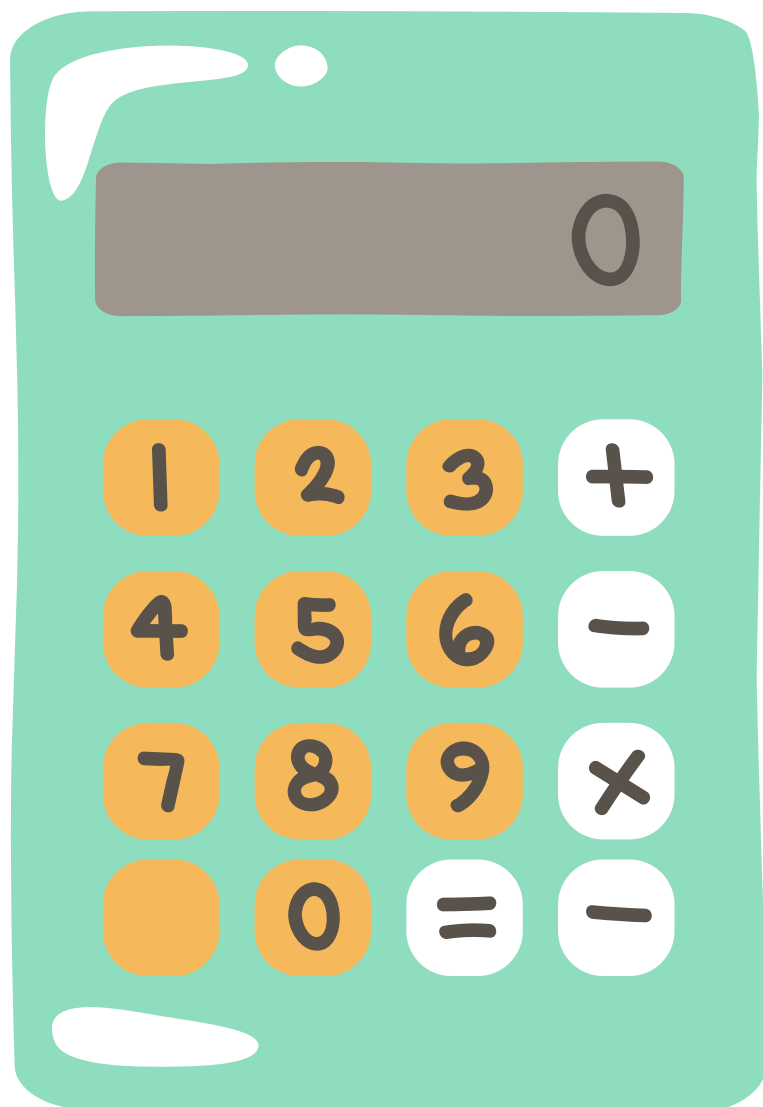




EXPECTATIONS IN MATHS

All children

- Have access to concrete resources that are mathematically suited to the task
- Understand the intended learning for each sessions and how it fits into the learning journey
- Can access the learning through differentiated and skilfully planned learning tasks
- Have opportunities to practice their oracy skills within every lesson
- Are checked in on regularly through assessment for learning opportunities
- Are supported via adults, classroom resources and prompts
- Are supported, moved on and challenged through the use of flexible grouping and skilfully planned task design.
- See high quality modelling from the teacher so they understand the expectations
- Are able to practice their fluency, reasoning and problem solving skills



Some children

- Work with an adult for specific intervention
- Use concrete resources to support their understanding
- Have pre-teaching of new vocabulary
- Have visual prompts to support their understanding of new concepts
- Have clear steps for success to help them understand expectations
- Have access to differentiated learning tasks that have been adapted to match the academic year group they are working within
- Have tasks broken down into chunks to support their aquisition of new skills

Specific children

- Have a learning journey that has been adapted to ensure children are working within their academic ability
- Have an adapted outcome that allows them to be successful and is Intune to their personal interests
- Have access to tailored resources that are in line with their own targets
- Are supported by the adults in the classroom, including the teacher
- Have clear models and guides to work from
- Learning is broken down into chunks to ensure there is no cognitive overload and allowing them time to reset.
- Learning intentions are repeated and revisited to ensure consolidation

