

## We train the adults in school to ensure they understand how all children make progress in Maths

Professional development is used to raise the quality of practitioner's knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. Developmental progressions show staff how children typically learn mathematical concepts and can inform teaching. Practitioners are aware that developing a secure grasp of mathematical ideas takes time, and specific skills may emerge in different orders. Staff know that the development of self-regulation and metacognitive skills are linked to successful learning in mathematics.



## We ensure all pupils have access to high quality teaching

At Malvern Parish, we believe good teaching for pupils with SEND is good teaching for all. Research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND; teachers have developed a repertoire of these strategies they can use flexibly in response to the needs of all pupils.: flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND and scaffolding. Targeted intervention does not replace quality first teaching in the classroom.

## We use high quality targeted support to help all children learn mathematics and to complement high quality teaching

Children who are identified as not keeping up with the curriculum may be assessed using the Numberstacks intervention program or may receive additional small group Fluency Bee input. High quality targeted support provides effective extra support for children. Small-group support is effective because children with the greatest needs are supported by the most experienced staff. Staff have been provided with training, support and resources to complete targeted activities using Fluency Bee or Number Stacks materials outside of the maths lesson. Sessions are brief and regular and explicit connections are made between targeted support and everyday activities or teaching.



## We use manipulatives and representations to develop understanding



Manipulatives and representations are powerful tools for supporting young children to engage with mathematical ideas. At Malvern Parish, we ensure children understand the links between the manipulatives and the mathematical ideas they represent. Teaching staff ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. Children are encouraged to represent problems in their own way, for example with drawings and marks. Manipulatives and representations are used to encourage discussion about mathematics. Classes will use consistent manipulatives and representations such as rekenreks, bead strings, part-part wholes, sorting hoops, counters (including place value counters), base 10 (or dienes), number lines and tens frames.



# SEND in Maths at Malvern Parish Summary

## We ensure that teaching and assessment builds an ongoing, holistic understanding of our pupils and their needs whilst offering a positive and supportive environment



At Malvern Parish, we have adopted a mastery approach to maths teaching, where the belief is that all children can achieve. Quality first teaching is vital. Sequences of lessons are planned using the White Rose schemes of learning, though there is still flexibility for teachers to use their professional judgement regarding sequence length and time for each of the small steps, depending on their class's needs, 'lingering longer' when required. A small proportion of children will work on curriculum statements outside of their year group to close the gap.

It is important to assess what children do, and do not, know in order to extend learning for all children. A variety of methods are used to assess children's mathematical understanding, and practitioners check what children know in a variety of contexts. Staff carefully listen to children's responses and consider the right questions to ask to reveal understanding. Information collected is used to inform next steps for teaching.