

Inclusion Statement for Maths

Children should be able to access daily maths lessons due to them being taught in a way, which appeals to all type of learners. Through using concrete, pictorial and abstract resources as well as a range of fluency and reasoning style questions, children are able to progress through each mathematical topic well. Teachers will ensure repetition of arithmetic skills in order to embed understanding and learning partners and ability groups will be used to help support and challenge.

All teachers follow the White Rose scheme of work and use a variety of resources which contain pictures (which represent a range of different pupils) and various models (including bar) and diagrams, which can reach those who struggle with more abstract calculations. Children should have the freedom to use manipulatives during lessons.

Each child has their own Times Table Rock Star login, in order for them to practise their times tables, at their own personalised level. The use of technology and recall of times tables has shown increased recall and multiplication knowledge.

In Year 3, children will be taught in their classes and teachers will use: differentiation, the use of manipulatives, scaffolding, clear modelling, challenges and well planned lessons in order to cater for the variety of needs within the class.

From Year 4 – 6 children are streamed for maths (in a minimum of three ways) in order for their lessons to be at the correct pace and level for children to achieve and reach their potential. These groups allow the children to be taught with similar ability learners and are also flexible to allow for changes throughout the year.

For children with specific SEND needs, questions can be read aloud to children, answers scribed, physical resources used as well as smaller intervention groups too. Children with greater needs will have a qualified 1-1 Learning Support Assistant who can assist them during lessons and cater for their pupil's individual needs e.g. follow a previous year group curriculum.

Similarly, children who are capable of a greater depth of knowledge, can extend their mathematical skills by pushing themselves to reach the challenge provided in each lesson, answer reasoning style questions, become 'teachers' during their lessons, and taking part in further maths challenges e.g. First Maths Challenge and Primary Maths Challenge, the weekly Problem of the Week and other enrichment opportunities.