

Maths Provision Map

This document is designed to list some of the interventions and other supportive resources that are available for children as Guardian Angels to support all learners to access the maths curriculum

Wave 1 - Universal Provision

Quality First Teaching
Differentiated Curriculum
Differentiated Delivery
Differentiated Outcome
Increased Visual Aids/ concrete resources
Pictorial representations used to support teaching
Well-sequenced daily lessons - small steps planning
Opportunities to practise maths skills through the wider curriculum
Anticipation of misconceptions
Partner work and Kagan Strategies
Adult modelling of mathematical knowledge and skills
Developing opportunities for metacognition and self-regulation
Explicit teaching of relevant mathematical vocabulary

Wave 2 - Targeted Provision

Same day Catch up
Small group support in lessons
1st Class for Number
1st Class for Number 2
Success at Arithmetic

Specialist Provision

PSS Involvement
Dyscalculia Pathway

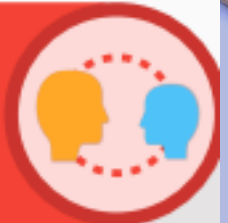
What Is Quality First Teaching?

Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.

High quality teaching benefits pupils with SEND The 'five-a-day' principle

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

