

Adaptive Support

Subject: Maths

FEATURES OF ALL LESSONS:

- Demo of resources
- Glossary of terms
- Key word bank
- WAGOLL

ALWAYS ASK:

“WHAT CHALLENGES AND BARRIERS MIGHT CHILDREN FACE?”

environment



- Ensure that the classroom is organised and uncluttered so that learners are not distracted from the key teaching point.
- Maths lessons should not be silent, encourage productive discussion during lessons.
- Children to have access to sentence frames/visual support to aid these discussions.
- All learners should have the opportunity to access concrete resources such as bead strings or counters.
- Ensure working wall documents key vocabulary with visuals that can help to remind learners of the meaning or how it links to a mathematical symbol

resources



- Following the CPA approach (Concrete, Pictorial, Abstract) to allow children to understand abstract mathematical concepts.
- All learners should have the opportunity to access concrete resources such as bead strings or counters.
- Consider workbooks – could children have larger squares to keep their workings neat and accessible?
- Ensure children with visual impairments have copies of lesson slides, resources etc.
- Other manipulatives such as multiplication squares and fractions walls can help children who have a lower level of numerical fluency

strategies



- All learners to be working towards a common outcome through scaffolded approaches that meet individual needs (mastery approach)
- Additional input prior to lesson (pre-teaching based on prior attainment) – could be vocab, strategies etc.
- Support children who have literacy difficulties through pairing children with a peer/adult who can read questions aloud to relieve pressure of decoding the language.
- Follow The Gradual Release of Responsibility Model (I do, We do, You do) to help scaffold learners' understanding of a concept
- Help learners who struggle with number fluency outside of maths lessons (e.g., during transitions the whole class could count in 5s) Interactive lessons.

assessment opportunities



- During summative assessment opportunities, ensure that learners with literacy difficulties have support decoding the language in the question.
- Some learners may then benefit from 'drawing' the word problem, so they have an image to refer to
- Use of 'hinge' questions as formative assessment within a lesson, teaching can then be scaffolded/adjusted to identify any misconceptions that have been identified.