

# Maths at Sir Alexander Fleming Primary School.

## **Planning Inclusive Lessons**

At Sir Alexander Fleming, our maths lessons are planned to ensure all children are able to engage in the learning, no matter their prior attainment levels. Most learners will be working towards a common outcome, with teaching and learning tailored and scaffolded to meet individual needs. We acknowledge, however, that some children may require a more personalised approach, including specific learning outcomes and provision to develop foundational skills. We understand the importance of an inclusive curriculum and recognise that children have increased self-confidence when they are working on the same task as their peers. Our lessons are planned so that all learners meet the selected objectives, and opportunities for deepening their learning are given when they are ready. This involves applying the taught knowledge in different contexts and developing a long-term understanding which can be adapted to answer a variety of problems. Children who require extra support are supported in a variety of ways at Sir Alexander Fleming, such as pre-teaching, being part of a focus group, being provided with practical or visual resources or using mixed-ability seating arrangements so that they are able to meet the same objectives as their peers.

## **Creating an Inclusive Environment**

One of our curriculum drivers at Sir Alexander Fleming is oracy and this is an important part of Maths in our school: we believe that the best learning happens when children can talk through their ideas with a teacher or a partner. To support this, we use sentence stems, visual representations and peer partners. We also use practical resources to support learning and use these when introducing concepts so that children understand how to use the equipment for the given task. We

give our children regular opportunities to learn core knowledge through the use of 'Flashback 4's and our 'Get Ready's, so that children are less likely to make mistakes. When mistakes are made, we embrace this and view it as a part of the learning process.

### How do we support learners who lack confidence in Maths?

In-class marking to show where they are successful to motivate and boost confidence, or to address misconceptions.

Notes of praise sent home

Use open-ended questions where there is no 'right answer'.

### How do we support learners who need additional time to develop understanding?

Ensure tasks are scaffolded so the learner focus on the LO

Use pre-teaching to give some learners a head start - Use familiar representations to connect ideas.

How do we support learners who struggle to retain vocabulary?

Use of Maths toolkits which contain vocabulary for each new unit

Time is taken to discuss unfamiliar or new vocabulary

Relevant vocabulary to be included on working walls

### How do we support learners who struggle with number fluency?

Encourage learners to practise fluency (Fluency Fridays, Numbots, TTRS etc).

Use interventions to target specific fluency skills

Use concrete resources or visual support

## Teaching considerations

Early years	Key stage 1	Key stage 2
<p>Children should know that numbers to 10 can be partitioned and be able to do this</p> <p>Use practical resources such as tens frames, Numicon and base 10 blocks to support learning.</p> <p>Ensure children are able to show a given number using fingers.</p>	<p>Children should develop automaticity in addition and subtraction facts to and within 10.</p> <p>Use resources such as tens frames, Numicon and base 10 blocks to support learning. -</p> <p>Ensure learners can explain the place value of 10s and 1s.</p>	<p>Ensure learners are secure with all times tables (by end of Year 4), as this acts as a foundation for other maths concepts.</p> <p>Learners should have secure understanding of place value, up to 10,000 and beyond.</p> <p>Learners should begin to apply their knowledge of number and written methods to reasoning problems.</p>