

Inclusion and equal opportunities

All children are provided with equal access to the maths curriculum through a mastery approach where ALL children are expected to access the curriculum for their year group unless there are exceptional circumstances. At Brookside we teach Maths by breaking down the key learning into smaller steps to ensure greater understanding. We use manipulatives and various resources to make Maths more hands on.

Challenge:

Challenge is set through the provision of extension questions or activities to promote deeper thinking.

Support:

Support will be provided where needed through the provision of appropriate resources, such as scaffolds and/or adult support. Another useful practice is the guided teacher model. This is where the teacher will do one example with the children in their books, so that they all have a worked example in front of them.

SEND:

Teachers will ensure that pupils with a range of needs are able to access the mathematics curriculum through ensuring appropriate scaffolding, provision of adequate adult support and access to resources. Additional adults are targeted to support children with English as an Additional Language (EAL) and physical disabilities e.g. a visual impairment as and when needed (see SEND policy).

Intervention:

Where possible, focussed intervention will be provided as soon as possible after teaching. Marking will identify those children needing support.

Termly analysis of children's attainment using DCPro will identify children not achieving specific objectives. This is then used to develop a focussed intervention for the following term.

In addition, specific intervention programmes are used when appropriate for identified groups of children who would benefit from this in order to achieve age-related expectations by the end of the year.