Avondale Primary School

High Quality Inclusive Teaching - Maths Specific

1. Expectations and Values

High Quality Inclusive Teaching	Maths Specific
• Promote the school's values • Make expectations for behaviour explicit through clear targets, explanations and modelling • Refer pupils regularly to classroom code of conduct and whole-class targets • Rules, routines and expectations are short, precise, positive and consistently reinforced • Take time to identify pupil strengths and praise these • 'Catch' pupils being good and emphasise positives (where appropriate) • Give pupils classroom responsibilities to raise self-esteem • Encourage pupils to take responsibility for learning • Communicate positive achievements with home and encourage home to do the same	• All pupils are expected to engage with ambitious mathematical concepts through a mastery approach. • Most learners work towards a shared learning objective, promoting equality, confidence and belonging. • All learners supported to access learning through small step teaching. • All learners supported with a carefully sequenced series of learning with procedural variation. • Learners are supported to develop confidence and resilience in maths, particularly where prior gaps exist. • Mistakes are valued as part of the learning process and used to deepen understanding. • Mathematical thinking, reasoning and explanation are prioritised over speed or rote completion.

2. Relationships and Behaviour

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• Use pupil's name and ensure attention before giving instructions • Communicate in a calm, clear manner • Listen to pupils and allow them to explain behaviours • Provide breaks between tasks and planned movement opportunities • Legitimate movement (messages, collecting items, fiddle toys) • Teach pupils how to manage interruptions (e.g. post-it notes) • Use Social Stories where appropriate • Ensure groupings provide positive role models • Safe place for belongings and calming resources	• A supportive classroom culture encourages pupils to share ideas, explain thinking and learn collaboratively. • Talking partners and peer discussion are embedded to support confidence and reasoning. • High quality discussion and learning behaviour is modelled by the teacher during the Think Together section of lesson. • Learners are given responsibilities (e.g. using resources) to build confidence and ownership.

Avondale Primary School

• Model and maintain positive behaviour strategies. • Use restorative approaches to manage conflict • Promote collaborative group work and peer learning • Maintain consistency in expectations across staff • Apply consistent restorative approaches and positive reinforcement.	• Consistent routines support pupils who struggle with transitions or change.
3. Learning Environment	
High Quality Inclusive Teaching	**Maths Specific**
• Classroom furniture and groupings allow pupils to see teacher and visual prompts • Quiet working area and 'quiet time' zone available • Tools and equipment easily accessible • Visual timetables and task lists provided (short- or long-term as needed) • Working walls to develop understanding of vocabulary • Correct seating for visual/hearing needs • Avoid shiny surfaces and visual clutter • Seating allows feet flat on floor and desks at correct height	• Practical resources (e.g. counters, bead strings, Numicon, base 10) are accessible to all pupils. • Working walls display key vocabulary, representations and taught methods. • Equipment is clearly labelled and kept in consistent locations. • Work books and resources are clearly laid out and printed in an accessible size. • Learners are given opportunities to explore equipment prior to lessons to reduce anxiety. • Squared paper is used to support place value and accurate recording.
4. Speech, Language and Communication	
High Quality Inclusive Teaching	**Maths Specific**
• Rules of good listening taught, modelled and reinforced • Pre-arranged cues for active listening (symbols, prompt cards) • Gain attention before speaking • Instructions broken into manageable chunks and given in sequence • Slow delivery with processing time • Use multi-sensory approaches to introduce vocabulary • Minimise abstract language • Use talking partners and scaffolded dialogue to encourage communication. • Systems for checking understanding • Prompt cards and narrative frameworks used	• Mathematical vocabulary is explicitly taught, revisited and displayed. • Multiple terms for the same concept (e.g. add, sum, total) are clarified and reinforced. • Sentence stems and structured talk support pupils to explain their reasoning. • Learners are encouraged to verbalise strategies and "talk through" solutions.

Avondale Primary School

• Visual feedback systems (e.g. thumbs up) • Parents informed of new vocabulary • TAs used effectively to support questioning and explanations	• Visuals, actions and symbols support understanding of new language and concepts
5. Pedagogy	
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• Use deliberate pauses for effect to maintain attention and engagement. • Pausing for effect, modelling, chunking, questioning • Multi-sensory approaches and interactive teaching • Differentiation and scaffolding for all learners • Plan transitions carefully to maintain focus and flow. • Alternating tone of voice • Pausing for effect • Modelling and scaffolding tasks • Chunking instructions to avoid cognitive overload • Flexible classroom layouts for different learning types • Open-ended questioning • Differentiated instruction • High expectations for effort and engagement	• Teaching follows a mastery approach, focusing on depth of understanding before progression. • Concrete–Pictorial–Abstract (CPA) is used consistently to support conceptual understanding. • Teachers model strategies step by step, sharing their thinking aloud. • Lessons are chunked into manageable stages to reduce cognitive load. • Guided reasoning and meaningful contexts are used to deepen understanding. • Multi-sensory approaches support access for all learners.
6. Memory and Metacognition	
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• Use spaced repetition and retrieval practice to consolidate knowledge. • Explicit memory strategies and visual prompts • Explicit links made to prior learning • Reflection and mini-plenaries to consolidate learning • Pupils encouraged to explain what they need to do • Teach and model memory techniques • Small whiteboards for notes, spellings and ideas • Visual timers used to extend time on task • Chunk activities with praise for completion • Reduce copying from the board	• Links to prior learning are made explicit within and across lessons. • Key learning points are revisited regularly throughout the lesson. • Retrieval practice is used to strengthen recall of facts and concepts. • Learners compare representations across CPA stages to secure understanding. • Pupils are encouraged to reflect on strategies used and check solutions using different methods.

Avondale Primary School

7. Assessment, Planning and Teaching	
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• ‘‘Next steps’ derived from what the pupil can already do • Additional time provided where necessary • Clear success criteria and structured task breakdowns • Checks for understanding built into lessons • Occasional opportunities to work with a scribe • Assessment used to inform scaffolds and adaptations	• . Planning is responsive and adjusted daily based on pupil understanding. • Pre-teaching and targeted intervention provide additional support where needed. • Assessment for learning takes place during lessons through questioning and observation. • Misconceptions are addressed immediately to prevent them becoming embedded. • Worked examples and checklists support independent application of methods. • Parents are informed of new methods and vocabulary to support learning at home.
8. Literacy and Maths	
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• Multi-modal instruction: visual, auditory, kinaesthetic • Adaptive planning linked to prior knowledge • Text presented clearly: uncluttered layout, bullet points, clear fonts • Diagrams and pictures used to support meaning • Coloured paper and appropriate IWB backgrounds • Support for writing organisation and publication • Minimise visual overload • Eliminate unnecessary copying • Pre-teach subject-specific vocabulary. • Targeted interventions for gaps in knowledge • Use of manipulatives, visual aids, and scaffolds	• Word problems are read aloud where necessary to reduce literacy barriers. • Learners are encouraged to draw problems to support comprehension. • Tasks are presented clearly, avoiding unnecessary text or copying from the board. • Sentence stems support written explanations and reasoning. • Visual representations, diagrams and tables support understanding.
9. Scaffold, Adaptations and Supports	
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Avondale Primary School

• Visual task lists, checklists and cue cards • Copies of board work provided where needed • Visual, hearing and coordination adaptations implemented • Sloping desks, grips, taped paper, appropriate seating • Chunked instructions with visual reinforcement • Reduced background noise and clear sightlines • Repetition and clarification of instructions • TA support targeted and purposeful	• Concrete resources and visuals are available throughout lessons. • Cue cards and visual checklists support sequencing of tasks. • Enlarged print and alternative paper formats support accessibility. • Plain paper or adapted layouts are used where worksheets are overwhelming. • Adult support is deployed strategically to maintain challenge without dependency. • Learners are supported to gradually reduce reliance on resources as confidence grows.
10. Motivation, Recognition and Feedback	
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• Frequent praise linked to effort and success • Visual feedback systems to show understanding • Use of responsibilities to build confidence • Opportunities to share work with others • Praise for small steps and sustained effort • Encourage home-school reinforcement • Provide immediate, specific, and actionable feedback. • Encourage self-assessment and peer feedback. • Use praise and recognition to foster engagement and confidence.	• Achievements are celebrated regularly to build confidence and positive attitudes to maths. • Open-ended tasks (e.g. “Odd One Out”) allow all pupils to contribute successfully. • Immediate feedback during lessons motivates pupils and supports progress. • Success is shared with families to reinforce positive mathematical identity. • Interactive strategies (whiteboards, cards, games) maintain engagement. • Dedicated time is provided for fluency practice (e.g. TT Rockstars) where needed.