**Copy to:**

**•Inclusion team**

**• Class team**

**• Parents**

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time).

**Name: Class: Date: Completed by:**

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| **Megacognition** |
|  | Encourage reflective talk in the classroom. |
|  | Model thinking aloud |
|  | Teach the self-talk child needs to plan, monitor and evaluate their learning. |
|  | Activate prior knowledge – encourage the child to think back to what they already know from home and school experiences. |
|  | Encourage the child to revisit previously learned knowledge/skills before building upon this. |

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| **Anxiety**  |
|  | Give recognition for good learning strategies, rather than ability at maths. |
|  | Model making mistakes and how to work through them. |
|  | Value mistakes and don’t interrupt working to prevent an error. |
|  | Focus on task understanding not task completion. |
|  | Encourage the child to positively engage with challenging content. |

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| **Language**  |
|  | Explicitly introduce and define mathematical terms, revisiting them regularly. |
|  | Draw attention to the multiple words used for symbols like +/- |
|  | Link maths vocabulary to everyday life examples |
|  | Teach maths vocabulary alongside related activities |
|  | Highlight key mathematical information in word problems |
|  | Provide clear and simple instructions |
|  | Give sentence stems/starters to help the child explain their answer |

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| **Number sense**  |
|  | Focus on strengthening simple number concepts first through repetition and overlearning, e.g. sorting/grouping, recognising more/less, subitising, counting objects with 1:1 correspondence. |
|  | Use standard and non-standard dot patterns for subitising and partitioning. |
|  | Use practical tasks and concrete manipulatives to build sense of number and quantity. |
|  | Fluency building activities and games to improve recognition of number and quantity. |
|  | Use number lines to develop understanding of magnitude, e.g. whether child can accurately represent the number on a number line. |
|  | Regular opportunities to practice mental maths skills and number fact knowledge (e.g. using games like pairs, snap, Hit the Button) |

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| **Using methods**  |
|  | Support the child to trial different methods. |
|  | Ask the child why they chose their method and reflect on others that could be used. |
|  | Provide worked examples and model tasks step-by-step |
|  | Build fluency in following key methods to reduce cognitive load |

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| **Conceptual understanding**  |
|  | Check prior knowledge to ensure the next concept taught is developmentally appropriate. |
|  | Introduce topics using concrete hands on materials (e.g. counters, Dienes rods). |
|  | Provide resources such as number squares, number lines, number tracks, bead strings, metre rule. |
|  | Ensure concrete manipulatives are available beyond KS1 and into KS3 as required. |
|  | Move through concrete to pictorial and then abstract (symbolic) representations of number/concepts, with modelled examples at each stage. |
|  | Make maths concepts real and relevant by linking them to everyday life. |
|  | Be explicit about connections between concepts/topics. |
|  | Observe the child when they are working to identify misconceptions. |
|  | Encourage the child to talk through their thinking/reasoning. |
|  | Address misconceptions with tasks that allow the child to prove their thinking wrong. |
|  | Ensure opportunities for the child to work regularly with class teacher. |
|  | Build links between content of lessons and content of any maths interventions. |

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| **Visual-spatial skills**  |
|  | Use books with larger/thicker/darker squares to aid organisation of work. |
|  | Adapt layout of learning materials, e.g. greater spacing between items. |
|  | Colour code visually similar symbols (e.g. +/x) if child struggling to discriminate between them. |
|  | Reduce the need for unnecessary copying using printed materials. |
|  | Differentiate between copying and drawing tasks and use photocopies, tracing paper etc to avoid tasks that are too difficult. |
|  | Model use of visuals and ensure the child understands how they are relevant and can be used to solve a problem. |
|  | Use headed columns for place value. |
|  | Use arrows to explain direction of computation. |

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| **Working memory**  |
|  | Show the child how to break down multi-step problems and focus on one step at a time. |
|  | Provide step-by-step instructions to solve problems (written, pictorially). |
|  | Acknowledge the challenges of holding everything in mind and teach child to jot down key information to keep track of problems. |
|  | Provide sufficient thinking time. |
|  | Support the child to develop fluent recall of number facts to reduce cognitive load during calculation. |
|  | Repeated retrieval of number facts in a little but often approach to help encode information in long-term memory. |
|  | Regularly revisit recently learned concepts and methods to aid retention. |
|  | Interleaved learning – practice new skills alongside secure ones. |
|  | Use small/manageable numbers to introduce new concepts. |
|  | Use uncluttered learning materials/ worksheets, cover distracting information. |

**Consider:**

• How long each adjustment has been in place?

• What impact is it having?

• Is this still the right adjustment? (i.e. have things changed or is it ineffective)

• Is it being used consistently? (by all in contact with the child)

Date of review: