

Provision Map
Subject Area - Maths



Area of need	QFT	Targeted	Specialist
Cognition and Learning	<ul style="list-style-type: none"> • Targeted/scaffolded questioning. • Provide visuals of strategies used. • Explaining vocabulary – prior and new. • Checking prior learning before moving on to a new strategy. 	<ul style="list-style-type: none"> • Pre teach vocabulary. • Pupil conferencing to allow for correction of misconceptions or to find error in strategies used. • Differentiated task appropriate to group of children focusing on previous assessment step (using LAPs document) 	<ul style="list-style-type: none"> • Personalised curriculum based on PIVATs assessments • IPM
Communication and interaction	<ul style="list-style-type: none"> • Partner Talk to discuss problems, questions and how do you know? • Teacher use of open ended questions to encourage explanation • Various strategies used for children to communicate knowledge (tell you partner, hands on head, what did your partner say, targeted at specific group etc) 	<ul style="list-style-type: none"> • Worksheets amended appropriately for groups of children to meet need (e.g. priority is the learning objective and not being able to write a sentence for an explanation) • Ensuring appropriate seating within class for specific children as required. 	<ul style="list-style-type: none"> • Follow any SALT advice for individual children e.g. hearing devices, scribing for child. • IPM
Physical/Sensory	<ul style="list-style-type: none"> • Concrete – Visual – Abstract for maths concepts/strategies. 	<ul style="list-style-type: none"> • Classroom seating appropriate for groups of children to ensure all children can access teacher led guided parts of lesson. 	<ul style="list-style-type: none"> • Consider individual needs when using equipment – e.g smaller resources for putting in mouths or fine motor barriers to learning. • IPM

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SEMH	<ul style="list-style-type: none"> • Partner discussion throughout lesson. Children encouraged to be good role models to each other and to be supportive to each other's learning. • Maths Mastery ethos of perseverance, building on small steps, learning from mistakes, things can be hard but it is ok to do hard things. 	<ul style="list-style-type: none"> • Teacher to think about placement of children in terms of maths partners. Ensure maths discussion will be supportive. 	<ul style="list-style-type: none"> • Be aware of maths being a trigger for specific children, ensure children are taught/adults model how to ask for or show they need help. • IPM
Independence and Self Help	<ul style="list-style-type: none"> • Guided learning builds into independent task. Ensure visuals of strategies remain in place for children to see. • Resources available to children so they are able to access with independence in the lesson. • Relevant mathematical vocabulary/prior learning that will help with current unit displayed on working wall. 	<ul style="list-style-type: none"> • Visual 'steps' provided for strategies. • Differentiated independent tasks building on guided learning when appropriate. 	<ul style="list-style-type: none"> • TEACCH stations for individual children to build independence. • Expectation of length of independent task appropriate to specific children. • Personalised curriculum based on PIVATs assessments. • IPM