

Quality First Teaching – 4 Areas of SEND and Maths Specific

Communication and Interaction	
Quality First Teaching Strategies	Maths Specific
<ul style="list-style-type: none"> • 'Rules' of good listening displayed, taught, modelled and regularly reinforced. • Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card). • Pupil's name or agreed cue used to gain individual's attention before giving instructions. • Instructions broken down into manageable chunks and given in the order they are to be done. • Delivery of information slowed down with time given to allow processing. • Pupils are given a demonstration of what is expected. • System of visual feedback in place to show if something has been understood (e.g. thumbs up). • Talking partners used to encourage responses. • TAs used effectively to explain and support pupils to ask and answer questions. <ul style="list-style-type: none"> • Classroom furniture and groupings ensure pupils can see visual prompts and the teacher. • Access to a quiet, distraction-free workstation if needed. • Use of visual timetables. • Minimise use of abstract language. • Ensure preferred methods of communication are known by all staff. • Explicit links made to prior learning. 	<ul style="list-style-type: none"> • Pre-teach key vocabulary using WRM small steps vocabulary, stem sentences and visual prompts prior to the main lesson. • Use WRM slides and videos in pre-teaching sessions to introduce concepts in a reduced-cognitive-load environment. • Allow pupils to handle concrete resources (linked to WRM schemes) before whole-class teaching. • Introduce mathematical language using WRM representations (e.g. bar models, part-whole models). • Use WRM stem sentences during pre-teaching so pupils can rehearse responses verbally. • Revisit pre-taught concepts during the main lesson using the same visuals and language. • 'Working walls' include WRM representations and vocabulary previously pre-taught.
Cognition and Learning	

Quality First Teaching Strategies	Maths Specific
<p>General QFT</p> <ul style="list-style-type: none"> • Next steps based on what pupils can already do. • Instructions chunked and sequenced clearly. • Pupils encouraged to explain tasks back to adults. • Explicit links made to previous learning. • Key learning points reviewed during and at end of lessons. • Copying from the board reduced. • Additional time given for processing and completion. • Use of IT programs and apps to reinforce learning. 	<ul style="list-style-type: none"> • Pre-teach upcoming WRM small steps using simplified examples. • Use smaller numbers and reduced demand during pre-teaching. • Rehearse lesson structure in advance. • Use WRM concrete and pictorial representations first. • Model and practise methods step-by-step using visual checklists. • Use WRM variation and same/different examples. • Target pre-teaching using WRM assessments and gap analysis. • Allow repetition and overlearning before abstract recording. • Use squared paper (one digit per square).

Social, Emotional and Mental Health	
Quality First Teaching Strategies	Maths Specific
<ul style="list-style-type: none"> • Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. • 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate) • Give the pupil a classroom responsibility to raise self-esteem • Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency • Play calming music where appropriate • Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up 	<ul style="list-style-type: none"> • Use pre-teaching to reduce maths anxiety. • Increase familiarity with WRM lesson content in advance. • Build confidence through supported success. • Use WRM manipulatives to ensure early success. • Emphasise mathematical thinking, not just correct answers. • Use interactive strategies (whiteboards, response cards). • Ensure pupils know what to do when work is finished. • Provide time for TT Rockstars practice where needed.

- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- Where possible, create a quiet area both for working and as a 'quiet time' zone
- Use a visual timer to measure and extend time on task – start small and praise, praise, praise
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)
- Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
- Give a set time for written work
- Use pupil's name and ensure you have their attention before giving instructions
- Chunk instructions and support with visual cues.
- Make use of different seating and grouping arrangements for different activities
- Personalise teaching where possible to reflect pupils' interests
- Communicate in a calm, clear manner
- Keep instructions, routines and rules short, precise and positive
- Listen to the pupil, giving them an opportunity to explain their behaviours.
- Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises
- Allow pupil to have a safe place to store belongings and fiddle toys
- Ensure groupings provide positive role models

<ul style="list-style-type: none"> • Transition from whole class work to independent or group work is taught, clearly signalled and actively managed • Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet • Use Social stories when appropriate. 	
--	--

Sensory Needs	
Quality First Teaching Strategies	Maths Specific
<p><u>Visual Difficulties</u></p> <ul style="list-style-type: none"> • Give as many first hand 'real' multi-sensory experiences as possible • Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye • Try out different paper/Smartboard colours to try to find best contrast • Consider lighting – natural and artificial – which is most comfortable? • Avoid shiny surfaces which may reflect light and cause dazzle (laminates can do this) • Take advice from specialist teams related to font style and size 	<ul style="list-style-type: none"> • Pre-teach using WRM manipulatives to explore equipment. • Allow time to practise handling resources before lessons. • Use enlarged WRM visuals and printed resources. • Provide consistent WRM resource mats (e.g. tens frames, place value charts). • Use visual task checklists aligned with WRM lesson structure. • Ensure resources are clearly labelled and stored consistently.

- Short spells of visual activity should be interspersed with less demanding activities
- Always use verbal explanations when demonstrating to the class.
- Read out aloud as you write on the board
- Address the pupil by name to get their attention
- Avoid standing in front of windows – your face becomes difficult to see
- Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.

Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood

- Face the pupil when speaking
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into short chunks
- Use visual symbols to support understanding

Co-ordination

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Seated where there are minimal distractions e.g. away from windows and doors
- Encourage oral presentations as an alternative to some written work
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
- Break down activities into small chunks with praise for completing each part

- | | |
|--|--|
| <ul style="list-style-type: none">• Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding• Allow additional time to complete tasks• Allow access to lap-tops/tablets etc. | |
|--|--|