REMOVING BARRIERS FROM THE MATHS CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Maths

Potential Barrier	Adaptations to Teaching
Difficulty with vocabulary and it's various synonyms	• Pre-teach key vocabulary, then ensure multiple and regular exposure to these words. • Display key vocabulary on WW
Difficulty reading	• Partner with a child who can read key information to them (Learning Pit) • Work in a smaller group with a
Insecure fact knowledge – number bonds, times tables	• Retrieval practice daily as lesson starter/morning task • Repetition for fluency in maths interventions (Number Stacks)
Needing extra time to process questions	• Always allow for plenty of thinking/talking/practise time before asking children to comment or do
Sequential procedures	• Give next steps for success – written, verbal or visual – to remind children what to do next. • Repeat these types of questions in maths alongside the children's next steps • Use of extension tasks to solidify learning. • Use of Explore, Discover Challenge to support incremental steps.
Loss of concentration on a difficult task	• Growth Mindset approach across the school. • Encourage use of manipulatives to solve a problem • Time is given to implement strategies to gain procedural knowledge • Scaffolds provided to support –to CT/TA

Additional strategies

- Check understanding through careful questioning – allow for partner talk, quiet thinking time and written example
- Introduce each topic with key language and skills needed