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| Maths Specific Problem | Strategies |
| Not having the correct answer | * Using mini whiteboards to allow students to record a non-permanent answer.
* Allow students access to answers of questions they may be working on. This could be through a mark scheme or a selection of answers to sort through.
* Make ‘Hints’ and ‘Prompts’ available to students to support them completing the task without having to ask for support.
* Give students completed questions with workings and get students to explain how to work out the question.

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| Being put on the spot to contribute | * Give students red, amber and green cards to place on their desk to indicate if they are happy to contribute.
* Use mini whiteboards with the whole class so all students have to contribute and there is no perception of ‘singling out’.
* Give a minute warning to students and tell them what you are going to ask them in a minute to allow them to consider and prepare.
* Ask students to talk to each other in response to a question and the teacher can then summarise any valuable learning points made.
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| Recording work in exercise book | * Allow students to use mini whiteboards to draft what they are going to put in their book.
* Give print outs of key notes and facts to ensure information is recorded accurately.
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| Getting started or transitioning from tasks | * Present students with laminated checklists of what they need to do at the start of a lesson and offer rewards.
* Give a warning when going to move on or finish a task ‘3 more minutes’ etc.
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| Remembering key facts | * Use consistent and repetitive starter activities or homework’s that address key skills and topics.
* Utilise songs and videos that give key information.
* Position key fact posters in classroom and explicitly refer to them when working on a topic.
* Use collective memory tasks where students can work together to recreate an image of key terms or images.
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| Gaps in knowledge  | * Small group or one to one intervention in addition to group lessons with a maths specialist.
* Use of homework tasks to identify gaps in knowledge and differentiated starters that address the gaps.
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| Perception of being naturally good at maths or being good because of putting in the effort | * Communicate with parents or carers to change attitudes or support with their own development of mathematical confidence.
* Praise effort instead of attainment.
* Identify the life skills needed to attempt a problem or question not just the mathematical skills. E.g. ‘you are going to have to be resilient and keep trying to find solutions’.
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