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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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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’. |