

Subject Specific Elements		Arithmetic	Reasoning	Multiplication Tables
Cycle 1 – all universally available provision including the application of the Ordinarily Available document. Assessment data from formative and summative assessments, parent and pupil voice and teacher concerns registered and reviewed. High quality teaching, adaptation and differentiation applied as universally available.				
Assessment	Year group standardised testing		Year group standardised testing	Timestables teacher assessments
	Teacher assessment data		End of unit/block assessments WRM	TTRS/Numbots
	Evidence within pupil books of limited arithmetic knowledge or recall		Class teacher assessments of pupil books	
	Below ELG for EYFS		Below ELG for EYFS	
Attainment Point/Trigger for Concern	Standardised scaled scores below ARE for two terms or more 100 ARE 110 GD			Test scores below average for year group specific tables
Intervention	Pupil progress meeting with parents			Pupil progress meeting with parents
	Explicit modelling			Teacher intervention during assembly time
	Mini-models on whiteboards			Additional TTRS/Numbots time
	Pupil conferencing			
	Teacher intervention during assembly time			Year 4 – letter and meeting with parents
Cycle 2 – Evidence that Ordinarily Available is not meeting need. Arrange a meeting with SENCO and Child added to the SENCO Monitoring List Apply OA Targeted Support. (Green)				
Assessment	Domain skill assessments for single areas			Timestables teacher assessments TTRS/ Numbots Mental maths
Attainment Point/Trigger for Concern	Standardised scaled scores below ARE for two terms or more across year groups 100 ARE 110 GD			Timestables teacher assessments below average TTRS/ Numbots Mental maths assessment scores remain on the same boundary for a half term

Intervention	Precision teaching		Increased intensity
	Beginning One Planning Discussions		Meetings with parents
	Small support groups – arithmetic key skills		
	Beginning One Planning Discussions		
	Pupil progress meeting with parents		
Cycle 3 – One Plan Initiated. Child added to the SEND Register (Amber)			
Assessment	Dyscalculia assessment – Private assessment		Timestables teacher assessments – single TT
	Moderate difficulties in maths		TTRS/Numbots
	Sandwell assessment		Mental maths assessments
Attainment Point/Trigger for Concern	Evidence of One Planning not being effective across two or more cycles.		Evidence of precision teaching not graphing to show progress
Intervention	Precision teaching daily	Use of work from lower year group	Precision teaching daily
			Increased intensity
			Meetings with parents
Cycle 4 – Three cycles of One Planning not evidencing impact. Review for observation by Inclusion Partner. ECHNA Assessment application.			
Cycle three interventions to continue. (Red)			