**The Essence of Mathematics Teaching for Mastery: An Inclusive Approach**

**Underpinning principles**

* Mathematics teaching for mastery recognizes that **all students can learn and enjoy mathematics**, including those with special educational needs and disabilities (SEND).
* Mathematical learning behaviours are developed through **personalised approaches** that allow every student to focus and engage as learners who reason and seek to make connections at their own pace and in ways that work for them.
* Teachers continually develop their specialist knowledge for teaching mathematics and understanding diverse learning needs, working collaboratively to refine and improve their inclusive teaching practices.
* Curriculum design ensures a coherent and detailed sequence of essential content with **built-in flexibility** to support sustained progression over time for all learners.
* **Multiple access points** are provided for mathematical concepts, recognizing that students have different strengths and learning preferences.

**Lesson design**

* Lesson design links to prior learning with **explicit connections and review** to ensure all students can access new learning, with carefully sequenced steps in progression to build secure understanding.
* Examples, representations and models are carefully selected and **made accessible in multiple forms** (visual, tactile, auditory) to expose the structure of mathematical concepts and emphasize connections, enabling all students to develop deep knowledge of mathematics.
* Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other, with **additional scaffolding or alternative approaches** provided when needed.
* Practice is a vital part of learning, designed to reinforce procedural fluency and develop conceptual understanding, with **differentiated practice opportunities** that can be adapted to individual learning needs.
* **Assistive technologies and tools** are integrated where appropriate to support access and engagement with mathematical content.

**In the classroom**

* Students are taught through whole-class interactive teaching that includes **flexible grouping strategies** and **targeted support**, enabling all to master the concepts necessary for the next part of the curriculum sequence.
* In a typical lesson, the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion, with **multi-sensory communication approaches** that enable all students to think, reason and share their knowledge to solve problems.
* Use of precise mathematical language is encouraged while **providing vocabulary support** and accepting multiple forms of communication, enabling all students to express their reasoning and thinking effectively.
* If a student experiences difficulty grasping a concept or procedure, this is identified quickly, and gaps in understanding are addressed systematically with **personalized intervention strategies** to prevent them falling behind.
* Significant time is spent developing deep understanding of key ideas needed to underpin future learning, with **regular opportunities for overlearning and consolidation** for those who need it.
* Key number facts are learned to an appropriate level of automaticity, with **individualised expectations** and other key mathematical facts are learned deeply and practiced regularly, with consideration for **cognitive load and processing differences**, enabling all students to focus on new learning.
* **Success is celebrated** at every step, recognizing individual progress rather than comparing students against standardized expectations.