

# Apprenticeship Workforce Development Programme

**Practitioner Improvement Project**

Activate Apprenticeship

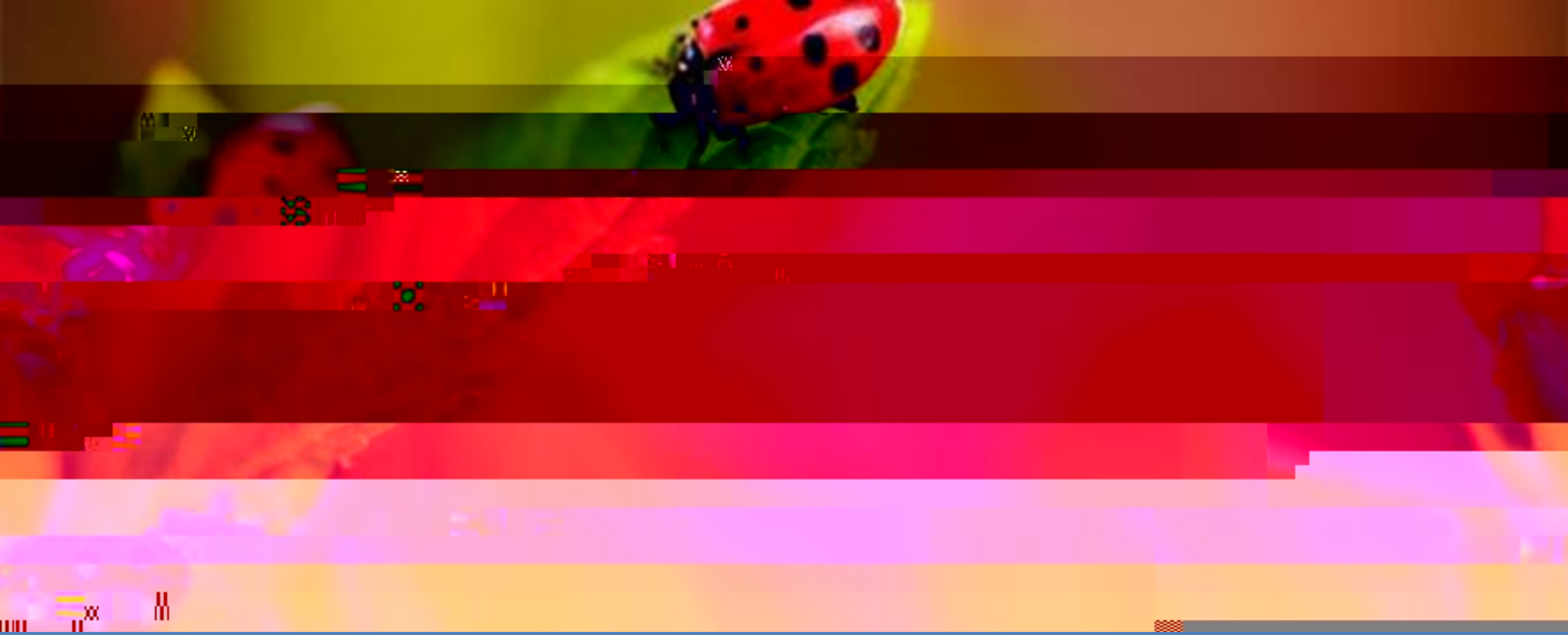
October 2023

DELIVERED BY:



FUNDED BY:





# Supporting learner with dyscalculia

SUPPORT MATTERS



**Every learner will need a different approach according to their strengths, difficulties and life experience.**

**It is their strengths that should form the basis of ongoing learning.**

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# Dyscalculia is

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<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-Maths-difficulties>

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# What about Maths anxiety?

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Not everyone who has Maths anxiety will be dyscalculic, however many learners with **dyscalculia** will experience **Maths anxiety**.

This

# Types of Maths anxiety

Environmental anxiety



What we can  
do:



# What can help?

Using **manipulatives**, such as dominoes showing dot formation, numicon, dienes blocks, place value discs etc. as well as a multi-sensory approach is very important to these learners to help them to visualise number quantities.



# To help a dyscalculic learner achieve their potential, a teacher should:

- { Build and ensure **understanding** of Maths concepts ±this is key to those who find Maths difficult.
- { Uncover and resolve misconceptions.
- { Use manipulatives and/or images.
- { Have explicit teaching of the language of Maths ±building a library of unknown terms can help.
- { Use contexts that are of interest and relevant to the learner.
- { Use symbols together with language, manipulatives and context.



# To help a dyscalculic learner achieve their potential, a teacher should:

- { Give the learner time to respond  $\pm$ slow and deep thinking is good.
- { Teach estimation techniques  $\pm$ a key skill demanded by the workplace and an essential life skill.
- { Observe and discuss methods and techniques and check understanding.
- { Explicitly teach calculator skills and support the learner to be confident with this.



To help a dyscalculic learner achieve their potential, a teacher should:

- ‡ Encourage and develop problem solving and reasoning skills.
- ‡ Provide tips and techniques to help with mental arithmetic.
- ‡ % X LOG O H D U Q H U ¶ V H P S O R V I can use Maths for life.



# To help a dyscalculic learner achieve their potential, a teacher should:

- ‡ Welcome mistakes ±making mistakes is good since that is when learning takes place and resilience is built.
- ‡ Build from strengths and introduce challenge.
- ‡ Praise effort (not just the correct answers) to build confidence
- ‡ Ask and observe about methods
- ‡ Encourage flexible thinking around numbers
- ‡ Develop a growth mind-set -  $\mu$ , ZLOO EH D GR LW  $\uparrow$   $\mu$ , FDQ  $\uparrow$  W GR LW \ HW
- ‡ Celebrate progress.



# A learner with dyscalculia will need

- ‡ A regular teaching and study schedule (a clear physical timetable).
- ‡ To pre-set phone reminders and alarms to help them keep track of time.
- ‡ Multi-sensory teaching methods.
- ‡ Modelling of tasks by the teacher.

**There is a separate PowerPoint within the GLS SharePoint site with tips about being organised.**



# A learner with dyscalculia will need:

- { Learning tasks broken down into manageable chunks.
- { Time to respond to questions  $\pm$ slow and deep thinking is good.
- { To check answers as knowing whether an answer makes sense and finding their own mistakes builds independence in learning as well as confidence.
- { Extra time in tests and examinations. This will then reflect their normal way of working.

# A learner with dyscalculia will need:

*f* Reassurance that using kinesthetic methods, such as counting objects, is fine.

*f* Support to count forwards and backwards (use a number line with colored arrows to help with directions).

*f* Support with left/right confusions.

*f* To practice left/right, up and down directions when working on graphs or maps.

*f*





# In the classroom, a learner with dyscalculia will need:

- { The use of handouts.
- { A calculator with a large bold display (once the student is confident to use it).
- { Key words written in a notebook or on cards.
- { To have keywords and numbers highlighted on word problems.

This is not an exhaustive list and other support strategies may be appropriate. For further information and advice, contact Learning (Study) Support for advice and attend training if necessary.



# Family contact

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If a learner has an EHCP, the teacher will:

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help them meet their learning needs and to achieve  
their learning outcomes as set out in the EHCP

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progress and the effectiveness of support in meeting  
their learning outcomes is discussed, and new  
learning outcomes are set



For further information:

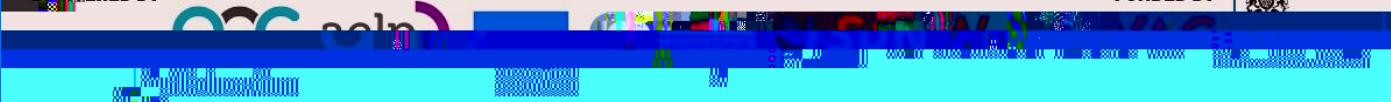
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## Apprenticeship Workforce Development

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