

ADDRESSING BARRIERS TO LEARNING (ABLe)

Taking a Closer Look at Numeracy

Pupil's Name	
Date of Birth	
School	
Class	
Date	

Names of those involved in ABLe conversation

Key: Highlight statements using "traffic light" system

Red - area of concern/difficulty

Orange - emerging skill/some difficulty

Green - fine

Leave blank - not known/not relevant at this time

Comments

General For general guidance in the knowledge and understanding children should have before moving on to their next stage of learning, see the National Numeracy progression Framework from Education Scotland.	Date	Date	Date	Comments
Memory				
Recalls basic facts such as number bonds and times tables				
Recalls procedural sequences or algorithms such as how to carry out long multiplication or division				
Language				
Understands language used in a mathematical context (e.g. understanding concepts in a word problem)				
Understands key mathematical vocabulary (e.g. 'take away' or 'corner', etc)				
Spatial processing				
Makes and interprets graphs, diagrams, charts and maps				
Understands symmetry, rotation and ratio				
Is able to judge the number of objects in a group (typically a spatial arrangements of dots) rapidly, accurately and confidently without counting them				
Sets out sums and working correctly				
Problem solving/ knowledge and application of rules				

and strategies				
• Uses a systematic step-by-step approach in finding answers				
• Knows how and when to make use of mathematical rules				
• Understands and can apply formal rules				
• Able to choose appropriate strategies				
Attitudes and Expectations				
• Demonstrates a belief that their maths ability is fixed and that they either can or can't do maths				
• Demonstrates a belief that their ability can develop through learning and teaching				
• Displays feelings of panic, tension and helplessness when faced with anything maths related				
• Avoids or disengages in situations where they may be faced with mathematically related problems				
• Performs worse when tasks are completed under timed conditions or during assessments				
• Completes tasks in a very sequential, formulaic way, documenting every step				
• Takes a holistic and intuitive view when completing tasks, resisting documentation				
Development				
• Understands one-to-one correspondence principle				
• Understands that sets of things have numerocity				

and that manipulation of these sets- combining sets, taking sub-sets away- affects the numerocity				
• Understands that sets need not be of visible things				
• Recognises that, no matter what order, or how displayed, a given set has the same number of items in it.				