Sharing and embedding in your setting

- **Adapt & build**
  - Share the positives from trialled tasks; use the feedback to help inform and plan next steps; nurture the professional confidence of colleagues to take ownership of the ideas and personalise them.

- **Opportunities & challenges**
  - Link to existing initiatives e.g. metacognition, oracy etc. and have planned support for known challenges that teachers and learners may face.

- **Sharing resources**
  - Take time to navigate the NRICH website with colleagues; perhaps create a shared folder of resources and support materials for staff to access.

- **Teachers as learners**
  - Doing maths together whether in year groups, key stages or whole staff meetings will engage colleagues. Taking time for feedback is essential.

- **Task selection**
  - Whether Low Threshold High Ceiling tasks or not, careful planning will mean that both subject knowledge AND the aims can be developed (not just one or the other!)

- **Curriculum map**
  - Understand the progression throughout the school so that teachers and children have a big picture understanding of how their progress will be developed year on year.