

Maths Champions Case Study

INTENT	
Introduction	<i>A little bit about your setting, why you joined the programme and what you wanted to achieve from it.</i>
	Our Pre School is a small rural term time setting. We have a small staff team of 5 and are open term time only. Our Pre School is a charity, so often funds for new resources and training are low and we rely on fundraising so this course was a fantastic opportunity for some CPD. I am always keen to find new information and to develop our knowledge and practice.
How did you decide what to do?	<i>What did the audits highlight, what changes did you consider and how did you identify the change/s to be made?</i>
	<i>Did the changes you considered come from the online training or resources etc?</i> I completed the online training which I found very in depth. We then completed the audits which helped us identify any gaps or areas to develop. The audits highlighted to me that we needed some new resources and that all staff felt like maths was a weaker area of their practice.
IMPLEMENTATION	
What did you change or implement?	<i>Outline a positive change, or changes, that have taken place as a result of being part of the Maths Champions programme. How did you plan for it and what did you do? How did you plan to assess the benefit of the change on staff practice and children's experiences?</i>
	The audits highlighted that although we have a mud kitchen, and sand area, we did not actually have any opportunities for the children to see written numerals in our outside area. We added a natural number line, some recipes to the mud kitchen, and numbers and corresponding parking spaces to the ride along cars and scooters. Inside we re-added loose parts such as pine cones, wooden mushrooms, pom poms and then some different containers and trays for the children to sort and arrange into. I also made sure all of the boxes/shelves were labelled with photographs so that the children knew where to put things at tidy up time. This had been a big barrier to having loose parts previously. We created a height chart inside with the children, and modelled using non standard items such as blocks to measure and compare sizes. We also added rulers, large and small dice.

IMPACT
The success and benefit of what you did:
For children <i>What has been the impact of the changes on children's learning and development? How has being involved in the programme made a difference for children in your nursery?</i> The children have used more maths language to describe heights and measures, they have loved the height chart to see who is taller/smaller and to check if they have grown. The loose parts have been really popular inside, there have been lots of counting, sorting and arranging as well as making patterns and using the loose parts in various different ways. Outside, I feel like the children have not used the number line a lot yet, they tend to use maths language when in the sand pit and mud kitchen, but prefer to run and build rather than use the loose parts how they do inside - this is something we can look at as a staff team further. I think we could use some larger loose parts outside and introduce games like skittles.
For families <i>What has been the impact of the changes on families? How has being involved in the programme made a difference for families whose children attend your nursery?</i> We have not focussed on families too much, we have sent home a few challenges and home learning ideas but this is something as a whole we struggle to get families to engage with. Again this is something we can look further into as a staff team.
For staff <i>How has being involved in the programme made a difference to your staff team/individual practitioners? What has been the impact on their practice?</i> I think staff need more time and opportunities to develop maths opportunities as a whole. I feel like the children's audits were useful to staff to make them observe their key children on a deeper level. I think we need to unpick the children's learning more during our assessments.
For the Maths Champion and Deputy Maths Champion <i>How has the programme helped you as Maths Champion and Deputy Maths Champion to develop your own practice? What has been the impact on your practice?</i> I feel like staff haven't fully engaged within the maths programme due to time limits, I think they still do not fully understand/embed some of the terminology used such as composition and cardinality. I as a leader need to spend more time to coach the staff, and plan some more training opportunities.



For the setting

What has been the impact on your environment?

We have identified where we need new resources and some more opportunities for CPD throughout the staff team.

Next steps

What further improvements might you make and how will you continue to monitor the quality of maths opportunities within the setting?

- Share the training within the staff team meetings
- More coaching and training around the terminology used in maths
- Unpick why parents aren't engaging with home learning (not just maths)