

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>
	We wanted to assess our mathematical curriculum offer as it was an area we struggled to provide for. Ofsted also had identified it as an objective due to fewer children being assessed as on track for their developmental stage.
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? Did the changes you considered come from the online training or resources etc?</i>
	The audits identified that we needed to add more to our environment, but in meaningful ways. We worked together to consider other areas to add mathematical provocation and resources. We also identified that for some mathematical concepts we had to do some focused work and not all areas could be assessed as part of the normal nursery provision. We thought about aspects that needed adult led support, and how we could do this still in line with our ethos and principles.
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>
	We added more resources to specific areas of continuous provision, such as tape measures and numbers lines. Children noticed number in the environment more which in turn enabled adults to build on interest and knowledge. We discussed as a team the curriculum content of mathematics and thought about how we ensured we covered it in our provision and interactions. We noticed when adults supported maths through their interactions during peer observations. Our governors observed mathematic provision and interactions as part of their monitoring visits. The impact was evident in the assessments, not just percentage of children on track, but also the ease in which the team found assessing mathematics. The staff had more information on their children, but also increased confidence about what they were looking for.
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>



Children have access to more mathematical provision, but more importantly they have adults able to successfully identify how to weave math's in whilst still staying on the child's agenda. Children are able to see more numbers in more areas of continuous provision. They are using resources and interested in them. It is forming in their play regularly and they are using and hearing more mathematical language.

For families

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?

For staff

How has being involved in the programme made a difference to your staff team/individual practitioners? What has been the impact on their practice?

Increased confidence and increased knowledge around the knowledge and skills our children need in order to develop in mathematics.

For the Maths Champion and Deputy Maths Champion

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?

Provided a tool to reflect and consider what we are doing well and areas for development. Provided a structure to work from and to.



For the setting

What has been the impact on your environment?

Improved environment with increased mathematical content. We have more areas that include resources that support math's.

Next steps

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

Continue to think about our environment and ensure there is always a math's element in each area. Continue to think about outside provision and how we can ensure math's is a large part of it. Working with families to help them understand math's at home and how they can help their children acquire the skills needed to develop mathematically.

Thank you for taking part in the Maths Champions programme.