

Maths Champions Case Study

Champion: Ian Turner

Setting: Carville Primary School Nursery

INTENT
Introduction <i>A little bit about your setting, why you joined the programme and what you wanted to achieve from it.</i> I am the Nursery teacher at Carville Primary School and am in my 5th year in the role. I teach Nursery in the morning and Reception in the afternoon. I have been a Nursery teacher for 14 years. I was asked to do the programme by our Maths lead in school, so I accepted. My intention was to have a refresher on teaching and implementing maths concepts in the setting and look for any new and exciting ideas that I could implement in the setting and in to my 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? Did the changes you considered come from the online training or resources etc?</i> I went through the audits with my TA and we spoke about staff confidence and then about the set-up of the room. We identified a plan of action for us as a team to be more aware of opportunities, and also thought that some parts of our maths area could do with a revamp.
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> From the audits we decided on the action plan that was submitted and we made some changes, especially a more welcoming and larger maths display and creating a drawer for 'maths stuff'. This was just an arrangement of different things to count that the children can take anywhere in the setting and use, and they have really enjoyed doing that. We also re-stocked our natural objects and gave them a refresh as part of the process. With regards to our own development as a staff team, we now have a meeting every morning to discuss the day's plan and possible opportunities to use maths language. This also includes chats about the children's capabilities and possible next steps.
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>

We have noticed the children using more maths language in their continuous provision, growing their confidence as they play and talk to each other, working together to solve problems and use critical thinking.

They have enjoyed using the portable maths resources and are accessing these more to incorporate into their learning.

Staff have had a reminder about looking for and providing opportunities for maths language throughout the day, in all areas of provision. This has led to a better understanding of where children are at in terms of development and next steps.

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?

Parents have discussed how much better the children have got at using numbers and seeing and using language around the home and when they are out and about. Parents have been encouraged to follow this up through their daily interactions with the children.

They have also noticed a general increase in their child's confidence.

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?

Staff have had a reminder about looking for and providing opportunities for maths language throughout the day, in all areas of provision. This has led to a better understanding of where children are at in terms of development and next steps.

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?

It has been a good reminder of recognising opportunities to build in maths in all areas throughout the Nursery session.

For the setting

What has been the impact on your environment?

Changes have been made for the better to enable children to access maths more readily and frequently within the environment, leading to children being confident to explore and try things, incorporating and embedding the characteristics of effective learning.



Next steps

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

Will continue to monitor children's engagement with resources and make changes where we feel necessary to continue to develop children's maths language to suit all needs across the provision.

Will monitor this through continued professional conversations and assessment data.