

Maths Champions Case Study

Champion: Fay Barrett

Setting: All Saints CofE Primary School

INTENT	
Introduction	<i>A little bit about your setting, why you joined the programme and what you wanted to achieve from it.</i>
	A mainstream school setting, with EYFS unit (3-5years) in a large purpose-built unit, with its own outdoor space. I am maths coordinator and was interested in what the course could offer our provision. We are very reflective practitioners and always looking for ways to improve our practice and continuous provision for the learners. We wanted the children to leave the setting with an even better understanding of mathematical concepts and be ready to progress into year 1.
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 highlighted the need for more loose part play and to encourage mathematical thinking outside. The audits highlighted that all staff needed to understand the importance of mathematical concepts in all areas of provision. It encouraged the team to think about whether a 'maths' area was still valuable in continuous provision. The online training deepened our understanding of mathematical concepts and how these need to be taught in nursery.
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 changes have made us think more 'mathematically' as a team, encouraging us to question how we approach maths and be reflective on the resources in provision. Through weekly plan, we discussed the activities on offer to the children and supported children in their mathematical play. We then observed the children in provision, reflecting on whether the children were using their learning independently. After this reflection we would support those children who needed it and challenge through questioning. These observations helped to dictate the provision that we provided but ensured that it wasn't being changed too often so children had time to play and embed their learning.
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 enjoyed all the activities and have loved small part play. They are using mathematical language in their play and are more confident mathematicians. They can describe what they are doing. The younger children watch the older children and learn from their play too. Especially when constructing outside. All children have made progress, using the variety of activities. They are more confident to describe using mathematical language and not just in focused activities but also in their independent learning. The children are setting up their own games, once these have been modelled by adults.

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?

We have always had supportive families but they enjoyed participating in the activities sent home. The children enjoy sharing their home learning with the rest of the class. They use the online journal to record their experiences. During open sessions families understand the importance of block and small world play in their child's mathematical journey.

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?

The staff have been very reflective in their practice and have changed how they approach maths in the setting. It has made the staff think about the language they use when modelling to children and have used wider vocabulary, which the children are using in their play. Outside the staff have used and enhanced the resources to ensure the children have access to lots of mathematical learning. This is something we discuss in weekly meetings to ensure the provision is right and moving our children on.

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 allowed us to step back and be critical of the setting and not to be afraid to strip back the resources to ensure what is being used has a clear purpose. This is a continued learning journey; we want to continue this practice even when the programme has finished. When planning maths sessions, I am more focused on the learning that needs to take place, and I will ensure that we keep going back over this learning throughout the year.

For the setting

What has been the impact on your environment?

At the moment we still have a 'maths' area, but this will hopefully change to loose parts next year, as it has been difficult due to the SEND children using the provision. The outdoor area has been stripped back, and resources have been more carefully chosen for water/ sand play and the mud kitchen. We have reduced the number of resources available, so that children have time to use and reuse them to consolidate learning.



Next steps

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

We will continue to be reflective in our setting, we are currently improving our curriculum, ensuring that there is clear progression and small steps from the start of nursery to end of reception. We will continue to share good practice with staff and use the resources we have gained from the programme. We want to move away from a maths' area but ensure that mathematical concepts are being taught in all areas of provision. I see the programme as the start of our journey not the end.