

Maths Champions Case Study

Champion: Karen Akrill

Setting: All Saints CE 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>
	We are a Nursery class that is part of a primary school. We take children from the term after they are 3 and have 15 hour and 30 hour places, the maximum number of children per session is 26. I am the Nursery teacher and have 2 support staff. I joined the programme to improve our maths provision and get some new ideas, particularly for developing maths as part of our continuous provision.
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>
	As Maths Champion I did the training and fed back to the Deputy maths Champion who is the Maths lead for the school. The audits highlighted areas in our provision where we could provide maths resources. They also raised awareness of the level of maths language that we use in our daily interactions and how we could increase that. The need to train support staff in mathematical development in 3 to 4 year olds was recognised and some training given.
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 have made sure that there is provision for maths in every area of Nursery both inside and outside. For example by marking wooden blocks with numbers and dots, adding numbers to pots, painting numbers on tyres and building a collection of shape puzzles and resources. We also ensure that there are maths focused books in the provision. Suggestions for large scale games outside involving numbers, counting and marking scores have been added to plans. We are consciously using more mathematical language in our interactions and trying to build in problem solving scenarios.
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's counting skills have improved and by the time they leave Nursery most are able to subitise numbers up to 5. They are using mathematical language more in their play, for example counting food items onto plates, saying "3 minutes" when cooking and talking about capacity and weight. Children use things such as loose parts to make patterns and different arrangements. They spot numbers, not just in the environment but in books too.

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?

Families are more aware of the range of maths skills and not just counting and are given ways to encourage these in everyday interactions and routines at home.

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 are more knowledgeable about mathematical development and particularly spatial awareness and how to assess where children are and what their next steps are.

They are more confident and see more opportunities to build maths into daily interactions.

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?

The programme has raised my awareness of things that are important to support children in developing such as spatial awareness. It has also given me new ideas for improving outdoor maths provision.

The deputy maths champion is more knowledgeable about what maths looks like in the early years (she is a Year 2 teacher) and knows how as lead she can support us.

For the setting

What has been the impact on your environment?

More 'maths friendly' with many opportunities to use maths language. We have moved our main maths resources to a more central and prominent place and they are being accessed more by the children.

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 build on creating problem solving opportunities
- Ensure that maths resources are regularly rotated
- Invest in more robust maths resources for outside