

Maths Champions Case Study

Champion: Sarah French

Setting: Riverdale 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 26 place school nursery for both an am and pm cohort. We are also in our third year of offering parents 30 hours of childcare provision. As the children turn 3 years old, they join afternoon nursery. The following year, they move to morning nursery with the option of 30 hours. I taught in KS2 for about 18 years before moving to KS1. I moved into Nursery 4 years ago and have remained in this role since. Due to much of my career being in KS1 and KS2, I have been interested in learning more about 'Early Excellence' and the Nursery curriculum. I wanted to take part in this programme both for my own professional development but also for the staff I work with. We follow the 'development matters' curriculum but are always open to deepening learning opportunities.
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>
	After completing the learning environment audit, it became apparent that our confidence was mainly linked to the inside classroom where we feel most confident to explore language, problem solving and make assessments. The audit highlighted specific areas which would involve the outside classroom being used to enhance maths and also work alongside 'Early Excellence'. After completing the staff confidence audit, I noticed that as a staff we are already secure and well established with many of the areas identified on the sheet. However, specific use of e.g. silly statements or using suggestions from the core activities in step 7, have enabled the staff to be more focussed and get the most from every learning experience. Both the online training and core activities have had a huge impact on the changes we have made. Having completed the 6 children's assessment of maths against each area has enabled us make a working wall display with each of the named areas, its meaning and photographs of the children involved in each area.
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>

Following the two audits, we made immediate changes to enhance the outdoor area particularly and link to the principles of 'Early Excellence' – with more focus on the loose parts section of early excellence. 5 or 10 frames set up in the outdoor provision, allow the children to organise themselves independently, ensuring the correct number of people enter each area.

Packs made up for the outdoor area include the use of loose parts and natural objects we have at hand. Shape, pattern, subitising, comparison of size, length and weight etc can all be explored with simple natural resources.

Staff are more confident to incorporate maths into times during the session which may not have been used, i.e. snack time. Staff understanding of key words e.g. composition are more clear and can be used specifically in key discussions.

Staff in Reception are more aware of the Maths Champion programme and are using similar vocabulary and have the same understanding of key words. The core activities will be available throughout all of EYFS for all staff to use both inside and outside.

The Deputy Maths Champion, who is Year 6 teacher and maths lead, has a better understanding of the early stages of maths and how the youngest children in school begin their journey in maths knowledge and experiences.

IMPACT

The success and benefit of what you did:

For children

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?

The children are more aware of the variety of language. I can say 'super subitising' and the children know what this means. I use 'what can you see, what do you notice?' which links with the shared work of Karen Wilding, Early Excellence and the Maths Champion programme.

The children are starting nursery aged 3 and are immediately involved in using resources/loose parts to enhance learning. Staff are seeing the children more involved in working with the older children (Reception) and using maths in their play.

The learning environment both inside and out are set up more informatively e.g. whiteboards, numerals and 5 frames in areas alongside loose parts. The PDF's are laminated and available to all staff to support using maths e.g. as part of snack or in the small world area with 'cars down a ramp' etc.

The more quieter children will now become more involved in as they can show their understanding by using and moving loose parts which doesn't always need speech.

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 had children coming into school carrying loose parts which they have collected while out and about with parents. The children have been telling them all about what they have been learning. 'Seesaw' is also used as a method of showing parents what the children have been learning about at school. Photographs, messages and next steps have been sent home so parents are aware of the learning taking place.

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?

All staff across nursery now have the same understanding of key aspects of the Maths Champions programme and all core activities are available to the staff to support learning. A class learning board has been set up and is being added to regularly so that staff can see how maths links to provisions and other parts of the session.

The outdoor area has new resources added and the areas have 5 frames to show the number of children allowed in the area. This has meant that all staff across the EYFS classes now have similar understanding around the key vocabulary.

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 given myself, as Maths Champion and nursery teacher, a more in depth understanding of the key areas of learning in maths and using them alongside the work of Karen Wilding to deepen maths understanding. It has meant that a more focussed outlook on provision both inside and outside has been set up. The deputy maths champion, maths leader and year 6 teacher, has seen where the children start in early years and how we begin the children's maths journeys as soon as they enter school. We have both seen the importance of loose parts and their impact on learning.

For the setting

What has been the impact on your environment?

The Maths Champion programme has allowed us to add more loose parts to the outside provision especially and has helped to make a note of resources which may need added, replacing or a variety needed to promote further learning.

Next steps

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

- To deliver a whole school staff meeting to share the programmes benefits across the school.
- To add resources to the provision areas in order to promote further understanding.
- To complete the last two examples from the case study sheet.