

Maths Champions Case Study

Champion: Vanessa Gill

Setting: Honley Junior, Infant and Nursery 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 Junior, Infant and Nursery School with an on-site Daycare. Honley School Daycare forms part of Honley CE (VC) Junior, Infant and Nursery School focused on providing the best possible care, play and learning environment for all children and pupils. We create an environment where children 'love to learn and learn to live' embedding our golden values of: respect, resilience, trust, responsibility and kindness. We provide full and part time childcare for children aged 2-4 years within an Early Years Foundation setting. I was asked to complete this programme alongside one of the Daycare members of staff with myself been the Deputy Maths Champion and Amy been the Maths Champion. Part way into the course Amy went on maternity leave. As I am a Reception based in the main school I have only been able to complete the course using my expertise in Reception. I am hoping to forge links with our on-site Daycare moving forwards to ensure consistency of maths teaching and mathematical concepts across both sites.
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>
	It was evident from my initial audits that our outdoor learning area at the school setting was missing some outdoor maths resources so that has been my main aim since starting the course to ensure these are correctly resourced and put into practise. Also the link between our on-site Daycare setting and in-school nursery maths planning is something I want to work on becoming more consistent between the sites to ensure the children are exposed to the same activities and achieving the same level of input to allow for progression in skills.
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>
	I feel that the biggest change that has occurred since beginning the Maths Champion course is, as mentioned several times, the increase in activities to support the children's skills in cardinality of number, subitising and composition and providing activities that consolidate these things both within our planning and the continuous provision. Also, the implementation of the outdoors maths resources has not only enhanced the outdoor area but also provide further opportunities for the children to consolidate their maths skills. When I manage to offer some bite-size training to less confident staff I feel that this will allow them to then use these areas of maths to upskills themselves when planning maths intervention activities and /or continuous provision activities.

The stronger links between Daycare and school site will have many positive outcomes, not only will maths activities, teaching and planning be more consistent but the links between staff will also be stronger.

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?

Being a part of this programme has particularly highlighted for me the importance of learning the skills of cardinality of number, subitising and composition as a way to consolidate those basic number skills that can then be built upon and used as the children move onto the next stages of their learning.

It gave me the opportunity to discuss with my year group partner how these skills need to be consolidated and revisited regularly within maths sessions. Therefore, we have increased the use of Mastery of Number activities and implemented some White Rose mathematical concepts to embed these skills further.

We have noticed the positive impact this has had on the mathematical skills and knowledge in the key areas listed and how the children are able to transfer these skills into different areas of their mathematical learning.

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 just undertaken our second Family Learning afternoon of the academic year with this Spring-term focus been on Maths as this is a focus on our School Development Plan this year. The family learning afternoon provides opportunities for parents to come into school, observe the teacher delivering a maths session and then completing different maths activities with their children. We had a large number of parents attend this afternoon and focussed our activities around – positional language as that was our maths focus of the week, subitising 5 or not 5 game, subitising bingo game, wooden subitising tiles, number formation activity, sharing pizza toppings between two pizzas (odd and even numbers) and a game of giant snakes and ladders. Unfortunately, the weather was extremely poor that afternoon so we were unable to showcase the new outdoor maths resources with the parents. The parents thoroughly enjoyed the afternoon and the feedback was very positive and it was lovely to see the children share their mathematical learning with their grown-ups.

We also do a weekly post on our learning platform Seesaw where we share with parents the learning we have done in Phonics and maths the previous week and provide explanations as to what different mathematical concepts mean, for example, subitising – see the amount don't count! This is highly beneficial to parents who may not have come across this mathematical vocabulary before.

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 confidence audit had a positive outcome as this provided my team with the opportunity to be honest about what they feel confident and less confident in. Being able to scrutinise their feedback allowed me to see where the gaps were and what needs to be done moving forwards with regards to any 1:1 conversations or small group training. We are very fortunate that at our school setting most staff are in or around when a maths session is being taught so they are exposed to concepts, vocabulary and activities.

Myself and my year group partner have also included a lot more maths sessions to allow the children to consolidate their basic number skills which has had a positive impact across both classes.

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?

Participating in this course has given me the opportunity to upskill myself in the teaching of mathematics and how I approach different learning concepts. Having the time to closely observe some key children has also allowed me to see the impact that a bigger focus on subitising, cardinality and composition has had on their progress and how we need to further develop this for specific children if required.

Moving forward the maths link between our Daycare setting and Early years school setting will hopefully become stronger and more consistent as I plan to meet, share and discuss our practise with them to allow for consistency across the sites. I will also spend some time in the Daycare setting observing their current maths practise which is something I haven't had the opportunity to do prior to this course.

For the setting

What has been the impact on your environment?

The opportunity to source and buy new outdoor mathematical resources has been hugely beneficial as they will be of great use moving forwards. As we are currently in the process of regenerating our Early Years garden area we will look into investing in more outdoor maths resources for the garden to support mathematical learning in the key areas.

The bigger focus on subitising, cardinality and composition has also allowed us to create lots of different maths activities to support these in our continuous provision and given our Teaching Assistants the opportunity to source ideas that they may not have used before.

The Early Years unit within the school setting has definitely become more mathematical rich this academic year with lots of mathematical learning opportunities and challenges throughout.

Next steps

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

- Order and introduce more resources for the teaching and learning of weight, capacity and length.
- Provide bitesize training on the aspects of cardinality, subitising and composition for less confident staff members.
- Forge stronger links with our Daycare setting to ensure consistency in the teaching and learning of mathematical concepts through whole class/group teaching and resource provision.
- Provide opportunities for all staff members to gain confidence in all areas of mathematical concepts through resourcing our maths continuous provision areas and participation in small groups maths activities particularly when covering the highlighted concepts.