

CASE STUDY

Maths Champions Programme



Bristol & Beyond
Stronger Practice Hub

After facilitating an INSET day to introduce the new maths curriculum to the team at Early Bird Nursery in North Somerset, Sarah Dymock-Morgan began to reflect on the conversations that followed. Many educators openly shared their uncertainties about their confidence in teaching early mathematics, prompting Sarah to consider her own role in supporting and developing the team. This reflection led her to join the NDNA Maths Champion Programme, which she is currently halfway through. She sees this journey as a valuable opportunity to deepen her understanding of early mathematics, strengthen the confidence and practice of her team, and continue developing herself as a reflective and supportive leader.



Early Birds Nursery

What have you noticed about the programme so far?

‘As a busy, often time-poor, leader, I was pleased to discover the programme was easily accessible online and that I would be able to fit in the easy-to-follow modules in and around my day-to-day commitments.’

During the maths learning environment audit, which I enjoyed doing alongside my Maths Champion Deputy, we observed the children in the environment both indoors and outdoors. We then had the opportunity to engage in a professional conversation to reflect on what we saw. What we identified was that the mathematical opportunities within the outdoor learning environment needed further development. This then became part of our settings’ learning environment action plan.

We also found the ready-made resources such as core early mathematical activity ideas, induction slides, staff meeting session plans and information to share with families around early mathematics really useful to use with our team and families.’



What have you implemented since attending the webinar?

‘An example of one action we have implemented is to support our educators’ confidence with teaching early mathematics.

We had already been focusing on high-quality interactions through our professional development programme at the nursery, so we thought about how we could further develop the confidence of our educators in supporting children’s early mathematical development, through their high-quality interactions, in particular sustained shared thinking.

As a result of the learning environment audit we reflected that we needed to enhance our maths resources to support children’s early mathematical learning and development. For example, we recognised that we needed more dice and different number representations to support children’s subitising skills. We identified that we could display more numerals in meaningful contexts.’



How will the programme further influence your practice?

‘As a leader the Maths Champions Programme has made me reflect on how we need to ensure there is time built in for educators to:

- reflect on their own practice
- process and translate the professional development around early maths into practice
- have professional conversations around our Maths Champion actions
- have feedback and time to review/re-visit personal goals around practice, through a supportive coaching and mentoring approach

The programme has made me reflect upon continuing with this useful process, beyond the 12 months of the programme. This will support us to further embed and sustain the implementation of our maths curriculum, by continuing to build educators’ knowledge in early mathematics, motivating them to be confident using evidence-informed approaches and use children’s assessments in early mathematics to inform their intentional pedagogy.’



What difference has it made to the children, families and team?

‘We are currently halfway through the Maths Champions Programme and already we are seeing a positive impact on our children, families, and educators.

Children

Children’s mathematical learning and experiences are richer than before, because of having more opportunities to engage in sustained shared thinking with more knowledgeable, confident, and intentional educators. The children are making good progress in their early mathematical learning and development.

Families

We are developing a shared understanding with our families around how young children typically learn early mathematics from age 0-4yrs, through the sharing



of Maths Champions resources and observations of children’s learning and development.

Team

Our educators now have an increased knowledge of early mathematical learning and development and are more confident in ‘teaching’ young children early mathematics through evidence-informed approaches and practices.’

An Education Endowment Foundation (EEF) evaluation report of the NDNA Maths Champions Programme found that children in Maths Champions setting made, on average, the equivalent of three months’ additional progress in maths and language attainment compared to a control group, and children eligible for Early Years Pupil Premium (EYPP) made, on average, the equivalent of six months’ additional progress in maths attainment’

EEF & NDNA

[You can find out more about the Maths Champions Programme and express your interest in taking part here.](#)