

Building Firm Mathematical Foundations in Reception

Programme Details

Outline

Work Groups in this project are aimed at schools who are currently developing a teaching for mastery approach in KS1 and KS2. Early Years practitioners and senior leaders will develop their understanding of how EY best practice feeds into a teaching for mastery approach, and build firm foundations for all children so that they are ready to progress into Year 1. Participants will consider how to build clear progression in mathematical concepts and how to make these accessible to young children.

Details

- three one-day face-to-face Work Group sessions (these may be split into half days or conducted online according to the needs of the group)
- action research and independent study in between face-to-face sessions including sharing of outcomes with others
- in-school work involving the EYFS teacher, the school's maths lead, and a member of the senior leadership team.

Who can apply?

This is aimed at schools who have a commitment to teaching for mastery. On application, schools should explain to their Maths Hub how they have committed to teaching for mastery so far. Schools who take part in the project should send a Reception teacher and the teacher leading on teaching for mastery in the school to the face-to-face sessions. At least one of the sessions will be aimed at senior leaders, so the head teacher or deputy should also attend this session.

Benefits

Participants and their schools will:

- Understand progression in maths and how that is translated into direct teaching
- Be able to demonstrate how principles of teaching for mastery can be applied in the Reception classroom
- Demonstrate how to make maths accessible to all children and how to close attainment gaps
- Develop a clear progression of mathematical pedagogy from EYFS through the school Model the expectation that all children can access maths learning in Year 1.

Covid Recovery

The school year 2020/21 will be substantially affected by the impact of the coronavirus outbreak. The knock-on effects on school life and teachers' working lives can't be predicted with any certainty. So, all Maths Hubs work will be flexible and adapt to changing realities. There's likely to be more live online collaboration, often including use of video, for example.

In addition, Work Group content will be adjusted to address schools' recovery from coronavirus-related disruption alongside work on the central maths subject matter.

What is the cost?

The Building Firm Mathematical Foundations in Reception project is fully funded by the Maths Hubs Programme so is free to participating schools.



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Maths Hubs Network
Collaborative Projects 2020/21

NCP20-08



Additional Information

The wider context

The NCETM and the Maths Hubs Programme aim to promote high quality, collaborative professional development for all teachers.

The strategic goal of the programme for primary schools is to establish teaching for mastery approaches so that all pupils develop deep knowledge, understanding and confidence in maths.

Schools naturally want to consider the teaching of maths in Reception and how EYFS maths provision can support all children's learning as they move into KS1.

This project is designed to provide a quality-assured and tested professional development programme with associated materials, and to generate a collective evaluation to inform future project years or other projects.

For further information or to express interest in taking part in this Work Group please email laura.greener@churchillcc.org

Expectations of participants and their schools

This is aimed at schools who have a commitment to teaching for mastery.

On application, schools should explain to their Maths Hub how they have committed to teaching for mastery so far.

There is the expectation that participants will engage in research as part of their independent learning through the duration of this project.

In addition to this there will be in-school work focusing on the EYFS teacher, maths lead and a member of the senior leadership team developing and improving practice which will inform future policy development.

All schools participating will choose three 'focus children', an emphasis on Work Group activity being mainly in school.

This project supports the strategic goal in developing the knowledge and practice of Reception year practitioners to ensure that all children develop a secure foundation in maths and are well prepared for teaching for mastery in KS1.

