

Title	Building Firm Mathematical Foundations in Reception Work Groups		
Phase	Early Years	Work Group Code	NCP 20 - 08
Project summary			
<p>This Work Group is aimed at schools who are currently developing mastery across their school. Work Groups in this project aim to secure Early Years' best practice and build firm foundations for all children by the end of Reception year. Practitioners and senior leaders will develop their understanding as to how Early Years Best Practice feeds into a teaching for mastery approach and supports progression through the school.</p> <p>Work Group participants will consider how to build clear progression in mathematical concepts and how to make these accessible to young children. Attention will be given to appropriate pedagogy, in particular the nature of direct teaching within an Early Years context. It aims to support schools (EYFS teachers and school leadership teams) in providing a consistent message about high quality maths provision in the Early Years and how this provision supports progression into the next phase of learning. Schools will develop an understanding of how to link teaching in EYFS and the TfM (The 5 big ideas) in Year 1.</p>			
Rationale			
<p>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 mathematics. Many schools are adopting a teaching for mastery (TfM) approach in mathematics. The starting point for a school is usually Y1 and then thought is given as to how the approach is built across KS1 and KS2. Schools naturally want to consider the teaching of mathematics in Reception and how the provision for mathematics in EYFS can support all children's learning in mathematics as they move into Key Stage 1.</p> <p>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 Key Stage 1.</p>			
Intended outcomes			
Professional learning			
<p>Participants will</p> <ul style="list-style-type: none"> • demonstrate an understanding of progression mathematics and how that is translated into direct teaching and other Early Years provision • demonstrate how the principles of the NCETM teaching for mastery approach can be applied appropriately within the context of a Reception classroom 			
Practice development			
<p>Participants will</p> <ul style="list-style-type: none"> • demonstrate that they have made the mathematics accessible to all children and have closed the gap in attainment 			



- identify and report a clear progression in mathematics concepts and plan for focused learning

Policies & approach

- Maths and senior leaders can identify effective direct teaching for younger children.
- Senior leaders support the EYFS team and Maths Lead to develop a clear progression of mathematical pedagogy from Foundation Stage through the school.
- The school leadership team can demonstrate a clear progression in mathematics concepts and planning for focused learning in EYFS provision.

The school leadership team model an expectation that **all** children should develop the knowledge, understanding and skills and attitude/confidence to ensure they can access learning in Year1.

Pupil outcomes

- Children demonstrate a positive attitude towards maths.
- Children are seeking out maths in their environment.
- Children demonstrating a willingness to 'have a go.'

Children can communicate their mathematical ideas.

Intended participants

This Work Group 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.

The school wishing to participate should send a Reception teacher and the teacher leading on teaching for mastery within the school. At least one of the sessions should be aimed at senior leaders within the school, the headteacher or deputy should also attend this session.

In-school work should focus on the EYFS teacher, Maths Lead and a member of the senior leadership team working together to secure an understanding to inform future policy development.

Features of the work group

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 focused children, an emphasis on Work Group activity being mainly in school.