

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Implementation plan template: Mathematics for Counting and Problem Solving

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Staff have improved confidence to recognise mathematical opportunities in play.</p> <p style="padding-left: 40px;">Number sense Spatial awareness</p> <p>Children's verbal counting to 10 is improved prior to spring term in Nursery class allowing for increased opportunity for progressive mathematical learning</p> <p>Children demonstrate increased confidence in subitising, noticing number and counting strategies both in the Pre 3s children transitioning into Nursery and at the end of Nursery class.</p>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <ol style="list-style-type: none"> Increased staff knowledge of Number sense: <ul style="list-style-type: none"> Counting; reciting of number, Comparison Cardinality; Subitising; object groupings, 1:1 correspondence. Staff have workshops and coaching to reflect and consider how to teach Number sense with: Schemas, play resources within continuous provision indoors and outdoors. Staff are autonomous when creating engaging provocations for Number sense. 	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p>Pre-learning: https://help-for-early-years-providers.education.gov.uk/mathematics/numbers</p> <p>Whole team training</p> <p>Number sense (3 hours- Sept)</p> <p>Team revisit 1: Number sense-follow up task (October)</p> <p>Coaching focus:</p> <p>Number sense in play and routines (October)</p> <p>Pre learning- PADLET- counting in practice</p> <p>Team revisit 2/coaching focus:</p> <p>Counting language in routines and play</p> <p>Workshop focus: Counting for cardinality and using a counting frame</p> <p>Team Revisit 3: July 2024 Presentations of progress Algebra in Early Years</p> <p>Schema and maths</p> <p>Engagement with SPH East Midlands project.</p>	<p>How will you know that it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <p>Short term: Staff can model number sense using manipulatives</p> <p>Staff can observe and recognise developing number sense in children's play and routines.</p> <p>Number songs and rhymes are used more frequently at transitions and in play.</p> <p>Medium term</p> <div style="border: 1px solid black; padding: 5px;"> <p>Staff recognise children's next steps and discuss at planning meetings.</p> <p>Staff use Gibbs Cycle to reflect on their modelling and engagement in mathematical play.</p> <p>Enhancements and reflections have a clearer focus on number sense, spacial awareness and schema.</p> <p>Adult-led activities have sharper teaching confidence</p> </div> <p>Long term</p> <div style="border: 1px solid black; padding: 5px;"> <p>The mathematical policy is reviewed and updated to explain teaching approaches.</p> <p>The curriculum is reviewed to ensure special awareness is relevant and in line with the latest pedagogical research.</p> <p>Staff adapt interactions and activities to support embedding key maths learning and misconceptions.</p> </div>	<p>How will pupils, teachers and the school benefit?</p> <p>Vulnerable 2s ad EYPP are increasingly at their expected stage by February assessments in; rote sequence counting and 1:1 correspondence.</p> <p>Children combine, separate and count with increasing accuracy 1:6 by the end of nursery.</p> <p>Teaching staff demonstrate a confidence in their role in developing playful maths learning and can show progress through their GROW targets and reflections.</p> <p>Room Leaders and School Leaders sustain the engagement with key pedagogical developments.</p> <p>They ensure that effective strategies; singing, rhymes, number talk and counting bags are sustained and embedded across all staff members.</p>