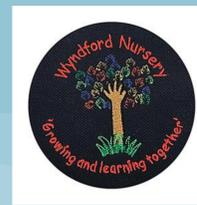


Working Together to make progression

visible within Numeracy

The Staff Team, Wyndford Nursery.



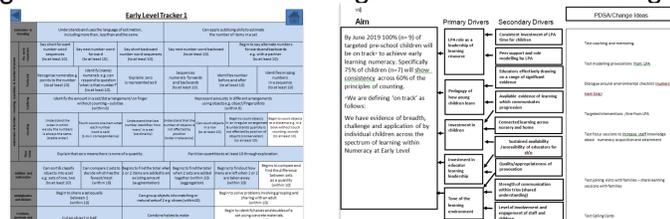
Within Early Learning and Childcare, we are committed to inviting children to engage in high quality invitations to learn through play. Glasgow Counts in our Playroom (GCIP) is a strategy adopted by the council to raise attainment in numeracy. The Lead Practitioner Attainment (LPA) role in collaboration with the whole staff team took a closer look at 'educator as provocation' in facilitating breadth, challenge and application of skills and knowledge. Using quality improvement tools and techniques, educators were supported to make visible children's progression in numeracy over time. This is rooted in a shared understanding of the child's agency. Aim : **By June 2019 100% (n = 9) of targeted pre-school children will be on track to achieve early level numeracy. Specifically 75% of children (n =7) will show consistency across 60% of the 5 Principles of Counting. On track is defined as evidence of breadth, challenge and application by individual children across the spectrum of learning within numeracy at Early Level**

Method

The focus of the project was to continue to build on the culture established over time of investment in educators towards impactful actions and interactions. We collaborated as a staff team to identify the target group. The children identified as the focus group lived within SIMD 1 or 2. We engaged 'The Leuven Scale of Well-Being and Involvement' alongside 'Development Matters' guidance to consider how children were learning within their preferred areas for play. The Early Level 1 Tracker for Numeracy was then used to ascertain each child's baseline. The Tracker was tested as a vehicle to facilitate dialogue between educators and evidence progression of individual learners. A measurement plan was developed and data was collected monthly to show the percentage *on track progression* attained by each child.

Process Change

Questionnaires using a Likert Scale were used to measure increase in educator confidence towards focused actions and interactions in relation to numeracy during play. Change ideas included focused professional dialogue which enabled educators to recognise the progress they had made via effective actions and interactions. Modelling of mathematical language associated with the 5 Principles of Counting was tested by LPA to help label children's learning processes with appropriate language. Qualitative feedback from staff was also encouraged to gauge children's progression in numeracy and well-being. This culminated in a recognition of our increasingly enabling environment.



Achievements

This focused work highlighted the importance of educators being consistently accessible and available for children, committed to learning alongside them.

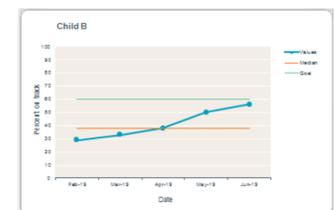
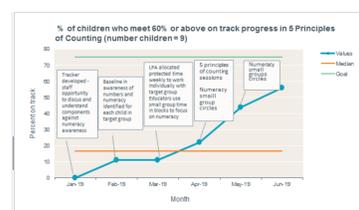


Key Learning Points

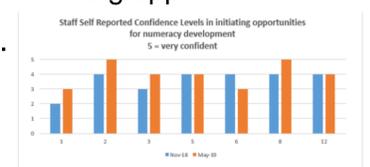
- ☺ Continuous investment in educators has been a key factor in scaffolding educators' thinking' and inspires children's curiosity and motivation within play.
- ☺ Having a shared understanding of the Early Level Tracker in practice has enabled educators to effectively support learners to secure progress.
- ☺ Collecting data over time provides a powerful visual to provoke reflection around 'what matters?'

Results

Results show the aim was not achieved within the time scale, however from the outset we recognised that the aim was deliberately ambitious. The staff shared a view that the level of progression achieved by focus children was significant. The Tracker allowed the pace and challenge for all learners to be monitored and was transferred into run charts tracking progression each child. The run charts below shows progression across all children involved and for one individual child.



The bar graph below makes visible increase in staff reported self confidence in taking informed action towards facilitating opportunities for numeracy development over two time periods.



Conclusions

- "G showed more focused involvement and engagement through numeracy activities across doing time and group time. This is significant for him" (KB Child Development Officer)
- "We continue to invest in the learning of educators over time, enabling them to focus on the things that really matter. Engagement with improvement methodology continues to enable educators to identify the consistent actions and interactions that will be effective in supporting progression for both children and adults as learners. As part of this, we have given time and space to consider 'What do we need from each other to enable us to be the educators that children need us to be?'" (HoN)
- Positive impact of LPA role allowing sustained focus in relation to learning within numeracy.
- The Early Level 1 Tracker is an effective tool to monitor children's progression in relation to educator actions and interactions.

Next Steps

- Continue to build on learning by LPA through the GCIP support on focused numeracy using QI.
- Continue to give focus to understanding what actions are making a difference and do more of this
- A culture that continues to make time and space for professional dialogue and makes no apology for having high expectations for all.