

Information for parents

MA study: Exploring the impact of applying 'Every Child Counts' principles to whole class teaching in mathematics.

This year I intend to complete an MA in Education. My final project is to explore how 'Every Child Counts' principles can be applied to whole class teaching in mathematics.

'Every Child Counts' is an early mathematics small group intervention.

I worked as an 'Every Child Counts' teacher for 3 years and the children who took part made excellent progress. I wish to find out whether the same principles can be applied to whole class teaching and in turn improve progress.

'Every Child Counts' main principles include:

- The use of physical apparatus to help children to make connections between numbers and what they really represent.
- The use of 'objective led planning' eg. Not all children carrying out the same activity. Instead, teachers and TAs use what they know about the child to 'build on what they already know'.

Other features of 'Every Child Counts' include:

- Starting each lesson with a 'positive start' (something the children enjoy, something they are good at)
- Children working together to make meaning (use of talk partners, use of sentence starters eg. I agree because... I disagree because...)

As a team, we are going to work on incorporating some of these elements in to our mathematics teaching.

This is not a 'test' as to whether incorporating these elements will/ will not have a positive impact on the children's progress, as research has already shown that they will. As a school in partnership with the NCETM (via James Collinson, maths leader) we are already embracing these elements as part of a whole-school approach. However, this study will look at how the elements can be best incorporated in to a whole class teaching situation.