

## BSRLM Early Years and Primary Mathematics (EYPM) Working Group

### Minutes of the Sixth Meeting

**Venue:** University of Birmingham

**Date:** Saturday 8<sup>th</sup> June 2019

**Time:** 2.00 – 3.05pm

**Convenors:** Sue Gifford, Rachel Marks and Gwen Ineson

**Scribe:** Gwen Ineson

**In attendance:**

Julie Alderton (University of Cambridge); Peter Cave (University of Manchester); Pat Smail (researcher in Wales); Cath Gripton (University of Nottingham); Viv Lloyd (NCETM); Alison Parish (unaffiliated); Nicholas Wollaston (UCL, IOE); Sue Gifford (Roehampton University); Pablo Mayorga (Roehampton University); Rachel Marks (University of Brighton); Gwen Ineson (Brunel University)

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In this meeting we continued to build on the networks that are developing within the group, and we welcomed new members with an interest in EYPM. In his absence, we thanked Vince for all his work in co-founding this Group and welcomed the Group's two new convenors Rachel Marks and Gwen Ineson, noting that it always takes two people to replace Vince!

The first part of the meeting focused on some of the interesting current and ongoing research in the use of text books in primary and early years. We shared some of these findings and the group discussed their experiences of using textbooks. Rachel also shared the findings of a small-scale research project she has undertaken with some colleagues at Brighton, looking into how NQTs work with textbooks.

Rachel outlined how she and her team are carrying out an EEF funded project on a review of evidence on early years and KS1 teaching to support their forthcoming guidance document, *Improving maths in early years and KS1* (the prequel to the KS2 and 3 document already published). The group made suggestions for the evidence that the research team may wish to review. It is early days so she will report back at the next conference in November.

Sue shared some updates about proposed changes to the Early Learning Goals, notably the omission of a Shape, Space and Measures Goal. The DfE will be producing some non-statutory guidance to support teachers, but there was concern in the group that focus on the ELGs will affect what happens in early years classrooms. However, the group were pleased to hear that there is an intention to include shape, space and measures in the guidance.

Future meetings will include updates on these issues; contributions about current research and suggestions for discussion topics are welcome.