

# **THE IMPACT OF THE NATIONAL NUMERACY STRATEGY IN ENGLAND ON PUPILS' CONFIDENCE AND COMPETENCE IN EARLY MATHEMATICS**

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This paper outlines how the systematic review approach was used to explore the impact of the National Numeracy Strategy in England on pupils' confidence and competence in early mathematics. An Evidence for Policy and Practice Information (EPPI) Mathematics Education Review Group in the United Kingdom was established in October 2003 with funding by the UK government to carry out systematic research reviews on teaching and learning mathematics covering the years of compulsory schooling in the UK (i.e. ages 5-16) and the 16-19 age group. The review group is coordinated by the Department of Educational Studies at the University of York. Membership of the review group comprises researchers, teacher educators, policy makers and teachers drawn from across the UK and abroad. The Review Group is funded to identify one review question each year and to conduct a systematic review of the literature to address this question. The first review question established by the group is: "Has the Daily Mathematics Lesson, in the context of the National Numeracy Strategy, helped pupils to develop confidence and competence in early mathematics?" This paper will outline the stages involved in conducting a systematic review and the findings of the review for this question. The left hand side of the poster will display a flow diagram indicating the key stages involved in conducting a systematic review. The right hand side of the poster will display the list of studies identified for the in-depth analysis together with the key findings which have emerged from the analysis.