



Effective school management of Every Child Counts

Headteachers :

- are aware of the potential of the programme to raise standards across the school and recruit an appropriate Numbers Count (NC) teacher accordingly. They make sure it forms part of the school improvement plan and SEF.
- ensure that NC is understood by all staff, for example by having a staff meeting on the programme when it starts, and at intervals thereafter.
- make sure that *Every Child Counts* impacts as a whole-school initiative by developing the role of the NC teacher as the 'in house' expert in early mathematical development and barriers to learning mathematics and ensuring that lessons learned from intervention approaches are fed back into improving QFT
- identify a link teacher for the programme and establish an early intervention leadership team, made up for example of the headteacher, deputy headteacher, subject coordinators, inclusion coordinator /intervention leader, and NC teacher. This group manages the process of assessing the needs of children in Key Stage 1, matching interventions precisely to these needs, and monitoring and evaluating progress.
- ensure that data is used effectively to identify children for intervention and to track their progress subsequently.
- are personally familiar with the teaching methods used in Numbers Count – for example, they make sure they observe teaching sessions.
- provide a dedicated teaching space that provides a good learning environment for the Numbers Count programme.
- set aside time so that strong and effective liaison develops between the NC and Y2 teacher(s) throughout the year through pupil progress meetings and with the Y1 and 3 teachers in the summer term. They make sure that the maths subject leader and the Y2 teacher(s) observe a teaching session. They involve the Numbers Count teacher in providing or supporting INSET for staff.
- keep the governing body informed in the programme, with regular updates and opportunities for governors to observe teaching and discuss the programme with parents, pupils and staff.
- strive continuously to engage the parents and carers of children involved in the programme, and to work in partnership with them.
- protect the investment that the school and *Every Child Counts* have made in the very lowest achieving children by ensuring that children having one to one support receive daily teaching.
- ensure that the gains made from the NC programme are maintained and built upon to sustain progress to age related expectations
- wherever possible, arrange timetables so that pupils are not always withdrawn from the same lesson.
- make sure that their Numbers Count teacher can participate fully in CPD for the programme, including visits to other schools, and is also enabled to keep up to date with wider new initiatives that will affect their work.
- share effective practice by attending network meetings for schools involved.

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