



Implementing Every Child Counts in Schools 2010-11: Frequently Asked Questions

Questions addressed:

- Q1** We would like to train a Numbers Count Teacher and support children in 2010-11 and we know that we will receive a funding contribution funding for the Numbers Count teacher in that year. What funding will be available after that?
- Q2** What is the point of training an NCT when I don't know whether this school could afford to self fund the programme in future?
- Q3** Our school would like to implement Every Child Counts in 2010-11 and is looking at how to continue the programme by drawing on our own funds. Could the role of Numbers Count Teacher be combined with another responsibility in the school?
- Q4** Our school is part of a cluster of small schools. Could we work together to share a Numbers Count Teacher?
- Q5** We do not have enough children in Y2 at Level 1c to teach 12 over the year. What should we do?
- Q6** Our school would like to include low attainers in Y1. Can they take part in Numbers Count?
- Q7** Our school would like to include some low attainers in Y3. Can they take part in Numbers Count?
- Q8** Can a HLTA take on the Numbers Count role?
- Q9** Can the programme take place in groups rather than one to one?
- Q10** We have a Numbers Count teacher who can only work for three mornings per week. Is it all right for a TA (or another teacher) to teach the children other two days?
- Q11** We would like to implement a job share so that one teacher works with three children and another with the rest. Is this acceptable?
- Q12** Can the same teacher be both a Reading Recovery and Numbers Count teacher?
- Q13** Can an NQT train as a Numbers Count teacher?
- Q14** Is it essential that the Numbers Count teachers video their assessment or teaching?
- Q15** A parent has refused to complete the required permission form in order to allow the child to be filmed as part of the programme. What should we do?
- Q16** A Numbers Count teacher has commented that the completion of paperwork for the Numbers Count programme should entitle her to PPA time. What is the situation?

Q1 We would like to train a Numbers Count teacher and support children in 2010-11 and we know that we will receive a funding contribution funding for the Numbers Count teacher in that year. What funding will be available after that?

A *The recent government White Paper makes clear the priority to be given to early intervention and foregrounds both programmes. It also foregrounds increased devolution of currently held national funding to school level, with an expectation that schools will use this funding to draw down appropriate support to close attainment gaps. It is made clear that schools are already expected to work with the National Strategies, the Every Child a Chance Trust and those Local Authorities who are delivering ECC to identify and support Key Stage 1 pupils who are significantly falling behind in numeracy.*

Both the current opposition parties are impressed by the evidence for the programmes. They are proposing frameworks such as earmarked funding for schools to draw down for literacy and numeracy interventions of their choice, as long as the interventions they choose have evidence of impact. Both also propose a 'pupil premium' - a direct grant to schools for every pupil on roll who experiences social deprivation, to be used for proven measures that will narrow the gap between them and their peers.

Schools choosing ECaR and ECC as proven front-runners in making sure every child becomes literate and numerate, and narrowing gaps, will need to buy into training and support from an accredited Teacher Leader. This may be supplied through the local authority or consortium Teacher Leader or through commissioning arrangements put in place by schools.

Q2 What is the point of training an NCT when I don't know whether this school could afford to self fund the programme in future?

A *The professional development of a Numbers Count Teacher involves deep study of the development and learning of literacy/mathematics skills, potential barriers to learning and effective pedagogy for all children. As such, this presents a significant opportunity for anyone wishing to further their subject knowledge and expertise in school improvement. The resulting knowledge, skills and understanding will be invaluable in a range of roles across a primary school.*

Q3 Our school would like to implement Every Child Counts in 2010-11 and is looking at how to continue the programme by drawing on our own funds. Could the role of Numbers Count Teacher be combined with another responsibility in the school?

A *Many existing NCTs already combine the role of specialist teacher with a range of other responsibilities in school, including during the training year. It will be possible for schools, once their specialist teachers have met the Standards for Numbers Count teachers, to adjust the balance of time spent on 1-1 teaching and other roles. There is a minimum expectation for the teaching commitment required to both acquire and subsequently retain accreditation as an NCT, but this will allow for arrangements where a teacher might work 1-1 with less than their current 10-12 children a year, whilst still maintaining their accreditation and expertise.*

Q4 Our school is part of a cluster of schools. Could we work together to share a Numbers Count Teacher?

Definitely. This model has been widely implemented by small schools and there is no reason why it cannot be used by schools in a wide range of contexts.

Q5 We do not have enough children in Y2 at Level 1c to teach 10-12 over the year. What should we do?

First check that you have considered all children. You may possibly have dismissed those working at Level W or at P levels and/or children identified as having SEN etc. But the NC programme really is for the lowest attainers and every child should have the opportunity to succeed through the programme. Secondly, you can consider giving access to the programme to children assessed at level 1b and, in the summer term, to those assessed at 1a

Another option is to become involved in the programme but share a NC teacher with a nearby school or, where applicable within a local cluster of schools.

Q6 Our school would like to include low attainers in Y1. Can they take part in Numbers Count?

Children in Y1 may be considered for the programme in the summer term, as long as all Y2 children at risk of underachievement have had an opportunity to participate (see above FAQ). The longer term implications of this should also be borne in mind in terms of whether or not the school has a sufficient level of need to sustain exclusive use of a Numbers Count teacher.

Q7 Our school would like to include some low attainers in Y3. Can they take part in Numbers Count?

No. The NC programme is designed to impact on attainment at the end of KS1. That is how the success of the programme will be judged at local and national levels. Schools need to consider other available interventions for children in Y3.

Q8 Can a HLTA take on the Numbers Count role?

No. The essence of the Numbers Count programme is that the children with the greatest difficulties (the lowest 5% nationally) need help from the most skilled and qualified adults - specially trained teachers. The skilled Numbers Count teacher will once trained be able to provide training, support and coaching to HLTAs and TAs delivering less intensive interventions to children whose needs are not so great. But research has shown that the very lowest attaining children benefit from teacher rather than TA help.

Q9 Can the programme take place in groups rather than one to one?

Some group work may be involved towards the end of each child's programme, but at the beginning all teaching will be one-to-one. The essence of Numbers Count is that the teacher tailors every lesson very specifically to the individual child's learning needs. This is not possible in a group setting.

Q10 We have a Numbers Count teacher who can only work for three mornings per week. Is it all right for a TA (or another teacher) to teach the children other two days?

No. The essence of the Numbers Count programme is that a specially trained, highly skilled teacher tailors every lesson very specifically to the individual child's learning needs. No form of job share which involved more than one teacher teaching individual children would work.

Q11 We want to implement a job share so that one teacher works with three children and another with the rest. Is this acceptable?

In theory yes, as long as both teachers attend all the training and the individual children receive their teaching from the same teacher every day and throughout the programme, this kind of job share should work. However, there will be implications for the length of time that it takes for the teachers to become accredited and all the other standards in the Numbers Count handbook must be met. The LA will have to decide whether training an extra teacher is within the Teacher Leader's capacity. If it is, they may make a charge for the extra training

Q12 Can the same teacher be both a Reading Recovery and Numbers Count teacher?

Some schools have made this arrangement, but we would advise against it. The task of providing effective intensive support to children in KS1 in both literacy and mathematics would be challenging and remove the teacher almost entirely from working with teachers, teaching assistants and children to support improved quality first teaching, and the delivery of other lighter-touch interventions.

Q13 Can an NQT train as a Numbers Count teacher?

No. It is a requirement that teachers selected to train as Numbers Count have substantial prior experience of teaching early mathematics.

Q14 Is it essential that the Numbers Count teachers video their assessment or teaching?

Yes. The use of video is an essential part of professional development for the Numbers Count programme. A teacher unwilling to make regular video recordings of him /herself would not be suitable for the programme.

Q15 A parent has refused to complete the required permission form in order to allow the child to be filmed as part of the programme. What should we do? *The teacher should proceed with teaching the child without delay. If the parent continues to decline completion of the permission form, the child must not feature in any video recordings (or photographs) taken during teaching.*

Q 16 A Numbers Count teacher has commented that the completion of paperwork for the Numbers Count programme should entitle her to PPA time. What is the situation? *A Numbers Count teacher should be employed on at least a 0.5 contract and teach four children per day for 30 minutes each. The remaining time available during a 0.5 contract allows for a proportionate allocation of PPA time.*