



Involving Governors in the Every Child a Reader (ECaR) and Every Child Counts (ECC) Programmes

For a school to participate in the Every Child a Reader or Every Child Counts programmes, agreement of the governing body must be sought. Governors can support the Senior Leadership of schools participating in the programmes by ensuring budget decisions and allocations recognise the value and importance of the programmes and prioritise these areas. It is therefore vitally important that schools fully inform governors about the benefits of the programmes for children.

Schools can involve governors and develop their knowledge and understanding of the programmes by:

- providing regular feedback on the impact of the programme through brief update reports each term
- asking a governor to be an 'ECaR and/or ECC' governor. This governor could observe a Reading Recovery/Numbers Count lesson and feed back information to other governors, as well as taking a special interest in those children involved in the programme.
- involving parent governors, as their involvement is particularly beneficial for parents overall and their feedback to governor colleagues would be very convincing and powerful
- inviting governors to 'graduation' assemblies where children who have completed the programmes have their success acknowledged and rewarded.

Local Authorities can involve governors and develop their knowledge and understanding of the programmes by:

- including articles about the programmes in governor newsletters and updates.
- providing central governor training on ECaR and ECC to demonstrate the expected impact of the programmes and the benefits for children who would not otherwise succeed, as well as the impact on school standards overall. This would engage the interest of governors whose schools do not have the programme and encourage them to discuss the future involvement of their schools with the head teacher. (Seeing before and after data and examples of work can be very powerful and provides an insight into the impact on individual children.)
- including an ECaR/ECC agenda item for governor conferences, with a national speaker to ensure it is given high status. All governors can then discuss the benefits the programmes could bring to their schools and children.
- ensuring ECaR/ECC is identified on the Local Authority's literacy and mathematics provision map, to demonstrate to governors the Local Authority's commitment to the programmes.