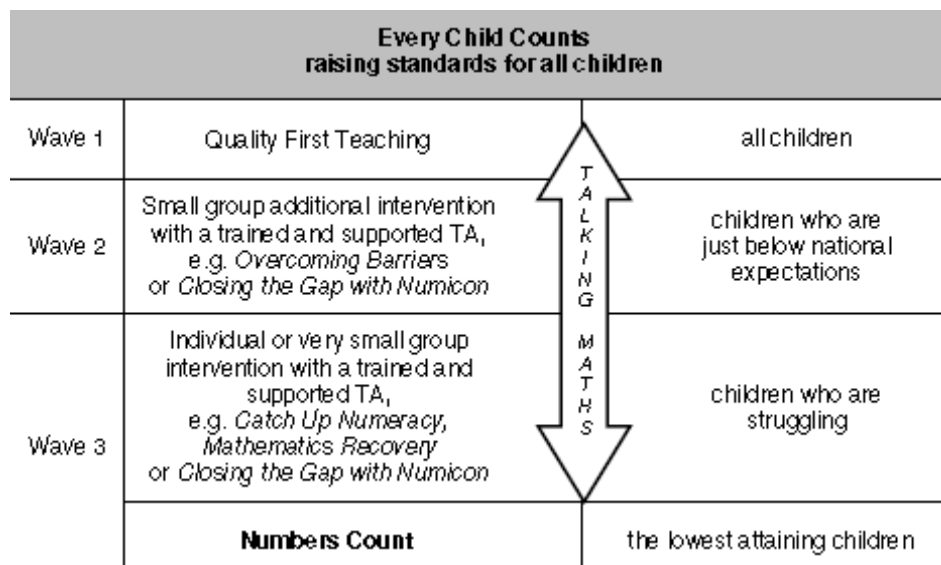


Every Child Counts, developing the layers of intervention in 2009-10

A priority for the programme in its second year is the development of the layered approach of ECC to include specific, evidence based, mathematics interventions which are pedagogically aligned with Numbers Count. Appendix 1 provides an overview of the three waves model which underpins this layered approach.

A number of 'lighter touch' interventions have been identified to support this development:

- Every Child Counts is working in partnership with the providers of the Mathematics Recovery, Closing the Gap with Numicon and Catch-Up Numeracy programmes because of their proven impact data. (see: *Dowker A., 2009, What works for Children with Mathematical Difficulties? The effectiveness of intervention schemes*). <http://nationalstrategies.standards.dcsf.gov.uk/node/174504>). These programmes offer high quality training for Teaching Assistants who work in close partnership with a teacher who has also attended training.
- In 2009-10 the National Strategies will be piloting its Wave 2 'Overcoming Barriers' materials for Key Stage One in a range of Local Authorities and schools, of which some will be ECC schools.
- With support from their Local Authorities, many schools (some of which are involved in ECC) have successfully implemented the 'Talking Maths' programme which provides structured materials to support Teaching Assistants in working with small groups of children from Foundation Stage to Year 7 to develop mathematical language.



In some Local Authorities there are locally developed, evidence based 'lighter touch' interventions which may be adopted as part of Every Child Counts

Expectations on ECC schools in 2009-10 Schools in their second year

As part of their wider role, Numbers Count Teachers are expected to share their expertise by extending their role in order to support the wider implementation of mathematics interventions throughout the school. All ECC schools have committed to implement the Numbers Count programme (Wave 3) and to continue to develop Quality First Teaching (Wave 1). In their second year they continue this work and also begin to focus on their whole school provision for Wave 2 and/or lighter touch Wave 3 interventions.

During 2009-10 ECC schools must submit data on a further 6 children or more from Key Stage One who are receiving a lighter touch intervention (whether this be at Wave 2 or Wave 3), in addition to those receiving 1:1 Numbers Count support.

The role of trained and experienced Numbers Count teachers will be to support Teaching Assistants as they implement the mathematics interventions chosen by the school. This role may also entail working closely with the school's senior member of staff responsible for Intervention- SENCo, Inclusion or Intervention manager

All the interventions promoted by ECC require that a teacher is also trained and retains an ongoing role in supporting, monitoring and quality assuring the work of TAs. In ECC schools, this role may well fall to the Numbers Count teacher. The school's Senior Leadership Team will plan and implement the programme and the expertise of the Numbers Count teacher will be invaluable in supporting Teaching Assistants to understand the programme, how children learn and mathematical language, as well as the actual mathematics. .

Schools in their first year

The priority for schools in their first year of ECC is the implementation of Numbers Count. However, as matter of course, all schools should already have KS1 mathematics interventions in place, less intensive and specialist than Numbers Count but still very important. These may involve one or more of the interventions promoted by ECC (several of which have been widely available for some years). Other examples would be use of the Primary National Strategy's Wave 3 mathematics materials or the use of any of the locally developed programmes described in Ann Dowker's recent research report.

It would be helpful if we could begin to capture evidence of the extent of provision and the impact of these interventions. To support this process, we would expect those training a Numbers Count teacher in 2009-10 to make use of the skills the teacher will develop in using standardised measures before and after an intervention, and in entering data on the ECC database to support this. Ideally each school involved will input data on a further six children or more involved in TA led interventions over the course of the year.

Appendix 1

Every Child Counts- the layered approach

The overall aim of Every Child Counts (ECC) is that by the end of Key Stage 1 all children (with the exception of a small minority who may have multiple and complex learning needs) are competent in early mathematics and achieve in line with age related expectations or better. To reach this aim, the government has made a commitment that by 2011 30,000 children a year will access ECC support through a layered approach to intervention achieved by implementation of the 'three waves' model.

Wave 1 – Quality First Teaching.

Quality First teaching of mathematics is based on a careful choice of teaching approaches to meet the learning purposes - a fit-for-purpose pedagogy that includes:

- Use of practical resources and supportive models and images that develop and scaffold understanding and build links across mathematics
- Talk about mathematics, learning the language of reasoning and explanation
- Use and application of mathematics that through short activities to sustained enquiry, that are features of daily teaching
- Engagement in mental mathematics every day that involves visualisation, rehearsal, consolidation and exploration

The majority of children achieve well through high quality classroom teaching. The year long training of the Numbers Count Teacher enables them to focus on how children with significant barriers can successfully learn key mathematical concepts and provides them with significant pedagogical knowledge in terms of the effective teaching of mathematics which can be shared with colleagues in order to support the ongoing improvement of the teaching of mathematics. Opportunities for class teachers and other staff to observe Numbers Count lessons will enable them to implement appropriate techniques in their own classroom.

Wave 2 – Small group and less intensive one to one interventions.

Some children require additional support to keep in step with the pace of learning of the class as a whole. This support can be provided through small group, time limited intervention programmes. These interventions, which are usually delivered by a Teaching Assistant (TA), working in close partnership with the class teacher, will accelerate the child's progress and help them achieve in line with their peers.

Wave 3 – Intensive support

This is for those children who require the individualised approach of a programme that is tailored to their specific needs. It is delivered as a one to one programme by a TA or a teacher. The most intensive element of ECC is the Numbers Count Programme, delivered by a trained teacher to the lowest attaining children in Year 2.