



Every Child a Reader and Every Child Counts

Guidance on maintaining children's gains

Continued investment in Every Child a Reader and Every Child Counts by head teachers, local and national government is dependent on children continuing to make good progress after they have finished their series of Reading Recovery/Numbers Count lessons, as well as the immediate progress they make.

What can local authorities do?

In both Key Stages

- Give clear messages to schools, via the ECaR/ECC contract with them and via network meetings, about what they can do (see below)

In Key Stage 1

- Ensure that end of Y2 outcomes form part of the ECaR / Reading Recovery and ECC/Numbers Count Teacher Leader's performance management.
- Ensure Reading Recovery (RR) and Numbers Count (NC) teachers are fully trained in APP.
- Ensure RR teachers have a clear understanding of the phonic teaching programme used in the mainstream classrooms e.g. Letters and Sounds, and that NC teachers are fully aware of key teaching approaches to mathematics, including the use of structural apparatus.
- Ask RR/NC teachers to bring to training /continuing contact sessions information on the current teacher-assessed level of children who have successfully completed their RR/NC programme and their predicted end of Y1/Y2 outcomes.

In Key Stage 2

- Work with data managers to set up systems for gathering regular data on RR/NC children's progress in Y3 onwards.
- Include the tracking data in the ECaR/ECC Teacher Leader's annual report on ECaR or ECC.
- Track a small number of children in more detail, to identify any particular reading, writing or mathematics stumbling blocks that emerge over time for successful RR/NC children.
- Use this information to plan appropriate Quality First Teaching and top up interventions.

What schools can do

In Key Stage 1 and Key Stage 2:

- Embed both immediate and longer term evaluation of impact of interventions, including RR and NC, into the school's Self Evaluation Form.

- Flag RR/NC children on the school's tracking system, so that class teachers are aware that these are children with significant barriers to their learning, even though they may now look like children who have never had a problem.
- Use regular school tracking systems and pupil progress meetings to track progress half termly, both during and after their RR/NC programme.
- Have successful RR/NC children help younger children with their reading/number skills – for example as reading partners/buddies, playing number games at lunchtime, or helping Year 1/2 children in class.
- Continue to work with parents and carers on supporting the child's learning at home – engaging them in the school parental involvement initiatives. These range from Family Learning courses to just a coffee morning once a term when they can meet as a group.
- Arrange for the child to read or write regularly or to undertake mathematics activities with a partner / buddy such as a teaching assistant, older primary child, secondary school student or an adult volunteer to build up reading and mathematics 'mileage'.
- Have the RR/NC teacher provide guided sessions when data shows that a child's progress is slowing. Some teachers keep a list of children they will work with in this way when one of the current four children involved in one to one teaching is absent.

In Key Stage 1

- Have the early literacy/numeracy intervention team, intervention or inclusion manager maintain a termly overview of children's progress.
- Build end of Y1 outcomes into the performance management of both the RR teacher and class teacher and Y2 outcomes into the NC and class teacher performance management.
- Involve the RR/NC teacher in supporting APP in KS1.
- Involve the RR/NC teacher in providing top up support , for example working with a guided group in class or working briefly one-to-one with children whose progress appears to have stalled

In Key Stage 2

- Track children to identify any particular stumbling blocks that emerge over time for RR/NC children.
- Use this information to plan appropriate quality first teaching and top up interventions, for example by implementing Better Reading Partners, Talking Partners, Catch Up literacy and Fischer Family Trust Wave 3 materials. In the case of mathematics, by implementing Overcoming Barriers , Catch Up Numeracy, Closing the Gap with Numicon or Mathematics Recovery.