



Education
Endowment
Foundation

Early Number with Numicon

Appendices

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IFF Research



The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and education achievement. We support schools, colleges and early years settings to improve teaching and learning for 2 – 19-year-olds through better use of evidence.

We do this by:

- **Summarising evidence.** Reviewing the best available evidence on teaching and learning and presenting in an accessible way.
- **Finding new evidence.** Funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds. Putting evidence to use.
- **Putting evidence to use.** Supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

We were set-up in 2011 by the Sutton Trust partnership with Impetus with a founding £125m grant from the Department for Education. In 2022, we were reendowed with an additional £137m from government, allowing us to continue our work until at least 2032.

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Appendix A: Early Number with Numicon TIDieR Checklist

The Template for Intervention Description and Replication (TIDieR) is a checklist and guide developed to improve the completeness and clarity of intervention descriptions in research studies. It helps ensure that interventions are well-defined, replicable, and can be properly evaluated. The Education Endowment Foundation guidance reports often utilise the TIDieR framework to ensure thorough documentation of interventions.

The TIDieR checklist for the Early Number with Numicon consisted of nine elements and is provided below:

WHAT (EARLY NUMBER WITH NUMICON)

Early Number with Numicon is a PD programme that aims to improve practitioners' knowledge and confidence in developing early numeracy skills in 3- and 4-year-olds. It provides training for practitioners to deliver short weekly small group sessions and enhance their continuous math provision based on the Numicon resources. It will run over 14 weeks between September 2024 and January 2025. Practitioners are trained to introduce children (3 and 4 years old) to the fundamentals of numbers and patterns through 11 structured activities. The goal of the programme is to give children the best possible foundation for their maths journey before entering school.

WHO (RECIPIENTS)

The programme developed for the pilot study is targeted specifically at practitioners in PVI nursery settings and childminders, to develop their knowledge and confidence in delivering numeracy sessions with children. The types of practitioners who took part include childminders, room leaders or teachers within settings that work with children aged 3 to 4. From PVIs, a senior practitioner, nursery manager or member of the senior leadership team (SLT) were also be invited to attend the first training session. No prior knowledge of maths teaching was required, and settings were provided with all the resources needed to implement the programme, including a set of Numicon shapes.

WHAT (MATERIALS)

Numicon is an approach to teaching maths that uses Numicon pieces. Utilising the concrete- pictorial- - abstract approach, Numicon uses structured imagery and apparatus to help children explore and understand mathematical concepts. The practitioners were provided with all resources needed to deliver the programme, which includes:

- Box of Numicon shapes
- Baseboard
- Number Overlays
- Picture Overlays
- Pegs (80)
- Zig-Zag book
- Cuisenaire (small box)
- Big Foam Shapes
- Counters
- Pan balance
- Making Numbers book

All teaching materials and training session handouts were also be provided.

WHAT (PROCEDURES AND ACTIVITIES USED)

Training and support to practitioners:

- Four training sessions for practitioners were delivered over the 14 weeks of the programme, by The Head of Professional Development from OUP and a Lead Numicon Trainer. Each session introduced the required maths subject knowledge, the mathematical concept that is being taught, and activities to be taught to children. The sessions took practitioners through the process of planning and delivering the activities. The training sessions also encouraged practitioners to enhance the math opportunities available to children, through their continuous provision.

- Continued support during delivery was provided via individual check-ins by the OUP delivery team (which occurred once during implementation). Each practitioner was encouraged to have a buddy from another setting in the programme, who could support them if they miss one or more of the training sessions. Practitioners made notes of reflections of the programme, and notes on how the activities were received by the children and what they might do differently next time. Each training session started with a discussion around these reflections.

Activities delivered to children:

- Practitioners delivered up to 11 adult led activities to children aged 3-4, over the 14-week programme delivery period, using the Numicon approach. Activities lasted approximately 10-15 minutes and were delivered to groups of up to five children, such that all children aged 3-4 in a setting were included each week. Practitioners were encouraged to work at the pace that suited the needs to the children in their settings, and as a result some children have not reached the end of all 11 sessions, during the programme delivery period.
- Running alongside the adult led activities, practitioners also enhanced their continuous math provision with linked activities set up for the children. These wider activities provided additional opportunities to practice and consolidate new learning through play.
- The sessions covered the following topics: familiarisation and engagement; recognising; copying and continuing patterns; making Numicon patterns; counting; comparison and composition.

HOW (MODE OF DELIVERY)

The training included a blend of face-to-face and online sessions. The training was delivered in groups, but catch-ups were available with a trainer or recorded sessions for practitioners who missed the live session. However, it was preferred that the sessions were accessed 'live'. The sessions were designed in this blended way to be flexible and accessible, mindful of the time pressures and other demands of practitioners' lives. After completing a training session, practitioners returned to their setting and delivered the activities they have been trained in to the children. Each of the activities was delivered to groups of up to five children. All pre-reception-aged children (aged 3 and 4) in a setting were included each week. Practitioners had the option of repeating content if children had not grasped the concept being taught. The OUP delivery team covered how to do this during PD and ad-hoc via email/visits to settings. It is important to note that activities in the childminder settings may have looked different, especially where there was only one child of the target age in the setting.

WHEN AND HOW MUCH (DOSAGE)

Delivery of the training and activities was spread across a span of 14 weeks. The first training session (attended by leads and practitioners) was 3 hours long and was face-to-face, while the middle sessions were online twilight sessions that were 1.5 hours long, and the final session was face-to-face and 3 hours long. There were 11 weekly activities for children, with each activity lasting 15 minutes.

WHO (DELIVERY PROVIDERS, IMPLEMENTERS)

The Early Number with Numicon programme was developed by Oxford University Press (OUP), who own the wider Numicon brand and associated programmes. The training was delivered by the Head of Professional Development at the OUP and a Lead Numicon Trainer. All the trainers have a number of years' experience working with Numicon and are highly experienced in delivering professional development to educators. Practitioners who participate in the training provided by OUP will deliver the intervention in settings.

WHERE (LOCATION)

The location selected for this pilot is Bradford, therefore, the first and final training sessions took place at a venue in Bradford, which was easily accessible. The two middle training sessions took place online. The programme was delivered by the practitioners in their own settings.

TAILORING (ADAPTATIONS)

The programme is designed in a way that means practitioners can deliver the sessions that have been trained in but have freedom to tailor the sessions based on the needs of the children they are working with. The training sessions helped the

practitioners learn how to do this. Adaptations were mainly made to link the activities to topics (e.g. mini beasts, weather) and to the wider additional opportunities that the setting offered to practice new learning.

Appendix B: Information sheets

Family information sheet

Dear Parent/Carer,

We are writing to you because your child's setting is taking part in the Early Number with Numicon pilot. We want to give you more information about the programme and let you know about the planned research related to the pilot.

What is Early Number with Numicon?

Early Number with Numicon is a programme designed to support Early Years setting practitioners to develop their confidence in delivering numeracy sessions. The programme uses Numicon manipulatives, which are tools used by teachers to help children develop their maths and numeracy skills. The programme has been designed by Oxford University Press (OUP).

OUP is piloting (trying out) Early Number with Numicon in 30 Early Years settings this year. Your child's setting is one of those settings.

OUP hope that during the programme your child will:

- have the chance to have fun conversations about numbers
- learn about numbers and things like counting and adding up
- get used to enjoying talking about and learning maths.

The programme will be delivered at your child's setting by their setting teacher/childminder, and you and your child will not need to do anything differently at home.

What is the evaluation?

The EEF have selected an evaluation team from IFF Research to investigate how well the Early Number with Numicon programme works. Specifically, the IFF evaluation team will investigate whether the pilot of Early Number with Numicon:

- provides good evidence that the programme can achieve what it aims to achieve
- demonstrates that the programme can be delivered using an approach that is feasible and acceptable for settings, staff and children
- suggests that the programme is ready to be delivered at scale to test for wider impact.

The evaluation will run between September 2024 and February 2025 and will involve e-surveys of practitioners and setting leads, interviews with practitioners, observations in training sessions and observations of the Early Number with Numicon activities in the Early Years settings.

Researchers may visit the setting to observe the activities of the programme. Observations will take place three times (in September 2024, November 2024 and February 2025). The researchers will observe the group activities and the setting staff will always be present with the children during the researcher's visit.

The aim of the observations is to understand how the programme is implemented in practice. We might talk to children as part of our visit to the setting, about their experience of Early Number with Numicon and how they feel about maths. These conversations will happen in groups and always with a member of the setting staff present.

How will you use data about my child?

We will only collect information about the setting for the pilot (including setting name, setting size, age groups, postcode, attendance patterns and attendance rates). No personal information on your child will be collected. The pilot Privacy Notice attached to this letter includes more detail about what data will be collected as part of this pilot, who will have access to the data and how it will be used. It also explains how we will meet the requirements of data protection laws including the UK General Data Protection Regulation (UK GDPR).

Who do I contact if I have further questions?

If you have questions about the Early Number with Numicon programme, please contact the team at Oxford University Press (OUP) at numicon.trial@oup.com.

If you have any questions about the pilot, please contact the IFF evaluation team at IFF Research at Numicon_Pilot_Study@iffresearch.com.

What next?

You do not have to do anything for your child to take part in the Early Number with Numicon Pilot programme. It will happen as a normal activity at the setting.

If you prefer that our researcher **does not** talk to your child during visits or that your child does not take part in an activity that will be observed, please let your setting know.

If you have any queries, please email us at Numicon_Pilot_Study@iffresearch.com.

Yours sincerely,

Sashka Dimova

Study Director

IFF Research

Setting information sheet

Oxford University Press (OUP) is delighted to invite applications from private, voluntary and independent early years settings and childminders to take part in a evaluation (funded by the Education Endowment Foundation or EEF) to evaluate the Early Number with Numicon programme. The programme has been designed by and will be delivered by Numicon professional development experts from OUP.

What is Early Number with Numicon?

Early Number with Numicon is a 14-week programme designed to support childminders and practitioners in the private, voluntary, and independent early years settings to deliver early maths sessions to 3-4 year olds children. Developed by Oxford University Press (OUP), it aims to prepare practitioners to introduce children to the fundamentals of numbers using Numicon manipulatives. The EEF Improving Mathematics in Early Years and KS1 guidance report highlights research evidence that suggests using manipulatives and representations can be particularly effective in teaching mathematics. Using resources such as Numicon is proven to develop maths talk and provide children with opportunities to explore maths concepts at an early age.

The Early Number with Numicon programme provides training for nursery practitioners and childminders to deliver weekly small group sessions using Numicon manipulatives and guidance on how to promote maths in the wider environment. Each session lasts approximately 10-15 minutes with the aim of:

- Helping children to develop an understanding of early number: counting, labelling, identifying patterns, the language of comparison (more/less) and the numbers to 5
- Increasing children's enjoyment of and motivation towards maths

The programme will run from September 2024 to January 2025. Training includes two face-to-face sessions and two twilight online sessions delivered by experienced Numicon trainers. All of the activities to be implemented with children will be clearly demonstrated step by step so that practitioners will know exactly how to deliver the sessions and will have opportunities to practice and ask questions.

The programme has been designed to be simple and easy to implement with no prior knowledge of teaching maths needed. Settings will be provided with all the resources they will need to implement the programme including a set of Numicon shapes.

The sessions will equip practitioners with:

- Improved knowledge and understanding of how children learn
- Knowledge and strategies to engage a small group of children in maths talk
- Confidence to develop the wider environment to support maths development

We are looking for **30 early year settings** who will be able to:

- Commit to releasing one early years practitioner to attend two face-to-face training sessions and two online sessions. Other staff members may attend, but at least one practitioner must attend all the sessions
- Commit to one senior member of staff or setting manager to attend the first session
- Provide time for the practitioner to deliver the weekly sessions with all suitable groups of children (3 and 4 year olds)
- Provide time for the practitioner to record their reflections
- Support the pilot evaluation by taking part in the research activities summarized below and detailed in the evaluation's Memorandum of Understanding (MoU).

The pilot is recruiting in West Yorkshire. Settings are not eligible if they are participating in another EEF-funded programme or a Stronger Practice Hub-funded programme delivered in the 2024/25 academic year.

What are the benefits for my setting?

- By taking part in this pilot evaluation, your setting is adding to the evidence base and knowledge on what works in early years education in England
- Your setting will receive a promising approach that aims to improve children's mathematical development
- Your staff will receive high-quality professional development using a resource that has been tested for impact in previous studies
- Your setting will receive a set of Numicon shapes and a copy of *Making Numbers: using arithmetic to teach mathematics* (OUP, 2022)
- You will receive the Early Number with Numicon training for FREE
- In recognition that there are costs associated with taking part in training, we will reimburse nurseries and childminders at £7.50/hr for the time the practitioners attend training
- If a setting or childminder agrees to be a case study and takes part in additional research activities (e.g. allowing researchers to visit to observe the setting and interview practitioners), you will receive a payment of £300 to thank you for your time and engagement

How will Early Number with Numicon be Evaluated?

The EEF have asked IFF research to evaluate Early Number with Numicon. IFF Research will carry out research to understand how well the programme works. All schools that take part in the pilot of Early Number with Numicon will deliver the programme and **must** participate in the evaluation.

The evaluation will investigate whether the pilot of Early Number with Numicon:

- Provides good evidence that the programme can achieve what it aims to achieve
- Demonstrates that the programme can be delivered using an approach that is feasible and acceptable for settings, staff and children
- Suggests that the programme is ready to be delivered at scale to test for wider impact

Your setting would be expected to take part in evaluation activities including online surveys and interviews of staff. You might also be asked to take part in additional activities, including practice observations. The full requirements of the evaluation are set out in the MoU and you will need to agree to take part in the evaluation if you want your school to take part in the Early Number with Numicon pilot.

What do I need to do now?

If you are interested in taking part in the pilot evaluation, please fill in the expression of interest (Eoi) form at: <https://eef.li/g6tKUz>

The deadline for expression of interest is **31 July 2024**. Please note that settings will be selected **on a first come, first serve basis**.

For more information, email: numicon.trial@oup.com

Where can I find out the results of this pilot evaluation?

At the end of the pilot evaluation, a final report will be written by the evaluation team. This report will be published on the EEF's website (educationendowmentfoundation.org.uk) in Spring 2025.

Appendix C: Memorandum of Understanding

The Education Endowment Foundation (EEF) is funding Oxford University Press (OUP) to pilot (try out) the Early Number with Numicon programme with 30 Early Years settings between September 2024 and February 2025.

The EEF have asked IFF Research to independently evaluate the pilot. The evaluation team at IFF Research, led by Sashka Dimova, will carry out research to understand whether Early Number with Numicon might support childminders and practitioners in the private, voluntary, and independent sector to deliver high quality maths sessions to pre-reception-aged children. These findings will inform the EEF's future decisions about whether the programme can be delivered more widely and tested for wider impact.

This Memorandum of Understanding (MOU) sets out the plans for the pilot, and the responsibilities relating to the pilot for OUP (the delivery team), IFF Research (the researchers) and participating settings. Please read this MOU carefully before signing.

If you have any questions about the pilot, please contact Sashka Dimova and the IFF Research evaluation team at Numicon_Pilot_Study@iffresearch.com.

If you have any questions about the Early Number with Numicon programme, please contact the delivery team from Oxford University Press at numicon.trial@oup.com.

Aims of the programme

Early Number with Numicon is a targeted programme for childminders and practitioners in the private, voluntary, and independent sector to deliver high quality maths sessions to pre-reception-aged children. The programme provides training for practitioners to equip them with improved knowledge of how children learn numbers and operations. It also provides them with the knowledge and skills required to deliver small group activities using Numicon resources (manipulatives and mathematical representations). The practitioners then deliver a targeted series of small-group sessions with the aim of:

- helping children to develop a secure understanding of numbers and operations
- increasing children's enjoyment of and motivation towards maths.

Aims of the pilot

The pilot aims to investigate whether Early Number with Numicon:

- provides promising indicative evidence that the programme can deliver on its expected outcomes
- demonstrates that the programme can be delivered using an approach that is feasible and acceptable for settings, staff, and children
- suggests that the programme is ready to be delivered at scale to test for wider impact.

Evidence in these three domains will inform EEF's decisions about whether the potential impact of Early Number with Numicon should be evaluated in a large-scale trial. The pilot will also inform the design of any such trial by providing a deeper understanding of the theory underpinning the programme and potential outcome measures that could be used to evaluate impact.

Delivery of the programme

Early Number with Numicon is a 14-week targeted programme. No prior knowledge of maths teaching is required, and all sessions are designed to be flexible and accessible, mindful of the time pressures and other demands of working in the early years sector.

Practitioners will be introduced to Numicon resources (manipulatives and mathematical representations¹⁹) and pedagogy and given specific guidance to deliver weekly numeracy activities designed for small groups of children. Eight core small-group activities and three introductory activities are expected to be delivered by practitioners to 3-4 year-olds during the programme. The majority of the children in a setting will reach activity 7. Each core activity lasts approximately 15 minutes. Practitioners are expected to deliver one activity a week to groups of around 4 children, such that all children in the setting aged between 3 and 4 years old are included each week. Practitioners also have the option of repeating content if children have not grasped the concept being taught. The training contains advice and suggestions on how to follow up the 15-minute taught session with activities to be used in the wider environment in continuous provision, on follow-up independent tasks

and how to make the environment numeracy-rich, which settings are encouraged to do each week. Settings will receive all resources needed to deliver the activities plus a handbook.

Four training sessions take place over the 14 weeks of the programme. The first and last sessions are 3 hours long and are face-to-face, while the two middle sessions are online twilight sessions that are 1.5 hours long. Each session introduces the required maths subject knowledge, the mathematical concept that is being taught, and activities to be taught to children. The sessions take practitioners through the process of planning and delivering the activities, and cover topics such as recognising and continuing patterns, labelling, and counting objects, same/different comparison, and numbers within and beyond five. All sessions are delivered by trained, experienced professional development experts.

There is continued support during delivery via individual check-ins by the OUP delivery team which occurs once during implementation, and a professional learning community that is encouraged between practitioners. Each practitioner is encouraged to have a buddy who they can share ideas with and try to give peer support during training and practice. Practitioners are also asked to complete gap tasks between training sessions, for example, to conduct the new activities they have learnt, or to meet with their learning buddy to share experiences.

Can my setting take part?

Your setting is eligible to take part as long as you are willing to fulfil the responsibilities set out in this MoU and your setting is not taking part in any other EEF-funded projects in the 2024-25 academic year.

What will taking part involve for my setting?

Your setting will need to:

- nominate at least one practitioner to attend the training and deliver the Early Number with Numicon sessions at your setting
- provide contact details for the staff taking part in the programme to the OUP delivery team (who will also pass them to the IFF evaluation team)
- release the practitioners to attend the training sessions
- provide time for the practitioners to deliver the Early Number with Numicon activities to children
- allow time and space for the Early Number with Numicon programme sessions to be delivered once a week, for 14 weeks from September 2024 to February 2025
- provide time for practitioners to plan for the programme and to complete weekly activity logs and reflection sheets
- ensure shared understanding and support of all setting staff for the programme.

The participating practitioner will need to:

- attend four training sessions across the course of the 14-week programme. The first and last sessions are 3 hours long and are face-to-face, while the two middle sessions are online twilight sessions that are 1.5 hours long
- deliver a structured activity for 10-15 minutes to small groups of children aged 3-4 years old so that they cover all children of this age group in the setting in a week
- set up one corresponding activity to the structured activity in free play time or continuous provision, and observe children's behaviours during this activity and intervene with an appropriate strategy if needed.

Practitioners will be encouraged to link their learning with another practitioner throughout the 14-week programme period, although this will not be enforced. They will be encouraged to consider how to integrate the planning of the

programme into their individual setting. Practitioners will also be invited to complete weekly reflection sheets as a personal reflection on the programme, but these will be optional and filled in privately.

All settings that take part in the pilot of the programme must attend and engage with the professional development sessions, deliver the 1x week taught session to all children in the setting aged 3-4 years old and provide wider opportunities for the children to explore and practice the maths in continuous provision and free play.

Your setting will need to:

- allow practitioners and setting leads²⁰ to take part in the pilot activities including interviews, online surveys and potentially observations (all detailed below)
- support with logistical arrangements and allow the IFF evaluation team to attend the setting for pilot activities (interviews and observations)
- send out Family Information Sheets and privacy notices to children's parents/carers
- ensure shared understanding and support of all setting staff for the pilot and encourage participation in pilot activities.

The practitioner in your setting will need to complete a short online form providing background information about themselves. While all participating staff need to complete the form, they can choose to skip any personal questions that they don't want to answer, and no participating staff will be filtered out of the programme on this basis.

The practitioner in your setting will also be invited to:

- complete a pre-programme online survey (up to 25 minutes) in September 2024
- complete an online survey (up to 25 minutes) during the programme in November 2024
- complete a post-programme online survey (up to 25 minutes) in March 2025.

A £10 voucher will be administered for every survey answered.

The setting lead in your setting will also be invited to:

- complete a pre-programme online survey (up to 25 minutes) in September 2024
- complete a post-programme online survey (up to 25 minutes) in March 2025.

A small number of settings will be selected as case studies for some additional detailed pilot activities. This will involve visits to the setting by a researcher from the IFF evaluation team, who will conduct observations during the delivery of the structured and corresponding activities and carry out interviews with practitioners and senior leadership team (SLT), as relevant, in the setting. During the setting visit the researcher might speak to children about their experience of the programme activities and their thoughts about numbers and maths. During the 14-week period of the programme the researcher will conduct three visits at the case study settings. **All settings that complete all case study activities will receive £300 in recognition of the setting's time and commitment to the programme.**

What support will my setting receive?

To support your setting to deliver the Early Number with Numicon programme, the OUP delivery team will provide:

- the training for the nominated practitioner, described above under the requirements for your setting
- additional, optional drop-in support for practitioners within the first 4-5 weeks of the programme, when they will be delivering activities 1-3.

- ad hoc support for practitioners and SLT members throughout the project via dedicated email and during training sessions
- access to resources to support delivery including the Numicon manipulatives, mathematical representations, a programme handbook, reflective journals, handouts from training sessions, and a template for collecting evidence of learning. Settings will be able to keep these materials once the pilot is completed.

To support your setting's participation in the pilot, the IFF evaluation team will:

- inform all participants about plans for the pilot and how findings will be used
- carry out the evaluation activities of the pilot in a way that causes minimum disruption and additional workload for all participants including setting staff and children
- organise all data collection activities including interviews, observations, and surveys
- brief a team of IFF researchers to conduct observations at each setting.

The IFF evaluation team also commit to:

- ensuring that all participation in the pilot is based on voluntary and informed consent (see information on participant consent below)
- carrying out and report on the pilot findings in a robust and independent manner
- handling all data relating to the pilot in accordance with the UK's General Data Protection Regulation (UK GDPR) and only for research purposes (see information on data protection below).

Safeguarding

Responsibilities of the OUP delivery team:

- Ensure that all members of the delivery team visiting the setting are familiar with the setting's safeguarding policy and procedures and have received appropriate training on safeguarding protocols.
- Ensure that all members of the delivery team have valid DBS checks, and present their valid DBS check certificate with a photographic ID when entering the setting.
- Submit an anonymised safeguarding incident report to EEF covering any safeguarding concerns that have come up during the course of programme delivery, alongside following any on site procedures for reporting safeguarding concerns.

Responsibilities of the independent IFF evaluation team:

- Ensure that all members of the IFF evaluation team visiting the settings have valid DBS checks. Researchers who visit a setting should present their valid DBS check certificate with a photographic ID when entering the setting.
- Ensure that all members of the evaluation team visiting the setting are familiar with the setting's safeguarding policies and procedures and have received appropriate training on safeguarding protocols.
- Submit an anonymised safeguarding incident report to EEF covering any safeguarding concerns that have come up during the course of the evaluation, alongside following any on site procedures for reporting safeguarding concerns.

Responsibilities of all settings recruited to the trial:

- Inform any members of the OUP delivery team and IFF evaluation team who are visiting the setting about the setting’s safeguarding policy and procedures and provide details of the setting staff member whom they should contact should a safeguarding disclosure need to be made.
- Ensure that members of the OUP delivery team and IFF evaluation team are never left unsupervised with children. A member of setting staff should always be present to supervise activities.

Participant consent

The participating practitioner will be given the chance to read the MOU and attached Setting Information Sheet and Privacy Notice, and to have agreed to participate in the pilot before the MOU is signed and submitted.

Practitioners and Senior Leadership members will be provided with more information at the point of being invited to take part in interviews, observations and/or surveys and will have the right to choose not to take part in these activities, though we hope they will. They will also be able to change their mind about taking part in the activities, or to withdraw from their data being used for the pilot (see the Privacy Notice for more information).

The IFF evaluation team understands settings to be in loco parentis. If your setting is selected to participate as a case study, you are able to consent to observations and conversations with children. Your setting will need to provide the parents/carers of children with the Family Information Sheet and Privacy Notice and ensure that where parents opt their children out from the research, that these children do not take part in sessions that are being observed.

Data protection

OUP and IFF Research will collect personal data to meet the objectives of the programme and the pilot.

All personal data will be collected, processed, and stored in line with the UK General Data Protection Regulation (UK GDPR). Full details of how data will be collected, processed and stored, data processing roles and the legal bases for processing personal data can be found in the attached privacy notices, which can also be found online:

- OUP privacy notice: <https://global.oup.com/privacy?cc=gb>
- IFF Research privacy notice: www.iffresearch.com/ic/docz/12897/pn.pdf

For this pilot, IFF Research is a data controller who also processes data. Our legal basis for processing data for the pilot is “legitimate interest”.

All data will be treated with strictest confidence and no participant will be identified in any report arising from the pilot. All personal data will be stored securely and will be securely deleted once the pilot is complete by February 2026.

In line with UK GDPR and data protection regulations, all setting staff have a duty to keep all personal information secure and confidential and notify their setting of any breaches as soon as possible.

If you have any concerns about data protection and the Early Number with Numicon programme, please contact OUP’s Data Protection Officer at jayesh.patel@oup.com. If you have any concerns about data protection and the pilot, please contact IFF Research’s Data Protection Officer at john.ricketts@iffresearch.com.

Key dates

Dates	Programme activities	Pilot activities
Summer 2024	<ul style="list-style-type: none"> • OUP delivery team recruit settings and collect MOUs 	<ul style="list-style-type: none"> • IFF evaluation team collect background information about participating practitioners • Parents given opportunity to opt their child out of the pilot
September – November 2024	<ul style="list-style-type: none"> • Participating practitioners attend half-day in-person training on delivering the Early Number with Numicon 	<ul style="list-style-type: none"> • Practitioners and setting leads complete pre-programme online survey

	<p>programme with OUP delivery team</p> <ul style="list-style-type: none"> • One setting visit from OUP delivery team • Practitioners attend twilight online training session 1 	
November 2024	<ul style="list-style-type: none"> • Practitioners attend twilight online training session 2 	<ul style="list-style-type: none"> • Practitioners complete online survey • Observations and interviews at case study settings – Round 1
January - February 2025	<ul style="list-style-type: none"> • Practitioners attend the second half-day face-to-face session with the OUP delivery team 	<ul style="list-style-type: none"> • Observations and interviews at case study settings – Round 2
March – May 2025		<ul style="list-style-type: none"> • Practitioners and setting leads complete post-programme survey • Observations and interviews at case study settings – Round 3
Spring 2025		<ul style="list-style-type: none"> • Publication of the evaluation report

Signature page

By signing below, you are indicating that you commit to the responsibilities outlined in this MOU on behalf of your setting. Please make sure the participating practitioner and Setting Head sign this MOU and return it to the OUP delivery team at **numicon.trial@oup.com** by 24 July 2024 at the latest.

If you have any questions about the Early Number with Numicon programme or the pilot, please contact the following people:

Questions about the **Early Number with Numicon Programme?** Please contact the Oxford University Press (OUP) delivery team:
Louise Pennington
numicon.trial@oup.com

Questions about the **pilot?** Please contact the IFF Research evaluation team:
Daisy Woods
Numicon_Pilot_Study@iffresearch.com

We commit to the Early Number with Numicon pilot as detailed above.

Setting details

Setting name:	Postcode:
Phone number:	Setting ID (URN):

Participating practitioner

Signed:	Print name:	Date:
Phone number:	Email:	

Setting Head

Signed:	Print name:	Date:
Phone number:	Email:	

This information will be shared with IFF Research and used to organise Early Number with Numicon and pilot activities.

Appendix D: Privacy notice

In line with the UK General Data Protection Regulation (UK GDPR), there are certain things that we need to let you, as a study participant, know about how your information will be processed. In this privacy notice, we explain what personal data is being collected for the Early Number with Numicon pilot, who will have access to your personal data, how your data will be used, stored, processed, and deleted, the legal basis for data processing, and who you can contact in case of a query or a complaint.

Background

Early Number with Numicon is a 14-week professional development programme designed to support childminders and practitioners in the private, voluntary, and independent nursery settings to develop their confidence in delivering numeracy sessions. The programme uses Numicon manipulatives, which are tools used by teachers to help children develop their maths and numeracy knowledge and skills. The programme has been developed by Oxford University Press (OUP). The Education Endowment Foundation (EEF) is funding Oxford University Press (OUP) to pilot (try out) Early Number with Numicon with 30 Early Years settings between September 2024 and February 2025. Each setting will nominate at least one practitioner to attend the Early Number with Numicon training and deliver the programme to children at the setting. The EEF has asked IFF Research to evaluate the pilot of the programme. The evaluation will investigate:

- whether there is evidence that Early Number with Numicon can achieve what it aims to achieve
- whether Early Number with Numicon can be delivered as intended in early years settings.

Results of the evaluation will inform a decision about whether Early Number with Numicon could be used to support children’s maths and numeracy development in early years settings.

Detailed plans for the pilot evaluation – including the activities that participants will be asked to take part in – are set out in the Memorandum of Understanding (MOU) for settings and the Family and Setting Information Sheets.

The personal data of setting staff will be collected as part of OUP’s delivery of Early Number with Numicon and for IFF Research’s evaluation. This privacy notice covers data that will be collected for the evaluation. You can find Oxford University Press’ privacy notice about data collected during delivery of Early Number with Numicon at: <https://global.oup.com/privacy?cc=gb>.

What personal data is being collected for this pilot?

The pilot will involve collecting personal data from or about setting staff (participating practitioners).

The two tables below set out the personal data that will be collected from or about participating practitioners.

Table 1 Personal data collected about participating practitioners

	Data collected
Contact details	<ul style="list-style-type: none"> • First name • Last name • Email address • Phone number • Setting name
Demographic and background information	<ul style="list-style-type: none"> • Job title • Qualifications
Study data	<ul style="list-style-type: none"> • Interview recordings • Survey responses • Notes from training observations

Who will have access to the personal data?

During the pilot, only the study team at IFF Research, who are carrying out the evaluation, and the team working for OUP, who deliver the training with practitioners will have access to personal data. More information is provided on this below.

Table 3 and Table 4 set out how personal data will be collected and (where applicable) transferred between OUP and IFF Research.

Table 3 How personal data about staff will be collected and transferred during the pilot

	How data will be collected	How data will be transferred from IFF Research
Contact details	OUP delivery team will email contact details for their team members and setting staff to IFF Research via FileX	IFF Research will email setting staff contact details to the OUP delivery team via FileX
Demographic and background information	Setting staff will enter these into a secure online survey platform using personalised pseudo-anonymous ID.	N/A – only accessed by IFF evaluation team.
Study data	<ul style="list-style-type: none"> • Researchers will record interviews using video conferencing software or encrypted digital recorders. • Setting staff will enter survey responses into a secure online survey platform using personalised pseudo-anonymous ID. • Researchers will record notes from training observations in secure cloud storage that can only be accessed by named researchers. 	N/A – only accessed by IFF evaluation team.

How will the data be used?

The IFF evaluation team will only use the data collected for research purposes. The team will:

- use staff names and contact details to organise observations, interviews, and surveys for the study
- use demographic and background information about staff to explore whether experiences of Early Number with Numicon are different for different groups of people
- analyse research data from observations, interviews, and surveys to answer the evaluation questions

All data will be treated with the strictest confidence – the team will remove names and contact details from this evaluation data before analysing it and will not identify any individuals in reports or presentations.

Data storage

IFF Research will securely store personal information about participants until the end of the evaluation. All data will be stored electronically in a folder in IFF Research’s secure cloud system that can only be accessed by named researchers. Personal data transferred to the OUP delivery team (staff names and contact details) will be stored in password protected secure cloud storage that can only be accessed by named researchers.

We will minimise our use of non-electronic (i.e., paper) documents containing personal data. Where these are needed – for example, paper copies of the setting staff contact details– documents will be kept on the individual’s person and securely destroyed (shredded) the same day.

IFF Research will securely delete all personal information about participants no more than six months after the submission of the final report of the pilot (by February 2026 at the latest).

No personal information will be transferred or stored outside of the European Economic Area (EEA).

What is the legal basis for processing my data?

For this study, IFF Research is a data controller who also processes data. This means that we are responsible for deciding the purpose and legal basis for processing data.

Our legal basis for processing data for the study is “legitimate interest”. This means that we believe that there is a genuine reason for us to process this data (to evaluate the pilot), that this data is needed to fulfil this purpose (we couldn’t evaluate the pilot without this information), and that using this data won’t interfere with individuals’ interests, rights, or freedoms.

Who can I contact with a query or a complaint?

If you have any questions about how this information will be processed, or about the evaluation, please contact us (the IFF Research evaluation team) at **Numicon_Pilot_Study@iffresearch.com**.

To enquire about exercising any of your rights as a data subject, please contact IFF Research's Data Protection Officer at **john.ricketts@iffresearch.com**.

Under UK GDPR, you have the right to raise any concerns with the Information Commissioner's Office (ICO) via their website at **www.ico.org.uk/concerns**.

Appendix E: Topic guides

Baseline setting lead topic guide

A Research introduction (3 mins)

- A1 Introduce yourself and IFF Research:** Thank you for taking part in this pilot. I work for IFF Research, an independent research agency, and we have been contracted by the Education Endowment Foundation (EEF) to conduct an evaluation of the Early Number with Numicon Pilot.
- A2 Client:** The EEF is funding this evaluation to build an evidence base of learning from programmes with private, voluntary and independent nurseries (PVI) and childminders, to find out what works well and what the benefits of the Early Number with Numicon programme are. . The programme has been developed by Oxford University Press (OUP).
- A3 About the research:** There are a few different strands to the evaluation: an online survey with practitioners and setting leads, case study visits to settings, and observations at the Numicon training sessions. We will deliver these activities in three waves. This is the first wave of the three, which is designed to give us the baseline for the evaluation.
- A4 Anonymity and confidentiality:** You will not be individually named in any reporting. We may make use of quotations but these will be anonymised and not attributable to you or your setting.
- A5 How information will be used:** IFF Research operates under the guidelines of the Market Research Society's Code of Conduct. We will not pass any of your personal details on to the EEF, OUP or to any other companies.
- A6 Right to data:** You have the right to have a copy of your data or to change your data, up until the report is published, which is expected to be December 2025. You can find out more information about your rights under the new UK data protection regulations by going to iffresearch.com/gdpr. We can also email this to you if you'd like.
- A7 Reassurances:** No right or wrong answers - we are simply asking for your views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time. If something that you feel is important occurs to you at a later point or you need to check something and get back to us, you can get in touch after the interview.
- A8 Duration:** [c. 40 minutes] There will be an opportunity to raise additional points at the end of the interview.
- A9 Reminder of recording:** This interview will be recorded so that we can accurately capture your views, and so researchers can listen back when analysing the data. Only the research team will have access to the recordings. EEF or OUP will not have access to these recordings.
- A10 Confirm happy to proceed on this basis of recording.**
- A11 Any questions/concerns?**
- A12 Start recording: acknowledge consent for being recorded**

B About the interviewee (5 mins)

- B1 How long have you worked in childcare? Always in the same setting?**
- B2 How long have you been in your current position?**
- B3 What attracted you to work in childcare?**
- B4 What do you enjoy most about this job? What do you find challenging?**

C Teaching mathematics (10 mins)

- C1 Do practitioners at your setting teach mathematics to young children? Why/why not? PROBE**
- IF YES:
 - Age of children taught
 - Whether worked with a structured programme, through play? What teaching materials, if any, do they use? Where have they taken the teaching materials from?
Do they use the Early Years Statutory Framework? (Interviewer note: try to gauge whether they give this as much time and resource as literacy)
 - How do they find out about teaching materials, resources and programmes?
- C2 How do you feel about teaching mathematics to children? PROBE:**
- Do you think it is important to teach mathematics from this young age?
 - Do practitioners in your setting think it is important to teach mathematics in the early years?
 - Do practitioners in your setting feel confident / enjoy teaching mathematics? How so?
 - What do they find challenging or less enjoyable? Why?
- C3 In your opinion, what, if any, are the benefits for children from learning about mathematics in the early years?**
- C4 How often do practitioners teach mathematics at your setting? PROBE:**
- Who decides how often to teach mathematics?
 - What influences this decision?
 - Do you think there should be more or fewer sessions? Is the frequency about right?
 - What, if anything, prevents practitioners in your setting from delivering more activities around learning mathematics?
- C5 Do you or someone in your setting have any experience with Numicon manipulatives (such as Numicon pieces) or the teaching materials (such as the Numicon Firm Foundations)? IF YES, PROBE FOR DETAILS.**
- D Motivation to sign up and expectations from the Early Number with Numicon pilot (10 mins)**
- D1 When and how did you hear about the Early Number with Numicon Pilot?**
- D2 Why did you sign up? PROBE:**
- What is most appealing to you about the programme?
 - Does anything worry you about the programme?
 - What are you hoping to get out of the programme?
- D3 What was the selection process for practitioners wanting to be involved in the Early Number with Numicon Pilot?**
- How did you choose which practitioners to be involved in the programme?
- D4 Is there anything in particular that you feel your staff would benefit from the programme in terms of teaching mathematics?**
- Are there any particular needs you see amongst your staff?
- D5 How are you feeling ahead of the first training session?**
- Do you or your staff have any concerns? PROBE
- E Closing comments (5 mins)**
- E1 Is there anything else that you would like to add that we did not discuss?**

Next steps – we would like to come back for follow-up visits two more times: the next time in will be around November and the final visit will be at the end of the pilot, at around February next year. All visits will follow a similar format to this one. We will get in touch ahead of each visit to agree a time that is convenient to you for the visit. As a thank you for your time you will receive £300 at the end of the pilot.

Do you have any question about the follow up visits or any other elements of the pilot?

Thank the respondent and close.

Baseline practitioner topic guide

Research introduction (3 mins)

- A1 Introduce yourself and IFF Research:** Thank you for taking part in this pilot. I work for IFF Research, an independent research agency, and we have been contracted by the Education Endowment Foundation (EEF) to conduct an evaluation of the Early Number with Numicon Programme.
- A2 Client:** The EEF is funding this evaluation to build an evidence base of learning from programmes with private, voluntary and independent nurseries (PVI) and childminders, to find out what works well and what the benefits for practitioners are. The programme has been developed by Oxford University Press (OUP).
- A3 About the research:** There are a few different strands to the evaluation: an online survey with practitioners and setting leads, case study visits to settings, and observations at the Numicon training sessions. We will deliver these activities in three waves. This is the first wave of the three, which is designed to give us the baseline for the evaluation.
- A4 Anonymity and confidentiality:** You will not be individually named in any reporting. We may make use of quotations but these will be anonymised and not attributable to you or your setting.
- A5 How information will be used:** IFF Research operate under the guidelines of the Market Research Society's Code of Conduct. We will not pass any of your personal details on to the EEF, OUP or any other companies.
- A6 Right to data:** You have the right to have a copy of your data or to change your data, up until the report is published, which is expected to be December 2025. You can find out more information about your rights under the new UK data protection regulations by going to iffresearch.com/gdpr. We can also email this to you if you'd like.
- A7 Reassurances:** No right or wrong answers - we are simply asking for your views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time. If something that you feel is important occurs to you at a later point or you need to check something and get back to us, you can get in touch after the interview.
- A8 Duration:** [c. 40 minutes] There will be an opportunity to raise additional points at the end of the session.
- A9 Reminder of recording:** This interview will be recorded so that we can accurately capture your views, and so researchers can listen back when analysing the data. Only the research team will have access to the recordings. EEF or OUP will not have access to these recordings.
- A10 Confirm happy to proceed on this basis of recording.**
- A11 Any questions/concerns?**
- A12 Start recording: acknowledge consent for being recorded**
- B About the interviewee (5 mins)**
- B1 How long have you worked in childcare? Always in the same setting?**
- B2 What training did you receive to work in childcare? What are your qualifications?**
- B3 What attracted you to work in childcare?**
- B4 What do you enjoy most about this job? What do you find challenging?**
- C Experience of and attitudes to teaching mathematics (20 mins)**
- C1 What experience do you have in teaching mathematics for young children? PROBE:**
- Age of children taught

- Whether worked with a structured programme, through play?
- What teaching materials, if any, do they use? Where have they taken the teaching materials from?
- Do they use the Early Years Statutory Framework? (Interviewer note: try to gauge whether they give this as much time and resource as literacy)
- How do they find out about teaching materials, resources and programmes?

C2 Do you have any experience with Numicon manipulatives (such as Numicon pieces) or the teaching materials (such as the Numicon Firm Foundations)?

C3 How do you feel about teaching mathematics to children? PROBE:

- Do you think it is important to teach mathematics in the early years?
- Do you enjoy teaching mathematics? What do they like about it?
- Do you feel confident teaching mathematics? How so?
- What do they find challenging or less enjoyable? Why?

C4 How often do you teach mathematics at your setting? PROBE:

- Who decides how often to teach mathematics?
- What influences this decision?
- Do they think there should be more or fewer sessions? Or is the frequency about right? Why do they think this?
- What, if anything, prevents you from delivering more activities around learning mathematics?

C5 How do the children respond to sessions where they learn about mathematics? PROBE:

- Do they enjoy the sessions?
- What is most popular with the children? What is least popular?
- In your opinion, what, if any, are the benefits for children from learning about mathematics in the early years?

D Motivation to sign up for and expectations from the Early Number with Numicon pilot (10 mins)

D1 When and how did you hear about the Early Number with Numicon Pilot?

D2 Why did you sign up? PROBE:

- What is most appealing to you about the programme?
- Does anything worry you about the programme?
- What are you hoping to get out of the programme?

D3 Is there anything in particular that you would like help with when teaching mathematics?

D4 How are you feeling ahead of the first training session?

E Closing comments (5 mins)

E1 Is there anything else that you would like to add that we did not discuss?

Next steps – we would like to come back for follow-up visits two more times: the next time in will be around November and the final visit will be at the end of the pilot, at around February next year. All visits will follow a similar format to this one. We will get in touch ahead of each visit to agree a time that is convenient to you for the visit. As a thank you for your time you will receive £300 at the end of the pilot.

Do you have any question about the follow up visits or any other elements of the pilot?

Thank the respondent and close.

Midline setting lead topic guide

- A. Research introduction (3 mins)
- A1 **Introduce yourself and IFF Research:** Thank you for taking part in this pilot. I work for IFF Research, an independent research agency, and we have been contracted by the Education Endowment Foundation (EEF) to conduct an evaluation of the Early Number with Numicon programme.
- A2 **Client:** The EEF is funding this evaluation to build an evidence base of learning from programmes with private, voluntary and independent nurseries (PVI) and childminders, to find out what works well and what the benefits of the Early Number with Numicon programme are. The programme has been developed by Oxford University Press (OUP).
- A3 **About the research:** There are a few different strands to the evaluation: an online survey with practitioners and setting leads, case study visits to settings, and observations at the Early Number with Numicon training sessions. We will deliver these activities in three waves. This is the second wave of the three. It is designed to help us to understand how the settings are finding the programme now that they have attended two training sessions.
- A4 **Anonymity and confidentiality:** You will not be individually named in any reporting. We may make use of quotations, but these will be anonymised and not attributable to you or your setting.
- A5 **How information will be used:** IFF Research operates under the guidelines of the Market Research Society's Code of Conduct. We will not pass any of your personal details on to the EEF, OUP or to any other companies.
- A6 **Right to data:** You have the right to request a copy of your data or to change your data, up until the report is published, which is expected to be [DATE]. You can find out more information about your rights under the new UK data protection regulations by going to <https://www.iffresearch.com/privacy-policy>. We can also email this to you if you'd like.
- A7 **Reassurances:** There are no right or wrong answers - we are simply asking for your views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time. If something that you feel is important occurs to you at a later point or you need to check something and get back to us, you can get in touch after the interview.
- A8 **Duration:** [c. 40 minutes] There will be an opportunity to raise additional points at the end of the interview.
- A9 **Reminder of recording:** This interview will be recorded so that we can accurately capture your views, and so researchers can listen back when analysing the data. Only the research team will have access to the recordings. EEF or OUP will not have access to these recordings.
- A10 **Confirm happy to proceed on this basis of recording.**
- A11 **Any questions/concerns?**
- A12 **Start recording: acknowledge consent for being recorded**
- B. Training reflections
- B1 **Did you attend the first training session in Bradford with your practitioner?**
- B2 **What was your experience of the training session?** Probe on:

- Why is that?
- Did you find it valuable?
- Did you learn anything new?

B3 How did you feel afterwards about your practitioner delivering the early Number with Numicon programme in your setting?

- If positive (e.g. excited, confident, inspired): What in particular made you feel this way?
- If negative (e.g. apprehension, worried, nervous): Why? What did you do about this?

C. Early Number with Numicon – initial impressions

C1 What has your personal involvement been in the set up and delivery of Early Number with Numicon sessions in your setting so far?

- Delivery?
- Ordering resources?
- Supporting practitioners in delivery?
- Modelling delivering?

C2 What has the overall experience been of the delivery of the Early Number with Numicon sessions in your setting so far? PROBE ON:

- What do you think about the theory behind the Early Number with Numicon programme?
- What do you think about the activities and resources?

Interviewer to note the framing of the following questions based on the evidence gathered at C1 related to the involvement the manager has had in the delivery of Early Number with Numicon thus far.

C3 What were the children's initial reaction to the structured activities?

- What did they enjoy the most?
- What did they enjoy the least?

C4 What were the children's initial reactions to the Numicon resources?

D. Early Number with Numicon – delivering structured activities

D1 Can you talk me through how your setting is delivering numeracy using the Early Number with Numicon programme in your setting?

- What learning sequences have been covered?
 - How did you/practitioners decide which activities to cover?
 - How many activities per learning sequence?
- Are you delivering the Early Number with Numicon programme instead of, or in addition to, other numeracy activities?

D2 How many sessions are being delivered each week?

- How did you decide on this?

D3 Who have you been delivering the Early Number with Numicon programme to?

- The same 3-4 children each time, or a variety? What does this depend on?
- With what age groups?
 - If with younger age groups – how has this worked in practice?

D4 How did you decide on your approach to delivering the Early Number with Numicon programme?

- In consultation with practitioners?
- In consultation with the Numicon team at OUP?
- A different reason?

D5 And have you made changes to your approach as you've worked through more activities?

D6 When in the day/week have you been delivering the activities?

- Why is this?
- What would you have been doing at this time if you weren't...?

D7 Are you aware if any of the activities been adapted or changed when delivered in your setting?

- Why is this?
- Was this decision made by you, or the practitioner? How so?

D8 Have you incurred any costs when delivering the activities?

- What are these? (i.e. what have they purchased?)
- How did you make the decision to spend money/invest in this?
- How have you funded this?
- Have you used the Numicon at the Seaside big book?

D9 Have you experienced any challenges when planning or delivering the Early Number with Numicon activities?

IF PVI/WORK IN SETTING WITH MULTIPLE PRACTITIONERS

D10 Are you aware of anyone apart from the trained practitioner in your setting delivering Early Number with Numicon sessions?

- IF YES (SOMEONE OTHER THAN SETTING LEAD) Have you delivered training to them?
- Have you as the setting lead, been able to deliver any Early Number with Numicon activities?
- How has this gone?
- How confident are you/they?

E. Delivering Numicon – continuous provision

E1 In addition to the suggested activities in the training handout and activities booklet, have you implemented any of the pedagogy from the Early Number with Numicon programme into other parts of the day?

- Into free play?
- Into other learning/subjects?

F. Changes / practitioner observations

F1 How different does the Early Number with Numicon approach to numeracy feel to what you were doing before Early Number with Numicon?

- Is this more or less formal than what you usually deliver (*interviewer to reflect on previous practice from previous case study visit*)
- Do you have a sense if this is more or less effective method in delivering numeracy?

F2 Have you spent time any observing the sessions / giving feedback to the practitioner?

- Are there specific things that practitioners are more / less confident in, when delivering Early Number with Numicon?
- How confident do you feel that the sessions are being delivered in the way set out in the training and booklet? (*Interviewer note – this is not a test of how close they are following the book, more to get at their confidence in another way*)

F3 Have you observed any changes in the children who are taking part in the activities in terms of their numeracy?

- What have you observed?

G. Looking forward/next steps

G1 Is there anything that your setting would like more support with, related to numeracy or the Early Number with Numicon programme specifically?

H. Closing comments (5 mins)

H1 Is there anything else that you would like to add that we did not discuss?

Next steps – we would like to come back for a final visit in Feb/March. Visits will follow a similar format to this one in which we interview yourself and your practitioner. We will get in touch ahead of each visit to agree a time that is convenient to you. As a thank you for your time you will receive £300 at the end of the pilot.

Do you have any question about the follow up visits or any other elements of the pilot?

Thank the respondent and close.

Midline practitioner topic guide

- A. Research introduction (3 mins)
- A1 **Introduce yourself and IFF Research:** Thank you for taking part in this pilot. I work for IFF Research, an independent research agency, and we have been contracted by the Education Endowment Foundation (EEF) to conduct an evaluation of the Early Number with Numicon programme.
- A2 **Client:** The EEF is funding this evaluation to build an evidence base of learning from programmes with private, voluntary and independent nurseries (PVI) and childminders, to find out what works well and what the benefits of the Early Number with Numicon programme are. The programme has been developed by Oxford University Press (OUP).
- A3 **About the research:** There are a few different strands to the evaluation: an online survey with practitioners and setting leads, case study visits to settings, and observations at the Early Number with Numicon training sessions. We will deliver these activities in three waves. This is the second wave of the three. It is designed to give us an understanding of how the programme is going for settings after attending the first and second training sessions.
- A4 **Anonymity and confidentiality:** You will not be individually named in any reporting. We may make use of quotations but these will be anonymised and not attributable to you or your setting.
- A5 **How information will be used:** IFF Research operates under the guidelines of the Market Research Society's Code of Conduct. We will not pass any of your personal details on to the EEF, OUP or to any other companies.
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- A7 **Reassurances:** There are no right or wrong answers - we are simply asking for your views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time. If something that you feel is important occurs to you at a later point or you need to check something and get back to us, you can get in touch after the interview.
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- A9 **Reminder of recording:** This interview will be recorded so that we can accurately capture your views, and so researchers can listen back when analysing the data. Only the research team will have access to the recordings. EEF or OUP will not have access to these recordings.
- A10 **Confirm happy to proceed on this basis of recording.**
- A11 **Any questions/concerns?**
- A12 **Start recording: acknowledge consent for being recorded**
- B. Training reflections
- B1 **Thinking back to before you attended the first training session, how prepared were you feeling?** Probe on:
 - Why was that?

B2 How have you found the training sessions you have attended so far?

- The first face-to-face session
- The second online session
- Was it what you expected?
- Why/why not?

B3 How did you feel about delivering the Early Number with Numicon programme in your setting after the training session(s)?

- The first vs the second training session
- If positive (e.g. excited, confident, inspired): What in particular made you feel this way?
- If negative (e.g. apprehension, worried, nervous): 'Did you do anything about it? And if so, what did you do?'

C. Early Number with Numicon – initial impressions

C1 Have you been able to deliver any numeracy sessions using the Early Number with Numicon programme yet in your setting? IF YES, MOVE TO NEXT

- If not: What has stopped you from being able to deliver any Early Number with Numicon activities in your numeracy sessions?

IF DELIVERED AT LEAST SOME NUMICON

C2 How has your overall experience been delivering Early Number with Numicon sessions in your setting so far? PROBE ON:

- Have you been able to deliver them with ease or have you found it difficult?
- What in particular have you found/are you finding easy/difficult?
- Is there anything that you particularly enjoy about it?

C3 What were the children's initial reactions to the structured activities?

- What did they enjoy the most?
- What did they enjoy the least?

C4 What were the children's initial reactions to the Numicon resources?

- Early Number with Numicon – delivering structured activities

IF NOT ALREADY COVERED WITH SETTING LEAD (PVI's)

C5 Can you talk me through how you have been delivering numeracy sessions using the Early Number with Numicon programme in your setting?

- What learning sequences have you covered?
 - How did you decide which activities to cover?
 - How many activities have you completed per learning sequence?
- Are you delivering the Early Number with Numicon programme instead of, or in addition to, other numeracy activities? If so, which ones?

C6 How many sessions have you been delivering each week?

- How did you decide on this number?

C7 Who have you been delivering the Early Number with Numicon programme to?

- The same 3-4 children each time, or a variety? What does this depend on?
- With what age groups?

- If with younger age groups – how has this worked in practice?

C8 To what extent have you followed the sequence of the Early Number with Numicon activity booklet?

- Can you tell us more about this?

C9 Have you adapted or changed any of the activities when delivering them to the children?

- If so, how have you adapted them?
- Why is this?
- How confident did you feel about doing this?

C10 Have children with SEND/EAL been involved in the activities?

- To what extent?
- With any adaptations?

C11 Thinking about the Early Number with Numicon activities booklet, how have you found using this for your planning and preparation of activities?

- Is there any more information are there any more prompts you need?
- Is anything unclear?
- Is there anything that needs more detail?

C12 Which activities do you think the children have engaged with the most?

- Why do you think that is?
- How could you tell they were engaged?
- Are there any activities they have been less engaged with?
- Why do you think that is?

C13 Have you experienced any additional challenges when planning or delivering the Early Number with Numicon activities?

D. Delivering Numicon – continuous provision

D1 In addition to the suggested activities in the training handout and activities booklet, have you implemented any of the pedagogy from the Early Number with Numicon programme into other parts of the day?

- Into free play?
- Into other learning/subjects?

E. Changes / practitioner observations

E1 How confident do you feel when you are delivering an Early Number with Numicon session?

- Are there specific things that you feel more / less confident in delivering?
- How confident do you feel that you are delivering the sessions in the way set out in the training and booklet?
(INTERVIEWER NOTE – THIS IS NOT A TEST OF HOW CLOSE THEY ARE FOLLOWING THE BOOK, MORE TO GET AT THEIR CONFIDENCE IN ANOTHER WAY)

E2 Have you observed any changes in the children who are taking part in the activities in terms of their numeracy?

- What have you observed?

F. Support

F1 **Have you got a learning partner or 'buddy'?**

- Have you reached out to them?
- Have they reached out to you?
- IF YES: What have they discussed?
- IF YES: How useful has this been? Why?

F2 **Have you contacted the OUP trainers for any advice?**

- Broadly what has this been about?
- How useful has this support been?

G. Looking forward/next steps

G1 **Is there anything that you would like more support with, related to numeracy or the Early Number with Numicon programme specifically?**

G2 **What are you hoping to get from the next training sessions?**

- Do you know if that will be covered?

H. Closing comments (5 mins)

H1 **Is there anything else that you would like to add that we did not discuss?**

Next steps – we would like to come back for a final visit in Feb/March. Visits will follow a similar format to this one, interviewing yourself and your manager. We will get in touch ahead of each visit to agree a time that is convenient to you for the visit. As a thank you for your time your setting will receive £300 at the end of the pilot.

Do you have any question about the follow up visits or any other elements of the pilot?

Thank the respondent and close.

Endline setting lead topic guide

A Research introduction (3 mins)

- A1 Introduce yourself and IFF Research:** Thank you for taking part in this pilot. I work for IFF Research, an independent research agency, and we have been contracted by the Education Endowment Foundation (EEF) to conduct an evaluation of the Early Number with Numicon programme.
- A2 Client:** The EEF is funding this evaluation to build an evidence base of learning from programmes with private, voluntary and independent nurseries (PVI) and childminders, to find out what works well and what the benefits of the Early Number with Numicon programme are. The programme has been developed by Oxford University Press (OUP).
- A3 About the research:** As you know, there are a few different strands to the evaluation: online surveys with practitioners and setting leads, case study visits to settings, and observations at the Early Number with Numicon training sessions. We have delivered these activities in three waves. This is the final wave of the three, and our final visit to your setting. The focus of this visit is to understand how you and the practitioners in your setting have found the programme now that you have had all of the training sessions.
- A4 Anonymity and confidentiality:** You will not be individually named in any reporting. We may make use of quotations, but these will be anonymised and not attributable to you or your setting.
- A5 How information will be used:** IFF Research operates under the guidelines of the Market Research Society's Code of Conduct. We will not pass any of your personal details on to the EEF, OUP or to any other companies.
- A6 Right to data:** You have the right to request a copy of your data or to change your data, up until the report is published, which is expected to be December 2025. You can find out more information about your rights under the new UK data protection regulations by going to <https://www.iffresearch.com/privacy-policy>. We can also email this to you if you'd like.
- A7 Reassurances:** There are no right or wrong answers - we are simply asking for your views and opinions; you may not know or have a view on something – just let me know and we can move on; Comfort – let me know if you'd like a break at any time. If something that you feel is important occurs to you at a later point or you need to check something and get back to us, you can get in touch after the interview.
- A8 Duration:** [c. 40 minutes] There will be an opportunity to raise additional points at the end of the interview.
- A9 Reminder of recording:** This interview will be recorded so that we can accurately capture your views, and so researchers can listen back when analysing the data. Only the IFF evaluation team will have access to the recordings. EEF or OUP will not have access to these recordings.
- A10 Confirm happy to proceed on this basis of recording.**
- A11 Any questions/concerns? Start recording^[1]: acknowledge consent for being recorded**

B Training reflections

B1 There have been two training sessions since the last visit to your setting:

- One online twilight session on 10th December
- One in-person session in Bradford on 1st February.

Which, if any, of these training sessions did you attend with your practitioner?

IF ATTENDED

B2 What was your experience of the training sessions? Probe on the following for each training session attended:

- Why is that?
- Did you find it valuable?
- Did you learn anything new?

- How did they compare to the previous training sessions?

ASK ALL

B3 Overall, what are your views on the training you have received as part of the Early Number with Numicon programme? Probe on:

- Quantity: Were there too few sessions? Too many?
- Duration: Were the sessions too short? Too long?
- Format: Views on the online sessions / vs in-person, what are the benefits and drawbacks of each?

B4 What, if anything, has the practitioner in your setting reported learning from the training sessions?

B5 After attending the training, how did you feel about your practitioner delivering the Early Number with Numicon programme in your setting?

- If positive (e.g. excited, confident, inspired): What in particular made you feel this way?
- If negative (e.g. apprehension, worried, nervous): Why? What did you do about this?

C Early Number with Numicon – delivering structured activities

C1 Firstly, are you using the Early Number with Numicon resources (e.g. booklet, manipulatives) now that the training has finished and the programme has formally ended?

IF NO LONGER DELIVERING

C2 Please can you tell me your setting's reasons for no longer using the Early Number with Numicon programme? INTERVIEWER TO EXPLORE THIS AND PROBE FURTHER INTO SPECIFIC REASONS

- What is the main reason?
- Would you consider using the programme in the future?

C3 How are you currently delivering numeracy in your setting?

- Is this the same as what you were doing before the Early Number with Numicon programme?

IF STILL USING NUMICON

C4 Please can you tell me how your setting is delivering numeracy using the Early Number with Numicon programme in your setting?

- What learning sequences have been covered?
 - How did you/practitioners decide which activities to cover?
 - How many activities per learning sequence?
- Are you delivering the Early Number with Numicon programme instead of, or in addition to, other numeracy activities?

C5 How many activities are being delivered each week?

- How did you decide on this?

C6 When in the day/week have you been delivering the activities?

- Why is this?
- What would you have been doing at this time if you weren't...?

C7 Who have you been delivering the Early Number with Numicon programme to?

- The same 3-4 children each time, or a variety? What does this depend on?
- With what age groups?
 - If with younger age groups – how has this worked in practice?

C8 Have you incurred any additional costs when delivering the activities?

- What are these? (i.e. did they purchase any supplies for delivery?)
- How did you make the decision to spend money/invest in this?
- How have you funded this?
- Are there any supplies that you would have liked to purchase to support delivery that you were not able to cover?

C9 Did the delivery of the Early Number with Numicon programme have any other resource implications?

- Staff time (Time practitioners need for training/delivery; covers to be organised in the setting; other senior staff time)

C10 Have you or your staff made changes to your approach to the Early Number with Numicon programme as you've worked through it?

- IF YES: What changes have you made? Why did you make these changes? Who was involved in the decision-making process?

C11 Have you experienced any challenges when planning or delivering the Early Number with Numicon activities?

IF PVI/WORK IN SETTING WITH MULTIPLE PRACTITIONERS

C12 Can I check whether there are any other staff in your setting, apart from the trained practitioner, delivering Early Number with Numicon activities?

- IF YES (SOMEONE OTHER THAN SETTING LEAD) Have you delivered training to them?

C13 Have you as the setting lead, delivered any Early Number with Numicon activities? INTERVIEWER NOTE: There is no expectation that setting leads will have delivered any activities.

- How has this gone?
- How confident are you/they?

D Delivering Numicon – continuous provision

D1 In addition to the suggested activities in the training handout and activities booklet, have you implemented any of the pedagogy from the Early Number with Numicon programme into other parts of the day?

- Into free play?
- Into other learning/subjects?
- Other topics?

E Reflections

E1 Considering you have now completed the Early Number with Numicon training, how different does the approach to numeracy feel to what you were doing before Early Number with Numicon?

- Is this more or less formal than what you usually deliver? (*interviewer to reflect on previous practice from previous case study visit*)
- Do you have a sense if this is a more or less effective method of delivering numeracy?

E2 Since our last visit to your setting, have you had any opportunities to observe sessions or provide feedback to the practitioner?

- Are there specific things that practitioners are more / less confident in, when delivering Early Number with Numicon?

- How confident do you feel that the sessions are being delivered in the way set out in the training and booklet? (*Interviewer note – this is not a test of how close they are following the book, more to get at their confidence in another way*)

E3 Have you observed any changes in the children who are taking part in the activities in terms of their numeracy since our last visit to your setting?

- What have you observed?

E4 What are you planning to do once you complete all the learning sequences?

- Do you plan to continue using Early Number with Numicon in your setting? With the same children, with a new cohort of children?
- Do you plan to adapt the programme? Probe for: adapt to other children, adapt to your setting, stop using Early Number with Numicon altogether?

F Early Number with Numicon – Outcomes

F1 Have there been any changes in practices in your setting following your participation in the programme? Probe on [Ask For Examples]:

- Practitioners' knowledge, confidence and skills (in relation to teaching numbers and otherwise) – positive or negative, how so?
- Children's engagement with learning activities (numbers and otherwise) – positive or negative – how so?
- Anything else?

F2 What impact, if any, do you feel the programme is having on children from disadvantaged backgrounds, including children with EYPP, EAL and SEND? PROBE FOR EACH GROUP:

- What are the barriers and enablers for these children accessing the programme?
- Has your setting had to make any adaptations for children from disadvantaged backgrounds to be able to take part in the activities?
- [If relevant] What about the younger children in your setting – what impact has the programme had on them?
- What are the barriers and enablers for these children accessing the programme?

G Access to support

G1 Have you or your practitioner accessed support via your learning partner or 'buddy' during the Early Number with Numicon Programme? Probe for:

- Did you reach out to them?
- Did they reach out to you?
- IF YES: What was discussed?
- IF YES: How useful was this support? Why?
- IF NO: Is there a particular reason why you didn't reach out to your buddy?

G2 What are your views on a buddying system more generally? (NOTE: Ask even if did not access support via their buddy)

- Do you think this is an effective way of sharing learnings and support with other settings?

G3 Have you or your practitioner contacted the OUP trainers for any advice or support?

- Broadly what has this been about?
- How useful has this support been?

G4 Is there anything that your setting would have liked more support with, related to numeracy or the Early Number with Numicon programme specifically?

H Closing comments (5 mins)

H1 Is there anything else that you would like to add that we did not discuss?
Next steps –As a thank you for your time you will receive £300 at the end of the pilot.
Do you have any questions about any other elements of the pilot?
Payment to be made via Wise Pay.

Thank the respondent and close.

Endline practitioner topic guide

A. Research introduction (3 mins)

- A1 Introduce yourself and IFF Research:** Thank you for taking part in this pilot. I work for IFF Research, an independent research agency, and we have been contracted by the Education Endowment Foundation (EEF) to conduct an evaluation of the Early Number with Numicon programme.
- A2 Client:** The EEF is funding this evaluation to build an evidence base of learning from programmes with private, voluntary and independent nurseries (PVI) and childminders, to find out what works well and what the benefits of the Early Number with Numicon programme are. The programme has been developed by Oxford University Press (OUP).
- A3 About the research:** As you know, there are a few different strands to the evaluation: an online survey with practitioners and setting leads, case study visits to settings, and observations at the Early Number with Numicon training sessions. We will deliver these activities in three waves. This is the final wave of the three, and our final visit to your setting. It will focus on understanding how you have found the programme after having attended all of the training sessions.
- A4 Anonymity and confidentiality:** You will not be individually named in any reporting. We may make use of quotations but these will be anonymised and not attributable to you or your setting.
- A5 How information will be used:** IFF Research operates under the guidelines of the Market Research Society's Code of Conduct. We will not pass any of your personal details on to the EEF, OUP or to any other companies.
- A6 Right to data:** You have the right to request a copy of your data or to change your data, up until the report is published, which is expected to be December 2025. You can find out more information about your rights under the new UK data protection regulations by going to <https://www.iffresearch.com/privacy-policy/>. We can also email this to you if you'd like.
- A7 Reassurances:** There are no right or wrong answers - we are simply asking for your views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time. If something that you feel is important occurs to you at a later point or you need to check something and get back to us, you can get in touch after the interview.
- A8 Duration:** [c. 40 minutes] There will be an opportunity to raise additional points at the end of the interview.
- A9 Reminder of recording:** This interview will be recorded so that we can accurately capture your views, and so researchers can listen back when analysing the data. Only the IFF evaluation team will have access to the recordings. EEF or OUP will not have access to these recordings.
- A10 Confirm happy to proceed on this basis of recording.**
- A11 Any questions/concerns? Start recording: acknowledge consent for being recorded**

B Training reflections

B1 There have been two training sessions since the last visit to your setting:

- One online twilight session on 10th December
- One in-person session in Bradford on 1st February.

Which, if any, of these training sessions did you attend?

B2 What was your experience of the training sessions? Probe on the following for each training session attended:

- Why is that?
- Did you find it valuable?
- Did you learn anything new?

- How did each session build on or relate to the previous ones? Were there any key links or contrasts in what you learned? ?

B3 What are the key things you have learned from the training sessions and the Early Number with Numicon programme overall?

B4 How do you feel about delivering the Early Number with Numicon programme in your setting after having completed the training?

- If positive (e.g. excited, confident, inspired): What in particular made you feel this way?
- If negative (e.g. apprehension, worried, nervous): 'Did you do anything about it? And if so, what did you do?'

B5 Now that you have completed the formal programme, what are your views on the training you have received as part of the Early Number with Numicon programme? Probe on:

- Quantity: Were there too few sessions? Too many?
- Duration: Were the sessions too short? Too long?
- Format: Views on the online sessions / vs in-person, what are the benefits and drawbacks of each?

B6 Did you feel you had sufficient time to complete the training and to prepare to deliver the Early Number with Numicon programme?

- What would have enabled you to have more time?

C Early Number with Numicon – delivering structured activities

IF NOT ALREADY COVERED WITH SETTING LEAD (PVI's)

C1 Firstly, are you using the Early Number with Numicon resources (e.g. booklet, manipulatives) now that the training has finished and the programme has formally ended?

IF NO LONGER DELIVERING

C2 Can you talk me through your decision not to use the Early Number with Numicon programme?

- What is the main reason?
- Would you consider using it in the future?
 - Any resources/support needed to continue delivery?

C3 How are you currently delivering numeracy in your setting?

- Is this what you were doing before the Early Number with Numicon programme?

C4 Has the training you've experienced, as well as the practice of delivery, impacted your numeracy teaching?

- IF TRAINING: How did the training influence your numeracy teaching?
- IF DELIVERY: How did the practice of delivery influence your numeracy teaching?
- Which of the training and delivery had most impact on your numeracy teaching?

IF STILL USING NUMICON

C5 Can you talk me through how you have been delivering numeracy sessions using the Early Number with Numicon programme in your setting, since our last visit?

- What learning sequences have you covered?
 - How did you decide which activities to cover?
 - How many activities have you completed per learning sequence?
- Are you delivering the Early Number with Numicon programme instead of, or in addition to, other numeracy activities? If so, which ones?
- What Early Number with Numicon resources / materials are you using? PROBE FOR: Activity booklet, manipulatives/resources

C6 How many sessions have you been delivering each week?

- How did you arrive at this number?

C7 Who have you been delivering the Early Number with Numicon programme to?

- The same 3-4 children each time, or a variety? What does this depend on?
- With what age groups?
 - If with younger age groups – how has this worked in practice?

C9 To what extent have you followed the sequence of the Early Number with Numicon activity booklet?

- Can you tell us more about this?

C10 Have you adapted or changed any of the activities when delivering them to the children?

NOTE TO INTERVIEWER: There is no expectation that activities must be adapted. The purpose of this question is to explore whether any adaptations have been made and, if so, why.

- If so, how have you adapted them?
- Why is this?
- How confident did you feel about doing this?

C11 Have children with EYPP/SEND/EAL been involved in the activities? PROBE FOR EACH GROUP:

- To what extent?
- With any adaptations?

C11a Thinking about the children that have taken part, have you made any adaptations for particular subgroups of children?

- Are there any activities that seemed to be more enjoyable or less?
- [If relevant] What about the younger children in your setting – what impact has the programme had on them?
- What are the barriers and enablers for these children accessing the programme?

C12 Thinking about the Early Number with Numicon activities booklet, how have you found using this for your planning and preparation of activities?

- Is there any more information or are there any more prompts you need?
- Is anything unclear?
- Is there anything that needs more detail?

C13 Which activities do you think the children have engaged with the most?

- Why do you think that is?
- How could you tell they were engaged?
- Are there any activities they have been less engaged with?
- Why do you think that is?

C14 Have you experienced any additional challenges when planning or delivering the Early Number with Numicon activities?

D Delivering Numicon – continuous provision

D1 In addition to the suggested activities in the training handout and activities booklet, have you implemented any of the pedagogy from the Early Number with Numicon programme into other parts of the day?

- Into free play?
- Into other learning/subjects?
- Other topics?

E Changes / practitioner observations

E1 How confident do you feel when you are delivering the Early Number with Numicon activities?

- Are there specific things that you feel more / less confident in delivering?
- How confident do you feel that you are delivering the activities in the way set out in the training and booklet? (Interviewer note – this is not a test of how close they are following the book, more to get at their confidence in another way)

E2 Now that the formal programme has been completed, what has your overall experience been delivering the Early Number with Numicon programme in your setting? PROBE ON:

- Have you been able to deliver the activities with ease or have you found it difficult?
- What in particular have you found/are you finding easy/difficult?
- Is there anything that you particularly enjoy about delivering Early Number with Numicon activities?

E3 Have you observed any changes in the children who are taking part in the activities in terms of their numeracy since our last visit to your setting?

- What have you observed?

E4 What impact, if any, do you feel the programme is having on children from disadvantaged backgrounds, including children with EYPP, EAL and SEND?

- What are the barriers and enablers for these children accessing the programme?
- IF NOT COVERED ALREADY: Has your setting had to make any adaptations for children from disadvantaged backgrounds to be able to take part in the activities?

F Support

F1 Did you contact your learning partner or ‘buddy’ during the Early Number with Numicon programme?

- Did you reach out to them?
- Did they reach out to you?
- IF YES: What have they discussed?
- IF YES: How useful has this been? Why?
- IF NO: Is there a particular reason why?

F2 Have you contacted the OUP trainers for any advice or support?

- Broadly what has this been about?
- How useful has this support been?

F3 Is there anything that you would have liked more support with, related to numeracy or the Early Number with Numicon programme specifically?

G Closing comments (5 mins)

G1 Is there anything else that you would like to add that we did not discuss?

Next steps – As a thank you for your time your setting will receive £300 at the end of the pilot. Do you have any questions about the follow up visits or any other elements of the pilot?

Thank the respondent and close.

Delivery leads topic guide

A Introduce yourself and IFF Research

- A1 Introduce yourself and IFF Research:** Thank you for agreeing to take part in an interview today. As you know, I work for IFF Research, an independent research agency, and we have been contracted by the Education Endowment Foundation (EEF) to evaluate the pilot of Early Number with Numicon programme.
- A2 About the research:** As you know, there are a few different strands to the evaluation: an online survey with practitioners and setting leads, case study visits to settings, and observations at the Early Number with Numicon training sessions. These are all nearly concluded, and this interview is part of the final phase of the research, with a focus on understanding how you have found the programme delivery.
- A3 Anonymity and confidentiality:** You will not be individually named in any reporting.
- A4 How information will be used:** IFF Research operates under the guidelines of the Market Research Society's Code of Conduct. We will not pass any of your personal details on to the EEF, OUP or to any other companies.
- A5 Right to data:** You have the right to request a copy of your data or to change your data, up until the report is published, which is expected to be December 2025. You can find out more information about your rights under the new UK data protection regulations by going to <https://www.iffresearch.com/privacy-policy/>. We can also email this to you if you'd like.
- A6 Reassurances:** There are no right or wrong answers - we are simply asking for your views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time. If something that you feel is important occurs to you at a later point or you need to check something and get back to us, you can get in touch after the interview.
- A7 Duration:** [c. 60 minutes] There will be an opportunity to raise additional points at the end of the interview.
- A8 Reminder of recording:** This interview will be recorded so that we can accurately capture your views, and so researchers can listen back when analysing the data. Only the IFF evaluation team will have access to the recordings. EEF or OUP will not have access to these recordings.
- A9** Confirm happy to proceed on this basis of recording.
- A10 Any questions/concerns?** Start recording^[1]: acknowledge consent for being recorded

B Introduction

- B1 Firstly, can you just confirm your job titles?**
- B2 How long have you both been involved with Numicon?**
- B3 And how long have you both been involved with the Early Number with Numicon programme?**
- Involved in programme design?
 - Involved in the pre-pilot?

C Overall view of the pilot

- C1 Just to be clear, when we are speaking today, it would be great to hear about your experience delivering the pilot (that IFF have been involved in), rather than the pre pilot, unless we specifically ask about this.**
- C2 What are your main learning and reflection points from the experience of delivering Early Number with Numicon programme in early years settings?**

C3 What changes did you decide to make in delivering Early Number with Numicon to early years settings?

- Communication with settings;
- Changes in the guidance to follow sequencing;
 - Why?
 - Any other changes in relation to content?
- The length of the programme from 8-14 weeks
- Training or support.

C4 How were these changes/adaptations decided on and why?

C5 From your perspective, what worked well in the pilot of Early Number with Numicon with early years settings?

- Why do you think this is?

C6 Did this also work well in the pre-pilot?

Listen for/probe on:

- Recruitment
- Training delivery

C6a Communication with PVI/childminders

- Systems for monitoring
- Support for settings (format, delivery)

C7 What issues or challenges, if at all, did you face in the approach to piloting Early Number with Numicon in early years settings?

- Why do you think this is?
- Did this also work well in the pre-pilot?

Listen for/probe on:

- Recruitment
- Training delivery

C8 Communication with PVI/childminders

- Systems for monitoring
- Support for settings (format, delivery)

C9 How did you address these issues? What else might be done to address them?

C10 How, if at all, has delivery been different to the pre-pilot?

- In what ways?

C11 And on reflection, did this increase in the programme length 'work'?

C12 Would you consider changing the length of the programme again in the future?

- Why is this?
- How would you change the length?

C13 We are interested in if there is any difference in the experience of delivering the programme to those working in PVI as practitioners, and those working as childminders. What has your experience been delivering the programme to those working in PVI settings in particular?

C14 And how about childminders?

D Recruitment, engagement and resource commitment required to deliver Early Number with Numicon

D1 How would you describe the different stages of recruitment for the pilot?

- Planning,
- Informing settings,
- Ensuring settings were engaged between recruitment and implementation

D2 What were the key lessons learned from recruiting PVI's/childminders for the pilot?

- What worked well/less well?
- Anything in particular for different setting types?

D3 What do you think attracted settings to participate in the Early Number with Numicon programme?

D4 How would you describe the engagement with the programme overall?

- How do you know engagement was at this level? What were the signs/evidence of high or low engagement?
- Was it as your expected?
- Any reflections from your visits to settings on varying engagement?

D5 What were the main barriers for PVI's/childminders engaging in the pilot?

D6 How were these/could these be addressed?

D7 What other actions do you think could be taken in future to improve recruitment and engagement?

D8 When thinking about scaling recruitment – what are your thoughts on how you would do this at a bigger scale?

D9 What feedback, if any, have you received from practitioners on the time required to deliver Early Number with Numicon in their setting?

- Difference among PVI's/childminders?

D10 [If not clear from previous question] Do you think the practitioners found the time/commitment needed to attend the training, and deliver the activities acceptable?

E Feasibility of implementation

E1 How have you been monitoring the implementation of Early Number with Numicon in early years settings?

E2 What else might be done to monitor implementation in early year settings?

E3 To the best of your knowledge, how effectively have the key aspects of Early Number with Numicon been implemented across PVI's and childminders with high fidelity based on the measure developed at evaluation design stage?

- Attendance at all four training sessions;
- Delivery of 1 taught session (10-15 minutes) to all 3-4-year-olds in the setting per week;
- At least one additional opportunity to taught activities in 9 or more out of the 11 weeks;
- The teaching sequence is progressing and children reach activity 7.

E4 Now that you have delivered the programme, how important do you think these four elements (i.e. the fidelity measures) are to success with the programme?

E5 What, if any, have been the key facilitators for settings in delivering Early Number with Numicon?

E6 Were there any common issues for all practitioners in delivering Early Number with Numicon?

- How, if at all, did you support settings to overcome these?
- How, if at all, were settings able to overcome these themselves?
- Have these differed across PVI and childminders?

F How they would do it again/lessons learned

F1 Thinking to the future, if you were to run this programme again with the same group of practitioners, how might you change or improve on:

- The programme itself
- Training (format, content, delivery mode)
- Communication with PVI and childminders
- Systems for monitoring
- Support for settings (format, delivery)

F2 And how about if the scale of the programme was to increase to 100 practitioners at 100 settings drawn from across England?

- Is there anything you did this time that wouldn't be feasible with a larger cohort of practitioners and to new locations?
 - Visits?
 - Face-to-face training?
 - Support for settings
- Would a different split between PVI and childminders (i.e. not 50/50) make a difference?

F3 Do you have any comments/feedback on the current ToC model based on what you learnt from delivering the pilot?

- Are all inputs, activities, and outcomes accurately captured? Or you would make some adaptations to the TOC?
- Do you have any comments on what should be the key outcomes for children assessed in a future evaluation?

G Close

G1 Thank you very much for taking the time to speak to us today. Is there anything else you'd like to add?

Appendix F: Observation guides

Baseline settings observation guide

The purpose of the baseline observation at the settings is to gain an understanding of the experience, if any, in the settings of delivering learning sessions around mathematics, before the training starts. This is about understanding what the numeracy practices in the setting are before the training, whether this is through the learning environment, the structured activities delivered and/or conversations during play time.

THINGS TO CONSIDER:

The interior design of the setting – Can we see maths in the learning environment? Such as:

- Are there posters with numbers on the walls?
- Designs with numbers on the carpet?
- Signs with numbers?
- Examples of children's work – these may not necessarily be visible / on display, but practitioners should be able to show examples when requested and it is good to know what is routinely on display and what is retrievable

Routine behaviour and language –

- Do practitioners recite nursery rhymes with numbers? (e.g. books with a focus on numbers such as rhymes or counting in the story)
- Do practitioners use numbers in their conversation with children (e.g. counting aloud? Using measures as part of play or cooking activities? Singing songs? Labelling drawers and equipment with numbers or maths shapes?)

Structured learning -

- Do practitioners deliver structured learning sessions (e.g. short, adult-led, small group sessions) to teach mathematics? Is it for all children or just some?
- Do practitioners seem comfortable/confident delivering these sessions?
- Is it just one practitioner at the setting who delivers these sessions or more than one/all practitioners at the setting?
- Do practitioners use resources, operatives or flashcards? If so, are they externally sourced or made inhouse?
- Do children happily engage with these sessions?
- Does the setting have games designed to teach mathematics?
- Are these activities adult initiated or child-led? What is the balance between the two?
- Are there set times when children are asked to play with these games? Or is it part of free play?
- Do practitioners sit with children when they play with these games or are the children left to play on their own?

- Do children select these play activities? Is it the same children? Do specific groups tend to gravitate towards these activities?

Midline setting observation guide

The purpose of the second observation at the settings is to gain an understanding of how settings have, if at all, started to implement the Early Number with Numicon programme (for example, are they delivering the programme as intended?) This is about understanding what the numeracy practices look like once the practitioner has attended the training, and how, if at all, Early Number with Numicon has impacted the learning environment (whether this be through structured activities and/or conversations during play time).

THINGS TO CONSIDER:

1. **The interior design of the setting – can we see maths in the learning environment in a way that is different from the previous visit?** Such as:
 - Are there posters with numbers on the walls (reflect on difference with visit one)?
 - Designs with numbers on the carpet (reflect on difference with visit one)?
 - Signs with numbers (reflect on difference with visit one)?
 - Examples of children’s work – these may not necessarily be visible / on display, but practitioners should be able to show examples when requested and it is good to know what is routinely on display and what is retrievable (reflect on difference with visit one)
 - Any Numicon specific resources ‘out’?
2. **Routine behaviour and language – reflect on current practice of routine behaviour and how this differs from visit one**
 - Do practitioners recite nursery rhymes with numbers? (e.g. books with a focus on numbers such as rhymes or counting in the story)
 - Do practitioners use numbers in their conversation with children (e.g. counting aloud? Using measures as part of play or cooking activities? Singing songs? Labelling drawers and equipment with numbers or maths shapes?)
3. **Structured learning - Are practitioners using suggested Early Number with Numicon activities with children?**
 - What is the learning sequence being delivered?
 - Is the activity delivery as per the activity booklet or are there adaptations that setting employ?
 - Are they using Numicon Manipulatives?
 - Are they using other materials in their sessions (other than Numicon Manipulatives)?
 - Do practitioners seem comfortable/confident delivering the Early Number with Numicon activities?
 - Which practitioners are involved?
 - Is it one practitioner, or more than one? Is the practitioner delivering the activities the one who is taking part in the Early Number with Numicon training, or someone else?

- Who is taking part in the activities?
 - Is it all children, or just some? What is the split in the group, if any?
 - If just some, what are the other children doing instead?
 - Are the children who are taking part in Early Number with Numicon happily engaged in the activity? Do they appear distracted? If so, is the practitioner able to re-engage them?
- How are the Numicon manipulatives being used?
 - Are practitioners modelling working from the bottom up during the activity?
 - How are they making use of the shapes and colours of the manipulatives and pegs?
- What language is the practitioner using? Is the visual representation matching the language used by the practitioner? (e.g. is the distinction between size and quantity clear?)

4. Free play activities with numbers

- Are they adult-initiated, or child-led?
- Are they using Numicon manipulatives? Other objects?
- Do practitioners sit with children when they use the Numicon manipulatives or are the children left to play on their own?

5. If practitioners are not using the Early Number with Numicon programme, are they delivering any other structured sessions to teach mathematics?

- Are these activities adult initiated or child-led? What is the balance between the two?
- Do practitioners seem comfortable/confident delivering these sessions?
- Is it just one practitioner delivering this session or more than one?
- Do practitioners use resources, operatives or flashcards? If so, are they externally sourced or made inhouse?
- Are all children taking part in the activity, or just some? What is the split in the group, if any?
 - If just some, what are the other children doing instead?
- Are the children happily engaged in the activity? Do they appear distracted? If so, is the practitioner able to re-engage them?

Endline settings observation guide

The purpose of the second observation at the settings is to gain an understanding of how settings have, if at all, implemented the Early Number with Numicon programme (for example, are they delivering the programme as intended?) This is about understanding what the numeracy practices look like once the practitioner has attended all of the training, and how, if at all, Early Number with Numicon has impacted the learning environment (whether this be through structured activities and/or conversations during play time).

Note: There is no expectation that settings should still be delivering Numicon during our visit – we want to do an observation of a numeracy activity but this doesn't necessarily have to be Numicon.

THINGS TO CONSIDER:

1. **The interior design of the setting – can we see maths in the learning environment in a way that is different from the previous visit?** INTERVIEWER NOTE: It may not be possible for all settings to do this, so take into account. For example, childminders are less likely to decorate their home with nursery style posters.

Such as:

- Are there posters with numbers on the walls (reflect on difference with visit one)?
 - Designs with numbers on the carpet (reflect on difference with visit one)?
 - Signs with numbers (reflect on difference with visit one)?
 - Examples of children's work – these may not necessarily be visible / on display, but practitioners should be able to show examples when requested and it is good to know what is routinely on display and what is retrievable (reflect on difference with visit one)
 - Any Numicon specific resources 'out'?
2. **Routine behaviour and language – reflect on current practice of routine behaviour and how this differs from visit two**
 - Do practitioners recite nursery rhymes with numbers? (e.g. books with a focus on numbers such as rhymes or counting in the story)
 - Do practitioners use numbers in their conversation with children (e.g. counting aloud? Using measures as part of play or cooking activities? Singing songs? Labelling drawers and equipment with numbers or maths shapes?)
 - Do the children recognise the Numicon manipulatives and resources, i.e. does it look like they are using them routinely?
 3. **Structured learning - Are practitioners using suggested Early Number with Numicon activities with children? How does this compare to the second visit?**
 - What is the learning sequence being delivered?
 - Is the activity delivery as per the activity booklet or are there adaptations that setting employ?
 - Are they using Numicon manipulatives?
 - Are they using other materials in their sessions (other than Numicon manipulatives)?
 - Do practitioners seem comfortable/confident delivering the Early Number with Numicon activities? How does this compare to the second visit?
 - Which practitioners are involved?

- Is it one practitioner, or more than one? Is the practitioner delivering the activities the one who has taken part in the Early Number with Numicon training, or someone else?
- Who is taking part in the activities?
 - Is it all children, or just some? What is the split in the group, if any?
 - If just some, what are the other children doing instead?
 - Are the children who are taking part in the Early Number with Numicon activity happily engaged? Do they appear distracted? If so, is the practitioner able to re-engage them?
 - Has children's engagement with the activities changed since the second visit?
- How are the Numicon manipulatives being used?
 - Are practitioners modelling working from the bottom up during the activity?
 - How are they making use of the shapes and colours of the manipulatives and pegs?
- What language is the practitioner using? Is the visual representation matching the language used by the practitioner? (e.g. is the distinction between size and quantity clear?)

4. Free play activities with numbers

- Are they adult-initiated, or child-led?
- Are they using Numicon manipulatives? Other objects?
- Do practitioners sit with children when they use the Numicon manipulatives or are the children left to play on their own?

5. If practitioners are not using the Early Number with Numicon programme, are they delivering any other structured sessions to teach mathematics?

- Are these activities adult initiated or child-led? What is the balance between the two?
- Do practitioners seem comfortable/confident delivering these sessions?
- Is it just one practitioner delivering this session or more than one?
- Do practitioners use resources, operatives or flashcards? If so, are they externally sourced or made inhouse?
- Are all children taking part in the activity, or just some? What is the split in the group, if any?
 - If just some, what are the other children doing instead?
- Are the children happily engaged in the activity? Do they appear distracted? If so, is the practitioner able to re-engage them?

6. Other general reflections since the second visit

- Have any examples of good practice emerged since the second visit? If yes, can any of these be linked directly to the training provided?
- Any other noticeable differences not mentioned above since the second visit?
- Any unexpected changes – positive or negative?

Baseline training observation guide

The purpose of the observation of the training session is to gain an understanding of the content that is being delivered, the style of the delivery, and how it is experienced by trainees, who are practitioners in the setting – fidelity and effectiveness of training. We will consider length of sessions, structure of session, training style and the dynamics between the trainers and practitioners during the session.

THINGS TO CONSIDER:

1. Structure of the session –
 - Is it clear what the learning objectives of the session is?
 - Does the session flow with learning building up in small, manageable steps so that it is easy/clear for practitioners
 - Is the balance of theory and practice suitable for the practitioners?
 - Does the session support their understanding of Numicon pedagogy, how to use the resources and deliver the sessions?
 - What is the length of the session – Does it feel rushed? Does it feel like there is a lot of spare time?
 - Are there sufficient breaks during the session? Too many or too few? Do practitioners appear tired, uncomfortable or unengaged?
2. Content of the session –
 - Did the session deliver on what was expected? Did it achieve the stated objectives?
 - Did the session deliver the expected amount of content?
3. Trainer style of delivery –
 - Is the trainer engaging?
 - Do trainers notice any practitioners who are struggling/not engaging? If so, did trainers intervene to support and re-engage?
 - Do trainers encourage everyone to participate?
 - Do trainers respond to the needs of practitioners e.g. by adjusting their content?
 - Are trainers pitching their delivery at the right level?
4. Practitioners' engagement –
 - Do practitioners seem engaged? Are they taking notes? Asking questions?
 - What is the level of participation in discussions?

- Is anyone expressing concerns? If so, what are these?
- Are practitioners seeking support/clarification?
- Are practitioners asking questions and responding to trainer questions? How do practitioners interact with the trainer? And with each other?

Midline training observation guide

The purpose of the observation of the training session is to gain an understanding of the content that is being delivered, the style of the delivery, and how it is experienced by trainees (practitioners)– fidelity and effectiveness of training. We will consider length of sessions, structure of session, training style and the dynamics between the trainers and practitioners during the session.

THINGS TO CONSIDER:

1. Feedback from practitioners – were practitioners asked for feedback on the programme? What did they share?
 - How did they feel the programme has been going? What reflections did they have?
 - What did they share about how the programme has been received by children in their setting?

2. Structure of the session
 - Is it clear what the learning objectives of the session were?
 - Were the below objectives stated clearly?
 - To review and evaluate the learning sequences from the Getting started and Pattern sections of the Early Number with Numicon programme with pre-school children
 - To understand how Numicon supports counting and comparison
 - To be confident in using Early Number with Numicon materials and resources to support pre-school children’s understanding of counting and comparison
 - Does the session flow with learning building up in small, manageable steps so that it is easy/clear for practitioners
 - Is the balance of theory and practice suitable for the practitioners?
 - Does the session support their understanding of Early Number with Numicon pedagogy, how to use the resources and deliver the sessions?
 - What is the length of the session – Is it about right? Does it feel rushed? Does it feel like there is a lot of spare time?
 - Are there sufficient breaks during the session? Too many or too few? Do practitioners appear tired, uncomfortable or unengaged?

3. **Content of the session**
 - Did the session deliver on what was expected? Did it achieve the stated objectives?
 - Did the session deliver the expected amount of content?
 - Were the topics of counting below covered? In how much depth?
 - Counting, including:

- Oral counting
- Object counting
- Subitising ('how many' without counting)
- Linking counting to themes already going on in setting – how to capture children's interest
- If not, why not? How well were changes in content of the session highlighted or explained?
- Was it clear what practitioners were required to do after the session?
- Actions:
 - To meet with their learning partner or 'buddy' to share their experiences so far (if possible)
 - Complete Topic 3 Counting (Learning sequences 6 and 7) plus reflections
 - Start Topic 4 Comparison (Learning sequence 8) plus reflection
 - Email copies of their reflection sheets 6-8 to the Numicon team by 9th December

4. Trainers style of delivery

- Are the trainers engaging?
- Do trainers notice any practitioners who are struggling/not engaging? If so, did trainers intervene to support and re-engage?
- Do trainers encourage everyone to participate?
- Do trainers respond to the needs of practitioners e.g. by adjusting their content?
- Are trainers pitching their delivery at the right level?

5. Practitioners' engagement

- Do practitioners seem engaged? Are they taking notes? Asking questions?
- What is the level of participation in discussions?
- Is anyone expressing concerns? If so, what are these?
- Are practitioners seeking support/clarification?
- Are practitioners asking questions and responding to trainers' questions? How do practitioners interact with the trainers? And with each other?

Endline training observation guide

The purpose of the observation of the training session is to gain an understanding of the content that is being delivered, the style of the delivery, and how it is experienced by trainees (practitioners)– fidelity and effectiveness of training. We will

consider length of sessions, structure of session, training style and the dynamics between the trainers and practitioners during the session.

THINGS TO CONSIDER:

1. Feedback from practitioners – were practitioners asked for feedback on the programme? What did they share?

- How did they feel the programme has been going? What reflections did they have?
- What did they share about how the programme has been received by children in their setting?

2. Structure of the session

- Is it clear what the learning objectives of the session were?
- Were the session's objectives stated clearly?
- Does the session flow with learning building up in small, manageable steps so that it is easy/clear for practitioners
- Is the balance of theory and practice suitable for the practitioners?
- Does the session support their understanding of Early Number with Numicon pedagogy, how to use the resources and deliver the sessions?
- What is the length of the session – Is it about right? Does it feel rushed? Does it feel like there is a lot of spare time?
- Are there sufficient breaks during the session? Too many or too few? Do practitioners appear tired, uncomfortable or unengaged?

3. Content of the session

- Did the session deliver on what was expected? Did it achieve the stated objectives?
- Did the session deliver the expected amount of content?
- If not, why not? How well were changes in content of the session highlighted or explained?
- Was it clear what practitioners were required to do after the session (if anything)?

4. Trainer's style of delivery

- Are the trainers engaging?
- Do trainers notice any practitioners who are struggling/not engaging? If so, did trainers intervene to support and re-engage?
- Do trainers encourage everyone to participate?

- Do trainers respond to the needs of practitioners e.g. by adjusting their content?
- Are trainers pitching their delivery at the right level?

5. Practitioners' engagement

- Do practitioners seem engaged? Are they taking notes? Asking questions?
- What is the level of participation in discussions?
- Is anyone expressing concerns? If so, what are these?
- Are practitioners seeking support/clarification?
- Are practitioners asking questions and responding to trainers' questions? How do practitioners interact with the trainers? And with each other?

Appendix G: Surveys

Baseline setting lead survey

Landing page

ASK ALL

S1: Welcome to the survey.

The Early Number with Numicon programme is a 14-week professional development programme designed to support childminders and practitioners in the private, voluntary, and independent nursery settings to develop their confidence in delivering numeracy sessions. The programme uses Numicon manipulatives, which are tools used by practitioners to help children develop their numeracy skills. The programme has been developed by Oxford University Press (OUP).

Your setting is about to or has just started the Early Number with Numicon programme. This first survey will collect information about your setting experience up until now in relation to signing up and preparing to deliver Early Number with Numicon. We will contact you again in March 2025 to hear how your setting implemented Early Number with Numicon in 2024/25.

To thank you for taking part, we will give you a £10 voucher after the completion of each survey. For more information on how your data will be used, you can read the survey privacy notice [here](#). Please click 'Next' below to begin.

Further information:

This study is being administered by IFF Research on the behalf of The Education Endowment Foundation (EEF)

If you have any questions about the research or the survey you can email IFF research at Numicon_Pilot_Study@iffresearch.com

If you have questions about the Early Number with Numicon programme, please contact the team at Oxford University Press (OUP) at numicon.trial@oup.com.

When completing the survey please only use the 'previous' and 'next' buttons at the bottom of the page, not the 'back' and 'forward' buttons in your browser. Motivation for your setting to join the programme

A Motivation for your setting to join the programme

Ask all

A1 Which of the following options best describes your setting's motivation for signing-up for the Early Number with Numicon programme?

MULTICODE

To improve the numeracy skills amongst children in my setting	1	
To help address a specific need in the maths/numeracy development amongst children in my setting	2	
I wanted more maths/numeracy related Professional Development (PD) for my staff	3	
To implement a new approach to teaching early years numeracy skills	4	

To improve my staff's confidence teaching numeracy skills	6	
My member of staff was interested in it	7	
The reputation of Numicon	8	
Wanting more PD in using Numicon specifically	9	
Other (write in)	10	
Don't know	11	

Ask all

A2 Do you have any concerns about your member of staff participating in the Early Number with Numicon programme?

SINGLE CODE

Yes	1	
No	2	
Don't know	3	

Ask all with concerns (A2=1)

A3 What are your concerns about your member of staff participating in the Early Number with Numicon programme? (You may select as many options as apply.)

MULTICODE

Competing priorities (e.g. other programmes, training)	1	
Lack of staff capacity to undertake the training	2	
The time requirement in relation to delivering the Early Number with Numicon programme	3	
Ensuring that the needs of other children are met while delivering the Early Number with Numicon programme	4	
Other (write in)		
Prefer not to say		

B Setting understanding of requirements / engagement

Ask all

B1 The programme requires your member of staff to take part in four mandatory PD sessions over 14 weeks and deliver up to 11 activities to children in your setting. How confident are you that your member of staff will be able to fulfil these training requirements?

SINGLE CODE. ONE PER ROW. READ OUT

	Not confident at all	Slightly confident	Somewhat confident	Fairly confident	Completely confident	Don't Know
_1 Attend all the mandatory PD sessions	1	2	3	4	5	6
_2 Deliver all the required activities	1	2	3	4	5	6

Ask all

B2 Have you attended, or will you be able to attend, the first Early Number with Numicon programme PD session with your practitioner?

SINGLE CODE

Yes	1	
No	2	
Don't know	3	

C Experiences of Early Number with Numicon and other maths/numeracy-related training within the setting

Ask all

C1 One of your members of staff has just started the Early Number with Numicon programme. Before they signed up to take part, how would you describe the use of Numicon within your setting?

SINGLE CODE

We have never used Numicon in this setting	1	
I had heard of it, but we have never used it to deliver maths in this nursery	2	
We have delivered maths in the early years with Numicon before, but not at the moment	3	
We use Numicon in this setting, but staff are not always sure how best to use it	4	
We use Numicon in this setting, and staff are confident how to use it	5	

If used before (C1= 3)

C2 How often did you use Numicon in your setting?

SINGLE CODE

Daily	1	
Between 2 and 4 times a week	2	
About once a week	3	
Less than once a week	4	
We use it with at least some children, but not routinely (e.g. children with special needs or a disability, specific attainment groups)	5	

Ask all

C3 During the last two years, has your setting undertaken any other maths/numeracy -related PD programmes?
SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

Ask if C3=1

C4 Please provide further detail including the name of the programmes, how long it took staff to complete (number of days), and provide information about the staff who completed it as part of their role.

WRITE IN		
Don't know	1	

Ask all

C5 Other than adopting the Early Number with Numicon programme, does your setting have any other PD planned for 2024/25?
SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

D Additional setting information

Ask all

D1 We have a few questions about the 3 and 4 year old children you look after, who will be taking part in the pilot. What proportion of these children have identified or suspected SEND?

WRITE IN PERCENTAGE		
Don't know	1	

Ask all

D2 What proportion of these children are entitled to Early Years Pupil Premium (EYPP)?

WRITE IN PERCENTAGE		
Don't know	1	

E Incentive

Ask all

E1 Thank you for taking part in this survey.

As a thank you for taking part in this survey, we would like to offer you a £10 voucher – would you like an Amazon or Paypal voucher?

SINGLE CODE

Amazon	1	
Paypal	2	
Neither – I do not want the £10 voucher	3	

E2 Which email address shall we use to send this voucher to you?

SINGLE CODE

WRITE IN

E3 Many thanks again for taking part in this survey. We will contact you again in March 2025 to hear how your setting implemented Early Number with Numicon in 2024/25. To thank you for taking part, we will give you a £10 voucher after the completion of the survey.

For more information on how your data will be used, you can read the survey privacy notice [here](#). If you have any questions about the research or the survey you can email IFF research at Numicon_Pilot_Study@iffresearch.com. If you have questions about the Early Number with Numicon programme, please contact Oxford University Press (OUP) at numicon.trial@oup.com.

Baseline practitioner survey

S1: Welcome to the survey.

The Early Number with Numicon programme is a 14-week professional development programme designed to support childminders and practitioners in the private, voluntary, and independent nursery settings to develop their confidence in delivering numeracy sessions. The programme uses Numicon manipulatives, which are tools used by practitioners to help children develop their numeracy skills. The programme has been developed by Oxford University Press (OUP).

You are about to start, or have just started, the Early Number with Numicon programme. This first survey will collect information about your experiences up until now in relation to preparing to deliver Early Number with Numicon in 2024/25. We will contact you again once you have completed some of your training, and again once the programme is over – to hear your views. To thank you for taking part, we will give you a £10 voucher after the completion of each survey.

For more information on how your data will be used, you can read the survey privacy notice [here](#). Please click ‘Next’ below to begin.

Further information:

The evaluation of the Early Number with Numicon programme is being carried out by IFF Research on behalf of The Education Endowment Foundation (EEF)

If you have any questions about the research or the survey, you can email IFF research at Numicon_Pilot_Study@iffresearch.com

If you have questions about the Early Number with Numicon programme, please contact Oxford University Press (OUP) at numicon.trial@oup.com.

When completing the survey please only use the ‘previous’ and ‘next’ buttons at the bottom of the page, not the ‘back’ and ‘forward’ buttons in your browser.

A Background information about the practitioner

Ask all

A1 Firstly, how long have you been working in the early years sector?

SINGLE CODE

Less than 1 year	1	
1-2 years	2	
3-5 years	3	
6-9 years	4	
10+ years	5	
Prefer not to say	6	

Ask all

- A2 [IF SETTING TYPE IN PRACTITIONER SAMPLE = PVI] **And how long have you been working in the nursery that you currently work in?** [IF SETTING TYPE IN PRACTITIONER SAMPLE = Childminder] **And how long have you been a childminder?**
SINGLE CODE

Less than 1 year	1	
1-2 years	2	
3-5 years	3	
6-9 years	4	
10+ years	5	
Prefer not to say	6	

Ask all

- A3 **We are interested in what types of qualifications are held by practitioners taking part in the Early Number with Numicon programme. As a reminder, there is no required qualifications needed to take part in the Early Number with Numicon programme.**

What is the highest level of Early Years or teaching qualification you hold?

EXPANDO TEXT: Not sure what level your qualification is?

QUALIFICATION LEVEL EXAMPLE QUALIFICATIONS

LEVEL 6 OR HIGHER	<ul style="list-style-type: none"> • Qualifications that lead to Early Years Teacher Status (EYTS) • Qualifications that lead to Early Years Professional Status (EYPS) • Qualifications that lead to Qualified Teacher Status (QTS) • Early Years/Childcare or teaching related Honours degree
LEVEL 5	<ul style="list-style-type: none"> • Level 5 Diploma in Leadership for the Children’s & Young People’s Workforce – Early Years • FdA Early Years and Education • Foundation Degree in Montessori Early Childhood Practice • Level 5 HND Diploma in Advanced Practice in Early Years Education • Level 5 Diploma for the Early Years Senior Practitioner • Foundation Degree Arts Children and Young People – Pathway Early Years with Practitioner Status • Learning and Development from Early Years to Adolescence (0-19) FdA • Early Years Lead Practitioner (Level 5)
LEVEL 4	<ul style="list-style-type: none"> • Certificate of Higher Education (Cert HE) in Montessori Early Childhood Practice • Level 4 Diploma in Steiner Waldorf Early Childhood Studies • Level 4 Higher National Certificate in Early Childhood Education and Care • Level 4 HNC Diploma in Advanced Practice in Early Years Education

LEVEL 3	<ul style="list-style-type: none"> • Level 3 Diploma in Children’s Learning and Development • Level 3 Diploma for the Early Years Workforce • Level 3 Diploma in Early Years Education and Care • Level 3 Diploma in Holistic Baby and Child Care • Level 3 Diploma for the Early Years Practitioner • Level 3 National Diploma in Children’s Play, Learning and Development • Level 3 Diploma for the Children and Young People’s Workforce
LEVEL 2	<ul style="list-style-type: none"> • Level 2 Diploma for the Early Years Practitioner • Level 2 Diploma in Children’s Play, Learning and Development • BTEC Level 2 Diploma for Early Years Practitioners • Level 2 Children and Young People’s Workforce (CYPW) Intermediate Apprenticeship Framework (early years pathway)
LEVEL 1	<ul style="list-style-type: none"> • Childcare related Level 1 vocational qualifications (e.g. NVQ) • BTEC Awards, Certificates and Diplomas at Level 1
OVERSEAS QUALIFICATION	<ul style="list-style-type: none"> • If you have overseas qualifications and no English Early Years or Teaching qualifications. (Scottish, Welsh and Northern Irish qualifications count as overseas)

SINGLE CODE

Level 6 or higher	1	
Level 5	2	
Level 4	3	
Level 3	4	
Level 2	5	
Level 1	6	
Overseas qualification(s)	7	
No relevant qualifications	8	
Prefer not to say	9	

B Thinking about your knowledge and confidence in maths

Ask all

B1 On a scale of 0 – 10, where 0 is very low and 10 is very high, how would you rate your...

SINGLE CODE. ONE PER ROW. READ OUT.

	0	1	2	3	4	5	6	7	8	9	10	11
_1 Ability in maths	0	1	2	3	4	5	6	7	8	9	10	11
_2 Confidence with maths	0	1	2	3	4	5	6	7	8	9	10	11
_3 Knowledge of how to deliver maths in the early years	0	1	2	3	4	5	6	7	8	9	10	11
_4 Confidence in delivering maths in the early years	0	1	2	3	4	5	6	7	8	9	10	11
_5 Ability to teach children in the early years to count	0	1	2	3	4	5	6	7	8	9	10	11
_6 Ability to teach children in the early years simple calculations	0	1	2	3	4	5	6	7	8	9	10	11

Ask all

B2 To what extent do you agree or disagree with the following: I am confident in my knowledge of....

SINGLE CODE PER ROW

	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree	Don't Know
_1 What nursery aged children in my setting know about maths when they first enter	1	2	3	4	5	6
_2 How to incorporate numeracy skills into other activities (e.g. art)	1	2	3	4	5	6
_3 The best practices and strategies for helping nursery aged children learn maths	1	2	3	4	5	6
_4 Local or national numeracy standards for nursery aged children (for example EYFS results)	1	2	3	4	5	6
_5 What to do next if a child doesn't understand a mathematical concept	1	2	3	4	5	6

Ask all

B3 And to what extent do you agree or disagree with the following: I am confident in my ability to...

SINGLE CODE PER ROW

	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree	Don't Know
_1 Gauge what nursery aged children know about numeracy	1	2	3	4	5	6
_2 Set reasonable numeracy goals for nursery aged children	1	2	3	4	5	6

_3 Plan activities to help nursery aged children learn numeracy	1	2	3	4	5	6
_4 Further children's numeracy knowledge when they make spontaneous numeracy comments/discoveries	1	2	3	4	5	6
_5 Decide on the best ways to assess children's numeracy knowledge and understanding throughout the year	1	2	3	4	5	6

C Thinking about your previous experience in delivering numeracy

Ask all

C1 On a scale of 0 – 10, where 0 is no experience and 10 is a lot of experience, how much previous experience do you have in delivering numeracy in the early years?

SINGLE CODE.

	0	1	2	3	4	5	6	7	8	9	10	11
--	---	---	---	---	---	---	---	---	---	---	----	----

Ask all

C2 You are about to start, or have just started, the Early Number with Numicon programme. Before you signed up to take part, how would you describe your familiarity with Numicon?

SINGLE CODE.

I had never heard of Numicon	1	
I had heard of it, but never used it to deliver maths in the early years	2	
I have delivered maths in the early years with Numicon before, but not at the moment	3	
We use Numicon in my setting, but I am not always sure how best to use it	4	
We use Numicon in my setting, and I am confident how to use it	5	

Currently use Numicon (C2= 4 or 5)

C3 How often did you use Numicon in your setting?

SINGLE CODE

Daily	1	
Between 2 and 4 times a week	2	
About once a week	3	
Less than once a week	4	
We use it with some children, but not routinely (e.g. children with special needs or a disability, specific attainment groups)	5	

Used to use Numicon (C2= 3)

C4 When did you last use Numicon?

Within the last month	1	
Between a month and six months ago	2	
Between six months and a year ago	3	
More than a year ago	4	
Can't remember/don't know	5	

D Thinking about other Maths/Numeracy related Continuing professional development programmes

Ask all

D1 Are you currently involved with the delivery of any other numeracy programmes in addition to this one within your setting?
SINGLE CODE

Yes	1	
No	2	
Don't know	3	

Those delivering programmes (D1=1)

D2 And which numeracy programmes are you currently delivering within your setting? For example, Maths Champions or the One Programme.

WRITE IN		
Don't know	1	

Ask all

D3 Have you undertaken any other early years numeracy or maths-related continuous professional development (CPD) programme in the last 3 years?
SINGLE CODE

Yes	1	
No	2	
Don't know	3	

Ask if have received training (D3=1)

D4 What CPD programme have you had in delivering maths/numeracy in the early years? Please provide the name of the programme, including how long it took you to complete the CPD programme (number of days).

WRITE IN		
Don't know	1	

E Maths/numeracy related approaches in your setting

E1 We want to find out more about what usual math/numeracy teaching looks like for 3 to 4 year olds. Do you use do any of the following to assist in the delivery of numeracy in your setting at the moment? (You may select as many options as apply.)

MULTICODE

Paper-based published resources, such as activity sheets	1	
Digital resources, such as games, videos, stories that link with maths	2	
Manipulatives, such as counters, blocks, shapes, clock dials, number wheels	3	
Something else (please specify)	4	
We don't use any maths resources	5	SINGLE CODE
I do not currently assist in the delivery of maths	6	SINGLE CODE
Don't know	7	

Ask to only childminders

F Childminder module

ask all childminders [IF SETTING TYPE IN PRACTITIONER SAMPLE = CHILDMINDER]

F1 Which of the following options best describes your motivation for signing-up for the Early Numbers with Numicon programme? (You may select as many options as apply.)

MULTICODE

To help improve the numeracy skills of the children I care for	1	
To help address specific need in the math/numeracy development for the children I care for	2	
I want more math/numeracy related Professional Development (PD)	3	
To implement a new approach to teaching early years numeracy	4	
To improve my confidence teaching numeracy skills	5	
The reputation of Numicon	6	
I want more PD in using Numicon specifically	7	
Other (write in)	6	

Ask all

F2 **Do you have any concerns about participating in the Early Number with Numicon programme?**
SINGLE CODE

Yes	1	
No	2	
Don't know	3	

Ask all with concerns (F2=1)

F3 What are your concerns about participating in the Early Number with Numicon programme?

MULTICODE

Competing priorities (e.g. other programmes, training)	1	
Lack of capacity to undertake the training	2	
The time requirement in relation to delivering the Early Number with Numicon programme	3	
Ensuring that the needs of other children are met while delivering Early Number with Numicon	4	
Other (write in)	5	
Prefer not to say	6	

Ask all

F4 The programme requires you to take part in four mandatory PD sessions over 14 weeks and deliver up to 11 activities to children in your setting. How confident are you in your ability fulfil these training requirements?

SINGLE CODE. ONE PER ROW. READ OUT

	Not confident at all	Slightly confident	Somewhat confident	Fairly confident	Completely confident	Don't Know
_1 Attend all the mandatory PD sessions	1	2	3	4	5	6
_2 Deliver all the required activities	1	2	3	4	5	6

Ask all

F5 We have a few questions about the 3 and 4 year old children you look after, who will be taking part in the pilot. What proportion of these children have identified or suspected SEND?

WRITE IN PERCENTAGE		
Don't know	1	

Ask all

F6 What proportion of these children are entitled to Early Years Pupil Premium (EYPP)?

WRITE IN PERCENTAGE		
Don't know	1	

G Incentive

Ask all

G1 Thank you for taking part in this survey. As a thank you for taking part in this survey, we would like to offer you a £10 voucher – would you like an Amazon or Paypal voucher?

Amazon	1	
Paypal	2	
Neither – I do not want the £10 voucher	3	

If G2=1 or 2

G2 Which email address shall we use to send this voucher to you?

WRITE IN

G3 Many thanks again for taking part in this survey. We will contact you about taking part in another survey once you have completed some of your training, and again once the programme is completed – to hear your views. To thank you for taking part, we will give you a £10 voucher after the completion of each survey.

For more information on how your data will be used, you can read the survey privacy notice [here](#). Please click 'Next' below to begin. If you have any questions about the research or the survey you can email IFF research at Numicon_Pilot_Study@iffresearch.com. If you have questions about the Early Number with Numicon programme, please contact Oxford University Press (OUP) at numicon.trial@oup.com.

Midline practitioner survey

S Landing page

ASK ALL

Many thanks again for taking part in this survey. We will contact you about taking part in another survey once you have completed some of your training, and again once the programme is completed – to hear your views. To thank you for taking part, we will give you a £10 voucher after the completion of each survey.

Welcome to the second survey about the Early Number with Numicon programme.

Thank you for taking part in the first Early Number with Numicon programme survey in September. We are now asking you to complete a second short survey about your experience in relation to preparing to deliver and delivering Early Number with Numicon so far. We will contact you again once the programme is over – to hear how you have been implementing Early Number with Numicon. To thank you for taking part, we will give you a £10 voucher after the completion of each survey.

For more information on how your data will be used, you can read the survey privacy notice [here](#). Please click 'Next' below to begin.

Further information:

- The evaluation of the Early Number with Numicon programme is being carried out by IFF Research on behalf of The Education Endowment Foundation (EEF)
- If you have any questions about the research or the survey you can email IFF research at Numicon_Pilot_Study@iffresearch.com
- If you have questions about the Early Number with Numicon programme, please contact Oxford University Press (OUP) at numicon.trial@oup.com.
- When completing the survey please only use the 'previous' and 'next' buttons at the bottom of the page, not the 'back' and 'forward' buttons in your browser.

A Training sessions

If attended at least 1 training (TRAINING ATTENDANCE = 1 OR 2)

A1 Thinking back to the training sessions you have attended so far as part of the programme, how would you rate....

	Very poor					Very good	Don't Know
_1 The information you received prior to the training sessions	1	2	3	4	5	6	
_2 The quality of the trainer/s	1	2	3	4	5	6	
_3 The quality of the training materials, in terms of clarity, relevance and usefulness	1	2	3	4	5	6	

If attended at least 1 training (TRAINING ATTENDANCE = 1 OR 2)

A2 Following the training sessions, how clear are the following elements of the Early Number with Numicon programme? 1 is not at all clear and 5 is very clear.

	Not clear					Very clear	Don't Know
_1 The number of weeks the Early Number with Numicon programme is delivered	1	2	3	4	5	6	
_2 The requirements in relation to setting up the delivery of Early Number with Numicon (e.g. staff training)	1	2	3	4	5	6	
_3 The requirements in relation to Early Number with Numicon delivery	1	2	3	4	5	6	
_4 The potential benefits of Early Number with Numicon to children	1	2	3	4	5	6	

If attended September training (SEP TRAINING = 1)

A3 Thinking back to the first training session (delivered in-person in September), to what extent do you agree or disagree with the following statements:

	Strongly disagree			Strongly agree			Not applicable
_1 The training session has enhanced my understanding of how the Early Number with Numicon programme supports early mathematics learning	1	2	3	4	5	6	
_2 I am familiar with some of the key teaching strategies used in the Early Number with Numicon programme (e.g. creating Numicon patterns etc.) as a result of participating in the first training session	1	2	3	4	5	6	
_3 This training session was useful in preparing me to deliver the Early Number with Numicon programme effectively	1	2	3	4	5	6	
_4 The information provided was clear	1	2	3	4	5	6	
_5 The information provided during the training session was useful for delivering the Early Number with Numicon sessions	1	2	3	4	5	6	
_6 The time needed to attend the training session was appropriate	1	2	3	4	5	6	

	Strongly disagree			Strongly agree			Not applicable
_7 I could ask questions specific to my setting	1	2	3	4	5	6	
_8 Trainers provided useful answers to my questions	1	2	3	4	5	6	

If attended November training (NOV TRAINING = 1)

A4 Thinking back to the second training session (delivered online in November), to what extent do you agree or disagree with the following statements:

	Strognly disagree			Strongly agree			Not applicable
_1 The training session has enhanced my understanding of how the Early Number with Numicon programme supports early mathematics learning	1	2	3	4	5	6	
_2 I am familiar with some of the key teaching strategies used in the Early Number with Numicon programme (e.g. creating Numicon patterns etc.) as a result of participating in the <u>second</u> training session	1	2	3	4	5	6	
_3 The training session was useful in preparing me to deliver the Early Number with Numicon programme effectively	1	2	3	4	5	6	
_4 The information provided was clear	1	2	3	4	5	6	
_5 The information provided during the training session was useful for delivering the Early Number with Numicon sessions	1	2	3	4	5	6	
_6 The time needed to attend the training session was appropriate	1	2	3	4	5	6	
_7 I could ask questions specific to my setting	1	2	3	4	5	6	
_8 Trainers provided useful answers to my questions	1	2	3	4	5	6	

If missed at least 1 training (IF SEP OR NOV TRAINING = 2)

A5 If you missed one of the training sessions, could you please specify the reason(s) why?
MULTICODE

I had other commitments scheduled on the same day as the training	1	
I was not invited to participate	2	
I was unaware of the training	3	
I was on leave at the time (e.g. annual leave, sick leave etc.)	4	
Other (please specify)	5	
Don't know	6	EXCLUSIVE
None of these	7	EXCLUSIVE

If missed at least 1 training (SEP OR NOV TRAINING = 2)

A6 Have you been able to 'catch up' with the training you missed, and if so, how?

WRITE IN		
No – I haven't caught up with the training	1	

If attended both training (TRAINING ATTENDANCE= 1)

A7 Having attended both an online and in person training session for the Early Number with Numicon programme, do you have a preference for either format?

I preferred attending online	1	
I preferred attending in person	2	
No preference	3	

If attended both training (TRAINING ATTENDANCE = 1)

A8 And why is this?

WRITE IN		
Don't know	1	

B Delivering Numicon

Ask all

B1 Since the training sessions, have you delivered any of the Early Number with Numicon activities in your setting ?

Yes	1	
No	2	

If delivered activities (B1=1)

B2 What has the size of the group typically been when you have delivered these activities?

One child	1	
2-3 children	2	
3-4 children	3	
4-5 children	4	

5 or more children	5	
--------------------	---	--

If delivered activities (B1=1)

B3 What are the ages of the children that you have delivered these activities to?

Only 3-4 year olds	1	
3-4 year olds, as well as other age groups (e.g. 2 years old, 5 year olds)	2	
Not 3-4 year olds at all (i.e. only other age groups)	3	

If not delivered activities (B1=2)

B4 Thank you. We are interested to learn more about why you might not have had the chance to deliver any of the activities set out in the training session. We are really interested in finding out how the Early Number with Numicon programme is working for settings, so your feedback is really useful and valuable. We won't be identifying you to the OUP trainers.

WRITE IN		
Don't know	1	

If delivered activities (B1=1)

B5 Which Early Number with Numicon activities have you delivered?

MULTICODE

Learning sequence 1 – Big and small	1	
Learning sequence 2 - Colour	2	
Learning sequence 3 – The same and not the same	3	
Learning sequence 4 – Recognising and copying patterns	4	
Learning sequence 5 - Creating Numicon patterns	5	
Learning sequence 6 – How many?	6	
Learning sequence 7 - Subitising	7	
Learning sequence 8 – Same quantity, different appearance	8	
Structured activities we designed ourselves in the setting	9	

If delivered activities (B1=1)

B6 Have you used any of the following Numicon resources as part of your delivery?

	YES	NO	Don't Know
_1 Box of Numicon shapes	1	2	3
_2 Baseboard	1	2	3
_3 Number Overlays	1	2	3
_4 Picture Overlays	1	2	3
_5 Pegs (80)	1	2	3
_6 Zig-Zag book	1	2	3
_7 Cuisenaire (small box)	1	2	3
_8 Big Foam Shapes	1	2	3
_9 Counters	1	2	3
_10 Pan balance	1	2	3

If used at least one material (B6=1 IN AT LEAST ONE INSTANCE)

B7 How useful have the following Numicon resources been for delivering the Early Number with Numicon programme so far?

	Extremely useful	Useful	Slightly useful	Not useful	Not applicable
_1 [IF USED AT B6] Box of Numicon shapes	1	2	3	4	5
_2 [IF USED AT B6] Baseboard	1	2	3	4	5
_3 [IF USED AT B6] Number Overlays	1	2	3	4	5
_4 [IF USED AT B6] Picture Overlays	1	2	3	4	5
_5 [IF USED AT B6] Pegs (80)	1	2	3	4	5
_6 [IF USED AT B6] Zig-Zag book	1	2	3	4	5
_7 [IF USED AT B6] Cuisenaire (small box)	1	2	3	4	5
_8 [IF USED AT B6] Big Foam Shapes	1	2	3	4	5
_9 [IF USED AT B6] Counters	1	2	3	4	5
_10 [IF USED AT B6] Pan balance	1	2	3	4	5

If delivered activities (B1=1)

B8 On a scale of 0 – 10, where 0 is very low and 10 is very high, how would you rate ...

	Very low										Very	Not applicable	Don't know
	1	2	3	4	5	6	7	8	9	10			
_1 Your confidence delivering the Early Number with Numicon activities	1	2	3	4	5	6	7	8	9	10	11	12	
_2 Your confidence adapting the Early Number with Numicon activities, if required	1	2	3	4	5	6	7	8	9	10	11	12	
_3 The children's engagement in the Early Number with Numicon activities	1	2	3	4	5	6	7	8	9	10	11	12	
_4 Children with English as an Additional Language (EAL) engagement in the Early Number with Numicon activities	1	2	3	4	5	6	7	8	9	10	11	12	
_5 Children with Special Educational Needs and Disabilities (SEND) engagement in the Early Number with Numicon activities	1	2	3	4	5	6	7	8	9	10	11	12	
_6 Children's enjoyment of the Early Number with Numicon activities	1	2	3	4	5	6	7	8	9	10	11	12	
_7 Your enjoyment of delivering the Early Number with Numicon activities	1	2	3	4	5	6	7	8	9	10	11	12	

If delivered activities (B1=1)

B9 Can you rate if you think the following has occurred for all, most or a few of your children taking part in the Early Number with Numicon programme – during or after the activities?

	All	Most	A few	None
_1 Children who have been part of an activity group have learnt something new	1	2	3	4
_2 Children who have been part of an activity group have improved their understanding of numbers	1	2	3	4
_3 Children recognise objects as big or small	1	2	3	4
_4 Children notice colour in the environment	1	2	3	4
_5 Children can recognise the physical attributes of objects as the same or not the same	1	2	3	4
_6 Children notice patterns in the environment	1	2	3	4
_7 Children recognise Numicon patterns	1	2	3	3
_8 Children create Numicon patterns using objects				
_9 Children use pattern to see how many objects without counting				
_10 Children know that objects within a collection can be individually different and still make the same pattern				

Ask all

B10 Have you used the Numicon resources more widely in your setting (e.g. as part of play, continuous provision, or in other topics)?

Yes	1	
No	2	
Don't know	3	

All who have used Numicon as part of continuous provision (B10=1)

B11 How have you done this?

WRITE IN		
Don't know	1	

C Fidelity measures

If delivered activities (B1=1)

C1 How often have you delivered an Early Number with Numicon activity with 3-4 year olds in your setting?

Daily	1	
A few times a week	2	
Once a week	3	
Less than once a week	4	
Don't know	5	

If do activities with Numicon less than weekly (C1=4 or 5)

C2 Are there any barriers preventing you from being able to deliver at least some Early Number with Numicon activities at least once a week?

WRITE IN		
Don't know	1	

If used Numicon with continuous provision (B10=1)

C3 You said you had delivered some play or continuous provision with Numicon resources, how often do you do this?

Daily	1	
At few times a week	2	

Once a week	3	
Less than once a week	4	
Don't know	5	

If do continuous provision with Numicon less than weekly (C3=4 or 5)

C4 Are there any barriers preventing you from being able to deliver some play or continuous provision with Numicon resources at least once a week?

WRITE IN		
Don't know	1	

D Delivery support

Ask all

D1 Have you heard about the support available to you as part of the programme from:

	YES	NO	Don't Know
_1 Learning partners / buddies (i.e. buddying up with other settings delivering the Early Number with Numicon programme)	1	2	3
_2 The OUP training leads	1	2	3

If any D1_X=1

D2 Have you accessed the support available from the.....:

	YES	NO	Don't Know
_1 [IF HEARD OF] Learning partners / buddies	1	2	3
_3 [IF HEARD OF] OUP training leads	1	2	3

If any D2_X=1

D3 And how useful has the access to each of the following been?

	Very useful					Not at all useful					Don't Know
	1	2	3	4	5	1	2	3	4	5	
_1 [IF USED – D2_1=1] Learning partners / buddies	1	2	3	4	5	6					
_2 [IF USED – D2_3=1] OUP training leads	1	2	3	4	5	6					

PVI only (SETTINGTYPE = 2)

D4 To what extent do you agree or disagree with the following statements:

	Strongly disagree			Strongly agree			Not applicable
_1 The time I have been allocated by my setting for the Early Number with Numicon training has been sufficient	1	2	3	4	5	6	
_2 The time I have been allocated by my setting to make preparations to deliver my Early Number with Numicon sessions has been sufficient	1	2	3	4	5	6	

E Incentive

Ask all

E1 Thank you for taking part in this survey.

As a thank you for taking part, we would like to offer you a £10 voucher – would you like an Amazon or Paypal voucher?

Amazon	1	
Paypal	2	
Neither – I do not want the £10 voucher	3	

If E1=1 OR 2

E2 Which email address shall we use to send this voucher to you?

WRITE IN

E3 Many thanks again for taking part in this survey. We will contact you about taking part in the third survey once the programme is completed – to hear your views on the third and fourth training session and delivery. To thank you for taking part, we will offer you a £10 voucher after the completion of each survey.

For more information on how your data will be used, you can read the survey privacy notice [here](#). Please click 'Next' below to begin. If you have any questions about the research or the survey you can email IFF research at Numicon_Pilot_Study@iffresearch.com. If you have questions about the Early Number with Numicon programme, please contact Oxford University Press (OUP) at numicon.trial@oup.com.

Endline setting lead survey

S Landing page

ASK ALL

Welcome to the final survey about the Early Number with Numicon programme.

Thank you for taking part in the first Early Number with Numicon programme survey in September 2024.

We are now asking you to complete a final short survey about your experience in relation to delivering Early Number with Numicon, and the programme overall.

To thank you for taking part, we will give you a £10 voucher after the completion of this survey.

For more information on how your data will be used, you can read the survey privacy notice [here](#). Please click 'Next' below to begin.

Further information:

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A Experiences of Early Number with Numicon

Ask all

A1 To what extent, as a setting lead, have you personally been involved in the delivery of the Early Number with Numicon programme? To note, there is no expectation of this, we are just interested to understand if this has happened.

SINGLE CODE

I am the person in the setting who delivers Early Number with Numicon activities the most	1	
I equally share delivery with the practitioner who attended the course	2	
The practitioner who attended the course leads delivery, and I sometimes deliver	3	
I have delivered a handful of times	4	
I have not been involved in any delivery	5	
Don't know	6	

Ask all

A2 On a scale of 0 – 10, where 0 is very low and 10 is very high, how would you rate your practitioner who has attended the Early Number with Numicon training and delivered the programme, in the following areas ...

SINGLE CODE PER ROW

	Very low high Very										Not applicable	Don't know
_1 Their confidence delivering the Early Number with Numicon activities	1	2	3	4	5	6	7	8	9	10	11	12
_2 Their confidence adapting the Early Number with Numicon activities, if required	1	2	3	4	5	6	7	8	9	10	11	12
_3 Their enjoyment of delivering the Early Number with Numicon activities	1	2	3	4	5	6	7	8	9	10	11	12

Ask all

A3 Other than the Early Number with Numicon programme, does your setting have any other PD planned for 2024/25?

SINGLE CODE

Yes	1	
No	2	
Don't know	3	

Ask all

A4 Are you continuing to deliver Early Number with Numicon activities in your setting following the end of the training sessions?

SINGLE CODE

Yes	1	
No	2	
Don't know	3	

B Costs

Ask all

B1 Other than the Numicon resources shared with you at the first training session (e.g. the Numicon manipulatives, the big foam shapes), have you purchased any other Numicon resources?

Yes (please specify)	1	
No	2	
Don't know	3	

Ask all

B2 And to deliver the Early Number with Numicon activities, have you purchased any other resources or supplies?

Yes (please specify)	1	
No	2	
Don't know	3	

IF B1 or B2 = 1

B3 And could you estimate what the cost of purchasing these additional supplies were?

Supplies	Cost	
	£	
Don't know	1	

C Barriers for nurseries

Ask all

C1 Have you experienced any of the following barrier to implementing the Early Number with Numicon programme in your setting?

MULTICODE

Competing priorities (e.g. other programmes, training)	1	
Lack of staff capacity to undertake the training	2	

The time requirement in relation to delivering the Early Number with Numicon programme	3	
Ensuring that the needs of other children are met while delivering the Early Number with Numicon programme	4	
Other (write in)	5	
Prefer not to say	6	

D Looking forward

Ask all

D1 Would you recommend the Early Number with Numicon programme to other nurseries?

Yes	1	
No	2	
Don't know	3	

If response is yes or no

D2 And why is this?

WRITE IN		
Don't know	1	

Ask all

D3 Do you intend to continue delivering the Early Number with Numicon programme to the next cohort of children in the 2025/26 academic year?

Yes	1	
No	2	
Don't know	3	

If not planning to or not sure continue delivery (D3=2 OR 3)

D4 If you are not intending to deliver the Early Number with Numicon programme in the next academic year, please can you tell us why?

MULTICODE

Limited capacity to deliver the Early Number with Numicon programme	1	
We do not think the Early Number with Numicon programme is having the desired impact on early numeracy skills	2	

We plan to deliver other programmes	3	
We do not think many children in the next cohort will be suitable to participate in the Early Number with Numicon programme	4	
Other (please specify)	5	
[DS: Only show if D3=3] We are waiting for the evaluation findings for this cohort	6	
Don't know	7	

IF planning to continue next year (D3=1)

D5 Do you plan to make any changes or adaptations to the Early Number with Numicon programme for future cohorts of children in your setting?

Yes	1	
No	2	
Not sure	3	

E Incentive

ASK ALL

E1 Thank you for taking part in this survey.

As a thank you for taking part in this survey, we would like to offer you a £10 voucher – would you like an Amazon or Paypal voucher?

SINGLE CODE

Amazon	1	
Paypal	2	
Neither – I do not want the £10 voucher	3	

IF E1=1 OR 2

E2 Which email address shall we use to send this voucher to you?

SINGLE CODE

WRITE IN

E3 Many thanks again for taking part in this survey.

For more information on how your data will be used, you can read the survey privacy notice [here](#). If you have any questions about the research or the survey you can email IFF Research at

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Endline practitioner survey

S Landing page

ASK ALL

Welcome to the final survey about the Early Number with Numicon programme.

Thank you for taking part in the first and second Early Number with Numicon programme surveys in September 2024 and November 2024.

We are now asking you to complete a final short survey about your experience in relation to delivering Early Number with Numicon, and the programme overall.

To thank you for taking part, we will give you a £10 voucher after the completion of this survey.

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- If you have any questions about the research or the survey you can email IFF research at Numicon_Pilot_Study@iffresearch.com
- If you have questions about the Early Number with Numicon programme, please contact Oxford University Press (OUP) at numicon.trial@oup.com.
- When completing the survey please only use the 'previous' and 'next' buttons at the bottom of the page, not the 'back' and 'forward' buttons in your browser.

A Final training session

If attended February training (FEB TRAINING = 1)

A1 Thinking back to the training session you attended on Saturday 1st February, to what extent do you agree or disagree with the following statements:

	Strongly disagree		Strongly agree			Not applicable
_1 The training session has enhanced my understanding of how the Early Number with Numicon programme supports early mathematics learning	1	2	3	4	5	6
_2 I am familiar with some of the key teaching strategies used in the Early Number with Numicon programme (e.g. creating Numicon patterns etc.) as a result of participating in the <u>first</u> training session	1	2	3	4	5	6
_3 The training session was useful in preparing me to deliver the Early Number with Numicon programme effectively	1	2	3	4	5	6
_4 The information provided was clear	1	2	3	4	5	6
_5 The information provided during the training session was useful for delivering the Early Number with Numicon sessions	1	2	3	4	5	6
_6 The time needed to attend the training session was appropriate	1	2	3	4	5	6
_7 I could ask questions specific to my setting	1	2	3	4	5	6
_8 Trainers provided useful answers to my questions	1	2	3	4	5	6

If not attended February training (FEB TRAINING = 2)

A2 You were not able to attend the training session on Saturday 1st February, could you please specify the reason(s) why?

MULTICODE

I had other commitments scheduled on the same day as the training	1	
I was not invited to participate	2	
I was unaware of the training	3	
I was on leave at the time (e.g. annual leave, sick leave etc.)	4	
Other (please specify)	5	
Don't know	6	EXCLUSIVE
None of these	7	EXCLUSIVE

If not attended February training (FEB TRAINING = 2)

A3 Have you been able to 'catch up' with the training you missed, and if so, how?

WRITE IN		
No – I haven't caught up with the training	1	

If attended at least 1 of in person and online (IF ONE SEPT OR FEB TRAINING = 1, AND ONE OF NOV TRAINING OR DECEMBER= 1)

A4 **Having attended both an online and in person training session for the Early Number with Numicon programme, do you have a preference for either format?**

I preferred attending online	1	
I preferred attending in person	2	
No preference	3	

B Knowledge and confidence in maths – end of programme

Ask all

B1 **On a scale of 0 – 10, where 0 is very low and 10 is very high, how would you rate your...**
SINGLE CODE. ONE PER ROW. READ OUT.

												DO NOT READ OUT: Prefer not to say
_1 Ability in maths	0	1	2	3	4	5	6	7	8	9	10	11
_2 Confidence with maths	0	1	2	3	4	5	6	7	8	9	10	11
_3 Knowledge of how to deliver maths in the early years	0	1	2	3	4	5	6	7	8	9	10	11
_4 Confidence in delivering maths in the early years	0	1	2	3	4	5	6	7	8	9	10	11
_5 Ability to teach children in the early years to count	0	1	2	3	4	5	6	7	8	9	10	11
_6 Ability to teach children in the early years simple calculations	0	1	2	3	4	5	6	7	8	9	10	11

Ask all

B2 **To what extent do you agree or disagree with the following: I am confident in my knowledge of....**
SINGLE CODE PER ROW

	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree	Don't Know
--	-------------------	------------------	----------------------------	---------------	----------------	------------

_1 What nursery aged children in my setting know about maths when they first enter	1	2	3	4	5	6
_2 How to incorporate numeracy skills into other activities (e.g. art)	1	2	3	4	5	6
_3 The best practices and strategies for helping nursery aged children learn maths	1	2	3	4	5	6
_4 Local or national numeracy standards for nursery aged children (for example EYFS results)	1	2	3	4	5	6
_5 What to do next if a child doesn't understand a mathematical concept	1	2	3	4	5	6

Ask all

B3 And to what extent do you agree or disagree with the following: I am confident in my ability to...

SINGLE CODE PER ROW

	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree	Don't Know
_1 Gauge what nursery aged children know about numeracy	1	2	3	4	5	6
_2 Set reasonable numeracy goals for nursery aged children	1	2	3	4	5	6
_3 Plan activities to help nursery aged children learn numeracy	1	2	3	4	5	6
_4 Further children's numeracy knowledge when they make spontaneous numeracy comments/discoveries	1	2	3	4	5	6
_5 Decide on the best ways to assess children's numeracy knowledge and understanding throughout the year	1	2	3	4	5	6

C Delivering Numicon

Now that you have completed all of the Numicon training sessions, we are interested to hear how you are using Numicon in your setting.

Ask all childminders (SAMTYPE=1)

C1 Are you continuing to deliver Early Number with Numicon activities in your setting following the end of the training sessions?

Yes	1	
No	2	
Don't know	3	

Ask all

C2 Which Early Number with Numicon activities have you delivered so far?

MULTICODE

Learning sequence 1 – Big and small	1	
Learning sequence 2 - Colour	2	
Learning sequence 3 – The same and not the same	3	
Learning sequence 4 – Recognising and copying patterns	4	
Learning sequence 5 - Creating Numicon patterns	5	
Learning sequence 6 – How many?	6	
Learning sequence 7 - Subitising	7	
Learning sequence 8 – Same quantity, different appearance	8	
Learning sequence 9 - More		
Learning sequence 10 - Less		
Learning sequence 11 – Numbers within 5		
Structured activities we designed ourselves in the setting	9	

Ask all

C3 Have you used any of the following Numicon resources as part of your delivery?

	YES	NO	Don't Know
_1 Box of Numicon shapes	1	2	3
_2 Baseboard	1	2	3
_3 Number Overlays	1	2	3
_4 Picture Overlays	1	2	3
_5 Pegs (80)	1	2	3
_6 Zig-Zag book	1	2	3
_7 Cuisenaire (small box)	1	2	3
_8 Big Foam Shapes	1	2	3
_9 Counters	1	2	3
_10 Pan balance	1	2	3

If used at least one material (C3=1 IN AT LEAST ONE INSTANCE)

C4 How useful have the following Numicon resources been for delivering the Early Number with Numicon programme so far?

	Extremely useful	Useful	Slightly useful	Not useful	Not applicable
_1 [IF USED AT C3] Box of Numicon shapes	1	2	3	4	5
_2 [IF USED AT C3] Baseboard	1	2	3	4	5
_3 [IF USED AT C3] Number Overlays	1	2	3	4	5
_4 [IF USED AT C3] Picture Overlays	1	2	3	4	5
_5 [IF USED AT C3] Pegs (80)	1	2	3	4	5
_6 [IF USED AT C3] Zig-Zag book	1	2	3	4	5
_7 [IF USED AT C3] Cuisenaire (small box)	1	2	3	4	5
_8 [IF USED AT C3] Big Foam Shapes	1	2	3	4	5
_9 [IF USED AT C3] Counters	1	2	3	4	5
_10 [IF USED AT C3] Pan balance	1	2	3	4	5

Ask all

C5 What has the size of the group typically been when you have delivered Numicon activities?

One child	1	
2-3 children	2	
3-4 children	3	
4-5 children	4	
5 or more children	5	

Ask all

C6 And now that you have attended training sessions, and delivered some Numicon activities, what size of group do you think would be the most impactful for the children?

One child	1	
2-3 children	2	
3-4 children	3	
4-5 children	4	
5 or more children	5	

Ask all

C7 What are the ages of the children that you have delivered Numicon activities to?

Only 3-4 year olds	1	
3-4 year olds, as well as other age groups (e.g. 2 years old, 5 year olds)	2	
Not 3-4 year olds at all (i.e. only other age groups)	3	

Ask all

C8 And now that you have attended training sessions, and delivered some Numicon sessions, what ages of children do you think Numicon is most appropriate for in your setting?

Only 3-4 year olds	1	
3-4 year olds, as well as other age groups (e.g. 2 years old, 5 year olds)	2	
Not 3-4 year olds at all (i.e. only other age groups)	3	

Ask all childminders (SAMTYPE=1)

C9 Have you experienced any of the following barriers to implementing the Early Number with Numicon programme in your setting?

MULTICODE

Competing priorities (e.g. other programmes, training)	1	
Lack of capacity to undertake the training	2	
The time requirement in relation to delivering the Early Number with Numicon programme	3	
Ensuring that the needs of other children are met while delivering the Early Number with Numicon programme	4	
Other (write in)	5	
Prefer not to say	6	

D Impact on children

Ask all

D1 Can you rate if you think the following has occurred for all, most or a few of your children taking part in the Early Number with Numicon programme – during or after the activities?

	All	Most	A few	None
_1 Children who have been part of an activity group have learnt something new	1	2	3	4
_2 Children who have been part of an activity group have improved their understanding of numbers	1	2	3	4
_3 Children recognise objects as big or small	1	2	3	4
_4 Children notice colour in the environment	1	2	3	4
_5 Children can recognise the physical attributes of objects as the same or not the same	1	2	3	4
_6 Children notice patterns in the environment	1	2	3	4
_7 Children recognise Numicon patterns	1	2	3	4
_8 Children create Numicon patterns using objects	1	2	3	4
_9 Children use pattern to see how many objects without counting	1	2	3	4
_10 Children know that objects within a collection can be individually different and still make the same pattern	1	2	3	4

E Fidelity measures

Ask all

E1 How often have you delivered an Early Number with Numicon activity with 3-4 year olds in your setting?

Daily	1	
A few times a week	2	
Once a week	3	
Less than once a week	4	
Don't know	5	

Ask all

E2 Would you like to deliver Early Number with Numicon activities more regularly, less regularly, or are you happy with how often you deliver the activities?

More regularly	1	
----------------	---	--

Less regularly	2	
Happy as it is	3	
Don't know	4	

If do activities with Numicon less than weekly (E1=4 or 5)

E3 Are there any barriers preventing you from being able to deliver at least some Early Number with Numicon activities at least once a week?

WRITE IN		
Don't know	1	

Ask all

E4 Have you used the Numicon resources more widely in your setting (e.g. as part of play, continuous provision, or in other topics)?

Yes	1	
No	2	
Don't know	3	

Used Numicon with continuous provision (E4=1)

E5 You said you had delivered some play or continuous provision with Numicon resources, how often do you do this?

Daily	1	
At few times a week	2	
Once a week	3	
Less than once a week	4	
Don't know	5	

Ask all

E6 Would you like to deliver play or continuous provision with Numicon resources more regularly, less regularly, or are you happy with how often you deliver the sessions?

More regularly	1	
Less regularly	2	
Happy as it is	3	

Don't know	4	
------------	---	--

Do continuous provision with Numicon less than weekly (E5=4 or 5)

E7 Are there any barriers preventing you from being able to deliver some play or continuous provision with Numicon resources at least once a week?

WRITE IN		
Don't know	1	

F Numicon confidence and knowledge

Ask all

F1 On a scale of 0 – 10, where 0 is very low and 10 is very high, how would you rate ...

	Very Low					Very High					Not applicable	Don't know	
_1 Your confidence delivering the Early Number with Numicon activities	0	1	2	3	4	5	6	7	8	9	10	11	12
_2 Your confidence adapting the Early Number with Numicon activities, if required	0	1	2	3	4	5	6	7	8	9	10	11	12
_3 The children's engagement in the Early Number with Numicon activities	0	1	2	3	4	5	6	7	8	9	10	11	12
_4 Children with English as an Additional Language (EAL) engagement in the Early Number with Numicon activities	0	1	2	3	4	5	6	7	8	9	10	11	12
_5 Children with Special Educational Needs and Disabilities (SEND) engagement in the Early Number with Numicon activities	0	1	2	3	4	5	6	7	8	9	10	11	12
_6 Children's enjoyment of the Early Number with Numicon activities	0	1	2	3	4	5	6	7	8	9	10	11	12
_7 Your enjoyment of delivering the Early Number with Numicon activities	0	1	2	3	4	5	6	7	8	9	10	11	12

G Costs

Ask all childminders (SAMTYPE=1)

G1 Other than the Numicon resources shared with you at the first training session (e.g. the Numicon manipulatives, the big foam shapes), have you purchased any other Numicon resources?

Yes (please specify)	1	
No	2	
Don't know	3	

Ask all childminders (SAMTYPE=1)

G2 And to deliver the Numicon activities, have you purchased any other resources or supplies?

Yes (please specify)	1	
No	2	
Don't know	3	

IF G1 or G2 = YES / 1

G3 And could you estimate what the cost of purchasing these additional supplies were?

Supplies	Cost	
	£	
Don't know	1	

H Looking forward (Childminders only)

Ask childminders (SAMTYPE=1)

H1 Would you recommend the Early Number with Numicon programme to other childminders?

Yes	1	
No	2	
Don't know	3	

If response is yes or no

H2 And why is this?

WRITE IN		
Don't know	1	

Ask all childminders (SAMTYPE=1)

H3 Do you intend to continue delivering the Early Number with Numicon programme to the next cohort of children in the 2025/26 academic year?

Yes	1	
No	2	
Don't know	3	

If not planning to or not sure continue delivery (H3=2 OR 3)

H4 If you are not intending to deliver the Early Number with Numicon programme in the next academic year, please can you tell us why?

MULTICODE

Limited capacity to deliver the Early Number with Numicon programme	1	
We do not think the Early Number with Numicon programme is having the desired impact on early numeracy skills	2	
We plan to deliver other programmes	3	

We do not think many children in the next cohort will be suitable to participate in the Early Number with Numicon programme	4	
[DS: Only show if H3=3] We are waiting for the evaluation findings for this cohort	6	
Other (please specify)	5	
Don't know	7	

If planning to continue next year (H3=1)

H5 **Do you plan to make any changes or adaptations to the Early Number with Numicon programme for future cohorts of children in your setting?**

Yes	1	
No	2	
Not sure	3	

I **PVI Only**

PVI only (SAMTYPE = 2)

I1 **To what extent do you agree or disagree with the following statements:**

	Strongly disagree		Strongly agree			Not applicable
_1 The time I have been allocated by my setting for the Early Number with Numicon training has been sufficient	1	2	3	4	5	6
_2 The time I have been allocated by my setting to make preparations to deliver my Early Number with Numicon activities has been sufficient	1	2	3	4	5	6

J **Incentive**

Ask all

J1 **Thank you for taking part in this survey. As a thank you for taking part, we would like to offer you a £10 voucher – would you like an Amazon or Paypal voucher?**

Amazon	1	
Paypal	2	
Neither – I do not want the £10 voucher	3	

If F1=1 OR 2

J2 **Which email address shall we use to send this voucher to you?**

WRITE IN

J3 Many thanks again for taking part in this survey.

For more information on how your data will be used, you can read the survey privacy notice [here](#). you have any questions about the research or the survey you can email IFF research at Numicon_Pilot_Study@iffresearch.com. If you have questions about the Early Number with Numicon programme, please contact Oxford University Press (OUP) at numicon.trial@oup.com.

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