

# Harmony Primary School

Board of Governors

## Annual Report

2025-26



TOGETHER WE LEARN, TOGETHER WE SUCCEED  
— IN HARMONY —

## COMPOSITION OF BOARD OF GOVERNORS 2024-25

(Reconstitution of Governors took place during the 2023-24 session.)

*Area Board Representatives:*

<b>Governor Designation</b>	<b>Name of Governor</b>
EA	Mr John MacVicar - Chairperson
EA	Ms Sharon N Thompson
Parent	Miss Kellie Doherty
Parent	Mr Richard Topping
Transferor	Mrs Jennifer Cole
Transferor	Mr Thomas Carney
Transferor	Mr Wesley McCreedy
Transferor	Mrs Elaine Conly

*Secretary to the Board (non-voting):*  
Mrs Elaine Johnston Principal

### **Responsibilities of Governors**

- 1 Finance
- 2 Management and appointment of Staff
- 3 Admission of pupils
- 4 Curriculum
- 5 Resources
6. Child Protection, safety and security

Responsibility for the day-to-day management of the school rests with the Principal who advises the Board on issues arising.

### **STAFF AND CLASS STRUCTURE 2025-26**

Principal: Mrs E Johnston  
Vice-Principal: Mrs J Hughes

Classes:

Nursery 1 Mrs E Montgomery

Winstone was unable to teach in this class, Miss Anna Clingen was employed to cover this role.

## **School Activities 2025-26**

We have wrap around activities:

- Breakfast Club from 8.00am. Breakfast Club sponsored by Greggs
- Stay & Play Club for P1-3 children, 2-3pm
- Our range of extra-curricular activities included football, running club, choir and drama

Our PTA ran a number of successful events including a Parentline event for parents, Halloween Disco, Christmas Fair and Hoe Down event.

## **Teaching & Learning**

Revised annual reporting and planning formats are working well. Teachers have spent many hours revising curriculum notes and re-structuring schemes of work, with a focus on Literacy. The school has successfully used the GL suite of online testing and teachers have analysed the results of these to identify strengths and areas for improvement. Mrs N Campbell has been instrumental in leading the assessments across the school.

New Teaching and Learning initiatives that have been introduced throughout the school this year include:

\*Outdoor Learning strategies from Claire Devlin training

\*Numeracy strategies including Connectrio

\*Read Write Inc – Harmony was selected to take part in new phonics scheme endorsed by TransformEd

Continued School Development priorities Numeracy and Literacy levels of progression, Incorporating Pupil Voice into planning and teaching, establishing Senior and Middle Leadership Teams, School Values and Parental Involvement. A comprehensive School Development Plan is presented annually to governors.

## **Open Morning**

We were able to host our Annual Open Morning on Thursday 8<sup>th</sup> January for Nursery and Friday 9<sup>th</sup> January. This was a very successful morning where we showcased the best of what Harmony Primary has to offer to prospective parents. Enrolment numbers were positive with 32 pupils applying for places in Primary 1 for entrance in September 2026 and 112 applying for Nursery.

## **Academic Statistics**

### **End Of Key Stage Assessment (P4 and P7) 2025-26**

End of year levels for P4 and P7 pupils were collated in May 2025 with majority of pupils attaining expected levels at each key stage. Parents can be assured that our internal assessment and reporting systems are as robust as ever, and that every child continues to have the opportunity to reach their full academic potential.

### **In-Service Training 2025-2026**

5 'Baker Days' and 5 'Staff Development Days' utilised for developing schemes and policies, Termly notes and PLPs adapted to reflect changes made to practice. Dissemination of new practice, Assessment, Outdoor Learning, ICT – E Safety, Numerasee, Read Write Inc, Special Needs, ASD and Child Protection updates, team development and Key Stage meetings.

## **Whole School Update – Academic Year 2025/26**

Safeguarding remains fundamental to Harmony Primary School and Nursery, underpinning our Ethos of providing a nurturing, safe and supportive environment where every child can learn and thrive.

Our Vision to develop aspirational, lifelong learners is only achievable when children feel protected, valued and secure.

This year we have continued to build a strong culture of vigilance, early intervention and partnership with families and agencies, ensuring that safeguarding is not just a statutory duty but a core expression of our values and our commitment to every child's wellbeing and success.

### **Safeguarding Leadership Structure**

Harmony Primary School has a strong and clearly defined safeguarding leadership structure, ensuring robust oversight and effective management of all safeguarding processes.

**Designated Teacher for Safeguarding:** • Mrs Claire Davidson

**Deputy Designated Teachers:** • Mrs Emma Montgomery • Mrs Elaine Johnston (Principal)

This team continues to provide daily oversight of safeguarding concerns, supports staff with reporting and recording, and ensures timely intervention for pupils and families.

Safeguarding is the responsibility of the **entire school community**. Every member of staff, every volunteer, every governor, and every adult connected to the school plays a vital role in keeping children safe. A strong safeguarding culture is only possible when everyone understands their duty, acts promptly on concerns, and works together to protect and support pupils.

Throughout the year, the safeguarding team draws on a wide range of expertise to ensure pupils receive the right support at the right time.

The team regularly collaborates with:

- The Behaviour Team
- SENCOs
- The Family Support Officer
- External agencies and professionals

This collaborative approach ensures that emerging needs are identified early, interventions are well coordinated, and families receive holistic, joined-up support.

Safeguarding is embedded across all aspects of school life. A strong focus on training, early intervention, attendance, and multi-agency working ensures pupils are safe, supported, and able to achieve.

## 2. Whole-School Safeguarding Training Including information day for parents

Whole-school safeguarding training took place in August for all staff. Mrs Davidson ensured all new staff were trained immediately upon arrival, including CPOMS reporting procedures.

**Impact:** Staff are confident in identifying and reporting concerns and parents aware of school procedures

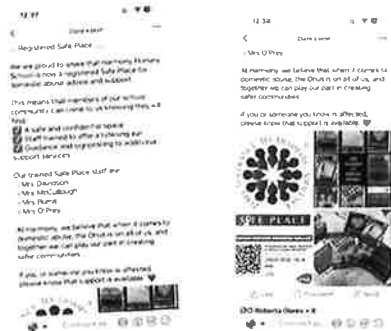


## 3. Designated Teacher Training

- DT refresher completed in November 2025 by Elaine Johnston and Emma Montgomery
- DT refresher training scheduled for Claire Davidson in Autumn Term 2026

## 4. Specialist Safeguarding Training

- Social Guardians Programme (Trauma Support): Completed by Karen Warnock. This programme will be implemented next year in The Den and The Hive as Claire Davidson has previously completed this training.



- Women's Aid Safe Place Status: Training completed by Karen Burns, Roberta O'Prey, Claire Davidson, and Julie McCullough.

- Take 5 Steps to Training: Completed



Wellbeing Champion by Julie McCullough

## 5. Safeguarding

Overview

- 5 families supported by Social Services
- 2 Child Protection cases (6 pupils)
- Operation Encompass: 7 reports

## 6. Safeguarding Team Actions

**9. Mental Health and Wellbeing** During the year, three pupils reached crisis point and presented with suicidal thoughts, each requiring immediate intervention and coordinated multi-agency support. Individual support plans were implemented and monitored by Mrs Davidson in close partnership with families.

Our counselling provision expanded, with Alex delivering one full day per week of therapeutic support and operating a P7 drop-in service, resulting in regular engagement from identified pupils. Engagement with *Space to Grow* focused on securing enhanced transition support, including exploration of targeted summer provision for vulnerable children.

Whole-school wellbeing activity remained strong, with high participation in initiatives such as the “There Is No Place Like Harmony” Big Breakfast during Mental Health Week, contributing to a positive, preventative wellbeing culture across the school.



See appendix for analysis of cpoms data

## 10. Preventative Curriculum and E-Safety

Teachers have also adjusted timetables to increase engagement on Mondays and Fridays, taking responsibility for improving consistency within their own classes in consultation with the pupils.

A new Attendance Policy has been completed, providing clearer guidance for staff and families. Targeted interventions have been implemented for SBR pupils, with attendance updates regularly shared on social media and Seesaw to maintain visibility and parental engagement.



Attendance concerns have been identified for several SEN pupils, with teachers addressing these directly during parent interviews and adding targets to ppls in collaboration with SENCO.

Attendance phone calls have been made for pupils falling below 85%, ensuring early communication and support. Where all school-based avenues have been exhausted, referrals have been made to the Education Welfare Officer, who is currently working with two families.

See appendix A for data analysis

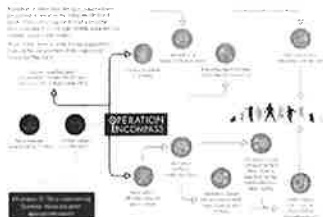
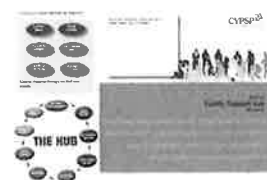
## 12. Multi-Agency Working and Early Help & Family Support

Strong multi-agency partnerships have continued throughout the year, with effective collaboration between the school and the Education Welfare Service, Social Services and the Family Support Hub. These partnerships have ensured timely information-sharing, coordinated planning and consistent support for vulnerable pupils and their families.



A proactive Early Help approach has been maintained by the safeguarding team, Family Support Officer and wider staff. Early referrals were made where emerging concerns were identified, enabling families to access support at the earliest possible stage.

Ongoing family guidance, signposting and community engagement have strengthened relationships and increased parental confidence in seeking help. One example included a Facebook post addressing substance misuse, which signposted relevant services and reinforced the message that every child deserves to feel safe, loved and secure.



substance misuse, which signposted relevant services and reinforced the message that every child deserves to feel safe, loved and secure.

The impact of this work has been clear: increased trust between families and school, earlier intervention for emerging needs, and greater awareness of available support within the community.



This preventative, partnership-driven approach continues to be central to safeguarding practice at Harmony Primary School.

See Appendix C for cpoms evidence

See the following appendix for details of data analysis of cpoms recording & sims attendance recording and full e-safety report.

## APPENDIX A — Attendance Tier Analysis

### Three-Year Overview (2023–2026)

The data shows a gradual improvement in whole-school attendance patterns over the three-year period, particularly in reducing the number of pupils in the most severe absence category and increasing the number of pupils attending regularly.

#### 1. Overall Attendance Trends

Attendance Tier	2023/24	2024/25	2025/26\*	Trend
<b>Tier 3 – Severe Chronic Absence (20%+)</b>	14.91% (41 pupils)	18.52% (50 pupils)	12.93% (34 pupils)	Significant improvement this year
<b>Tier 2 – Chronic Absence (10–19.99%)</b>	27.27% (75 pupils)	23.7% (64 pupils)	19.39% (51 pupils)	Consistent reduction
<b>Tier 1b – At Risk (5–9.99%)</b>	29.82% (82 pupils)	23.33% (63 pupils)	27.76% (73 pupils)	Slight increase this year
<b>Tier 1a – Regular Attendance (0–4.99%)</b>	28% (77 pupils)	34.44% (93 pupils)	39.92% (105 pupils)	Strong improvement

\*2025/26 data runs to **13/05/2026**.

#### 2. Key Strengths Emerging

##### Reduction in Severe Absence

The most notable improvement is within Tier 3 pupils:

- **2024/25:** 50 pupils
- **2025/26:** 34 pupils

This is a reduction of:

- **16 pupils**
- **Approximately 32% improvement**

This suggests that targeted interventions are beginning to have a positive impact on the most vulnerable pupils.

**Possible contributing factors include:** • Increased family engagement • Nurture provision • Attendance tracking • Pastoral support • Safeguarding monitoring • Relational approaches • Targeted transition work • Individual pupil check-ins

##### Increase in Regular Attenders

- Flexible transitions
- Family support
- Multi-agency collaboration

#### 4. FSM Trends

The FSM data shows a very significant increase in the proportion of FSM pupils within absence tiers in 2025/26.

##### Tier 3 FSM

Year	% FSM within Tier 3	Number
2023/24	12.2%	5
2024/25	6%	3
2025/26	97.06%	33

##### Interpretation

This is an extremely significant shift.

It suggests that persistent absence is now heavily concentrated among pupils experiencing socioeconomic disadvantage.

##### Potential contributing factors include:

- Poverty-related barriers
- Housing instability
- Family stress
- Emotional wellbeing concerns
- Low parental engagement due to wider pressures
- Increased safeguarding and welfare needs

This may indicate the need for:

- Targeted family support
- Mentoring/check-in systems
- Nurture-based interventions

multi-agency support in addressing barriers to attendance and promoting positive outcomes for vulnerable learners.

## APPENDIX B — Behaviour Incident Analysis

**Reporting Period: 18 September 2025 – 14 May 2026**

The incident data indicates that behaviour and peer-related issues remain a significant area of pastoral need within the school, although the overall profile suggests that many incidents are relational and social in nature rather than solely high-level behavioural concerns.

### 1. Overview of Incidents

Category	Number of Incidents	% of Total Logged Incidents\*
Behaviour	113	89.7%
Against Peers	58	46.0%
Friendship-Related Issues	18	14.3%
<b>Total Unique Incidents</b>	<b>126</b>	—

\*Percentages overlap because incidents may be logged under multiple categories.

### 2. Key Findings

#### High Volume of Behaviour Incidents

A total of 113 behaviour incidents were recorded. When compared with the total number of unique incidents (126), this suggests:

- Many incidents are appropriately categorised under behaviour
- Behaviour concerns are often linked to peer interaction difficulties
- Incidents are likely interconnected rather than isolated high-severity events

This may reflect increasing challenges linked to:

- Emotional regulation
- Impulsivity
- Communication difficulties

- Emotional coaching
- Restorative practice
- Communication skills
- Nurture approaches

#### **4. Possible Contributing Factors**

The behaviour profile aligns with wider national trends linked to:

- Increasing SEMH needs
- Anxiety
- Social communication difficulties
- Reduced resilience
- Safeguarding and family stressors

There may also be links between:

- Poor attendance • Emotional wellbeing • Behavioural dysregulation • Unmet SEN needs • Disadvantage/FSM vulnerability

Cross-analysis of attendance, SEN, safeguarding and behaviour data is recommended.

#### **5. Strengths Evident in the Data**

- Incidents are logged consistently • Peer conflict is identified rather than overlooked • Categorisation allows for targeted pastoral analysis • Total incidents (126) do not indicate a crisis-level profile

#### **6. Recommended Next Steps in class linked to PDMU**

##### **Strategic Priorities**

- Restorative approaches
- Nurture provision & whole school nurture.
- Emotional literacy work
- Zones of Regulation / ELSA interventions
- Conflict-resolution skills

relatively low, the wider level of external agency contact suggests that the school is supporting a significant number of pupils and families with additional or complex needs.

## 1. Overview of Incidents

Category	Number of Incidents
Contact with External Agency	79
└ Operation Encompass	7
<b>Total Unique Incidents</b>	<b>79</b>

All recorded incidents relate to external agency involvement, with Operation Encompass forming a small but significant subset.

## 2. Analysis of External Agency Contacts

A total of 79 external agency contacts indicates:

- Frequent collaboration with outside professionals
- Proactive safeguarding systems
- Ongoing support for vulnerable pupils and families

This includes involvement with:

- Early Help
- Social Care
- SEND services
- CAMHS
- EWO
- Family support workers
- Health professionals
- Safeguarding partnerships

### Interpretation

The number of contacts suggests:

- Needs within the school community are increasingly complex

- Timely engagement with external professionals
- Staff vigilance around pupil welfare

### **Effective Multi-Agency Working**

The school:

- Works collaboratively with support services
- Ensures concerns are not managed in isolation
- Maintains professional communication channels

### **Responsive Pastoral Support**

The low number of Operation Encompass incidents, alongside broader agency engagement, suggests:

- Preventative work is having impact
- Families are supported before crises escalate
- Pastoral systems are functioning effectively

## **6. Suggested Priorities Moving Forward**

Continue:

- Robust safeguarding monitoring
- Early Help referrals
- Family support strategies
- Attendance safeguarding checks
- SEMH interventions
- continued Staff safeguarding refresher training

Further analysis recommended:

Cross-reference:

- Safeguarding concerns
- Attendance tiers

Category	Number of Incidents
<b>Total Unique Incidents</b>	<b>20</b>

The data suggests several incidents involved high-level emotional distress and safeguarding concerns.

## 2. Key Findings

### Significant Level of Complex Mental Health Need

A total of 20 mental health and wellbeing incidents were recorded.

Although the number is small compared to behaviour or attendance incidents, the **severity** makes them highly significant.

The data suggests pupils are experiencing:

- Emotional dysregulation
- Anxiety-based difficulties
- Trauma-related responses
- Low self-esteem
- Distress linked to external factors
- Possible unmet SEMH needs

### 3. Immediate Safeguarding Response and Intervention

In all cases where concerns were identified and recorded on CPOMS, immediate action was taken in line with safeguarding procedures.

This included:

- Prompt review by the DSL/safeguarding team
- Immediate emotional support
- Communication with parents/carers
- Safety planning
- Referral to external agencies where appropriate
- Ongoing monitoring and check-ins
- Liaison with class teachers and pastoral staff

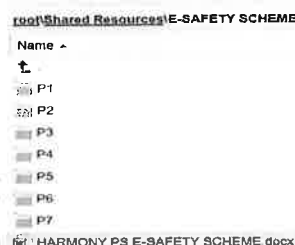
### 4. Emerging Themes

- Increasing levels of emotional distress among pupils
- Anxiety and self-harm presenting at younger ages
- Strong links between mental health needs, attendance, and behaviour

safety across the whole school community. Through staff training, pupil learning opportunities, parental engagement, and the promotion of safe online behaviours, the school has continued to strengthen its commitment to creating a safe digital environment for all learners.

### PIXL E-Safety Scheme of Work

To strengthen the provision of online safety education at Harmony Primary School, a whole-school E-safety scheme of work was developed using the PiXL database and resources. As a result, every year group now has access to a minimum of four dedicated E-safety lessons and accompanying resources each academic year. The scheme has been carefully designed to ensure clear progression across the school, with topics becoming more detailed and age-appropriate as pupils move through the year groups. Lessons cover a wide range of important areas, including safe internet use, cyber-bullying, online communication, digital footprints, and the dangers of sharing personal information online. To support consistency and accessibility for staff, all resources have been saved within Shared Resources, allowing teachers to easily access materials when needed and continue to develop and expand the scheme over time.



YEAR GROUP	LEARNING INTENTION	ACTIVITY
<p><b>P1 - LESSON 2</b>            PIXL – WELLBEING- DIGITAL WELLBEING- EYFS Session 2- What is Internet and 3- Learning New Things on the Internet <i>(these have been adapted and combined below to form one session)</i></p>	<p>To understand what the internet is and how we can use it.</p> <p>To know the 'Golden Rules' for using the internet.</p> <p>-That we must always tell an adult before we use the internet.</p> <p>-If we see something on the internet that makes us worried or <u>upset</u> we must tell an adult.</p>	<p><b>Introduction- 'What is the Internet' PowerPoint</b></p> <p>Read 'On the Internet Story'- <a href="https://www.childnet.com/wj-content/uploads/2021/05/On-the-internet...2.pdf">https://www.childnet.com/wj-content/uploads/2021/05/On-the-internet...2.pdf</a></p> <p>-Highlight the 'Golden Rule'- we must always ask an adult before we use the internet.</p> <p>-Discuss 'The Next Golden Rule'- If you are using the internet and you see something that makes you feel worried, or sad, or upset, you must tell an adult.</p> <ul style="list-style-type: none"> <li>• <b>Activity Ideas-</b> Children have a template of a tablet (print from PowerPoint) and stick on and/or draw pictures to show what they like finding out about on the internet.</li> <li>• In a supervised group, enable children to explore a child-safe website independently. <a href="https://www.bbc.co.uk/cbeebies/puzzles">https://www.bbc.co.uk/cbeebies/puzzles</a> is a great one to start with</li> </ul>

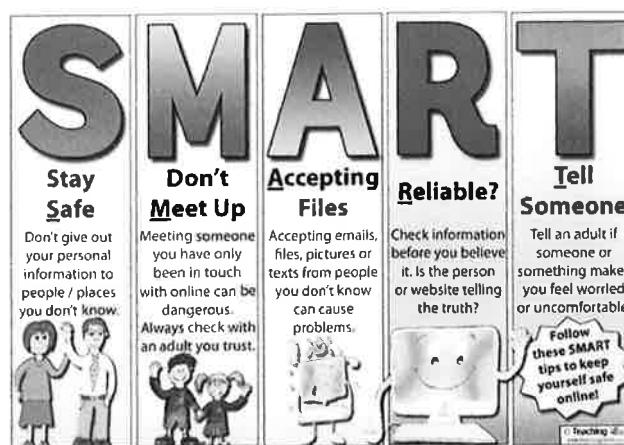
YEAR GROUP	LEARNING INTENTIONS	ACTIVITY
<p><b>P5 - LESSON 1</b>            PIXL – WELLBEING- DIGITAL WELLBEING- SESSION 1- Online Bullying</p>	<p>To learn what online bullying is.</p> <p>To understand what we should do if we experience online bullying or if we see it happening to others.</p>	<p><b>PowerPoint 1- Online Bullying</b></p> <p><b>Intro-</b> Short quiz to assess pupil's understanding of bullying.</p> <p>Discuss- direct and indirect bullying and complete missing letters for how bullying might make you feel.</p> <p>Discuss- online bullying and scenarios in PowerPoint- what about you do?</p> <p><b>Activity-</b> read the letter from your 'friend' together as a class- pupils then write a response (template on page 6 of workbook). Use the top tips from earlier in the PowerPoint to help. This activity could be done as a class, in groups or individually.</p>
<p><b>P5 - LESSON 2</b>            PIXL – WELLBEING- DIGITAL WELLBEING- SESSION 2- Sharing Online</p>	<p>To learn that it is important to think very carefully before sharing information online.</p>	<p><b>PowerPoint 2- Sharing Online</b></p> <p><b>Intro-</b> Read the 'S' rule about the importance of staying safe online. Discuss what is personal information?</p> <p><b>Activity-</b> Use page 7 in pupil workbook to sort all the different types of personal information into the two groups. Discuss and debate answers together after.</p> <p><b>Video-</b> <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3/">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3/</a> How to stay safe online. Use question prompts in PowerPoint to discuss after.</p> <p>Use the rest of the PowerPoint to read through together and discuss sharing online, consent and telling an adult if something has happened online.</p>

positive. Staff reported that the scheme was easy to use and provided clear, well-structured lessons that supported the teaching of important online safety themes across all year groups. Teachers commented that pupils were highly engaged during lessons and responded well to the wide range of interactive and age-appropriate resources provided. Staff also felt that the breadth of topics covered ensured that pupils developed a strong understanding of different aspects of online safety. Through discussions with staff members, it was evident that confidence in teaching E-safety had increased significantly, with teachers feeling better equipped to deliver lessons and address online safety issues

Mrs Herron worked closely with the Digital Leaders to plan and deliver an engaging E-safety assembly on 6th February, in preparation for Safer Internet Day. With this year's theme focusing on 'Using AI', the Digital Leaders took an active role in researching both the benefits and potential dangers of artificial intelligence before collaboratively creating the assembly content. They delivered the assembly with confidence and enthusiasm, successfully educating their peers and demonstrating a strong understanding of the topic. Following the assembly, the Digital Leaders expressed how proud they felt to have spoken in front of the whole school, and Mrs Herron noted a significant improvement in both their confidence and their knowledge of AI as a result of this experience. Photographs and highlights from the assembly were subsequently shared with parents via social media and the school website, helping to extend learning beyond the classroom and celebrate pupils' achievements.



As part of their role, the Digital Leaders also went to each classroom with an E-safety poster. They explained that each class should display the poster and refer to it when pupils are using the Internet in class. These posters were also presented to the whole school as part of the E-safety assembly and were shared with parents on the school's social media and website.



### Safer Schools App

Following Safer Internet Day, Mrs Herron shared the Safer Schools app with parents to help support online safety at home. When signing up, the app provides regular updates on the latest online dangers, popular games, and social media trends that children may be exposed to. It also offers practical advice on how to keep children safe online. In addition, the app allows Mrs Herron to upload school-specific advice, guidance, and important information so that parents can stay informed and work together with the school to promote safe and

- ICT coordinator to continue to attend ALC meeting to share good practice and collaborate with other coordinators. Mrs Herron is to share scheme of work and what Harmony is doing with E-safety at the next meeting.



*Parents taking part with their children in GRTL events.*

### **Next steps**

Review and update in line with policy.

Share with parents as part of induction for September 2026 cohort.

### **Shared Education**

This is our first year of our shared education journey and to properly support the work, a policy should be in place to establish our vision and values for shared education. This policy was created with reference to various key documentation such as the document *Sharing Works: A Policy for Shared Education (2015)*.

The policy was created by Mrs Montgomery and was shared with Mrs Kielty from Holy Child, who has adopted the same policy.

### **Impact**

The partnership has been noted as 'highly effective' and this can only be done when it is underpinned by a clear intentionality from a policy perspective.

Quality mentor, Aimee Todd, gave the following feedback on one session:

*'Leadership demonstrates a strong and consistent advocacy for shared education, providing an inspirational influence for families and other professionals through their vision and practice.'*

*The 'Children are not passive participants; they are actively constructing understanding of social geography and identity. Even at this early stage, children are beginning to recognise that they belong to different "groups" within a shared space.'*

## 2. The levels of progression in numeracy

Levels of progression are becoming embedded in nursery planning. We have clear progression planned in our **long-term** planning documents.

*Example: Number Long term planning*

Term 1	Term 2	Term 3
<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Listen to and join in with number songs, stories and rhymes.</li> <li>• Begin to use some number names and number language spontaneously.</li> <li>• Use some number names accurately in play.</li> <li>• Begin to understand mathematical language associated with number, such as more/less, enough, too much.</li> <li>• Show an interest in numerals in the environment.</li> <li>• Know that numbers identify how many objects are in a set.</li> <li>• Count up to three or four objects by saying one number name for each item.</li> <li>• Begin to understand abstraction by counting things that are not objects, including steps, hops, claps or jumps.</li> <li>• Show curiosity about numbers, by offering comments</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Recite numbers in order to 10, through number songs, stories and rhymes.</li> <li>• Continue to use some number names and number language spontaneously.</li> <li>• Begin to use mathematical language associated with number such as more/less, enough, too much.</li> <li>• Begin to recognise numerals 1 to 5.</li> <li>• Begin to match numeral and quantity correctly.</li> <li>• Show an interest in representing numbers.</li> <li>• Begin to represent numbers using fingers, marks on paper or pictures.</li> <li>• Recognise some numerals of personal significance.</li> <li>• Compare two groups of objects, saying when they have the same number.</li> <li>• Begin to understand the</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Recite numbers in order to 10.</li> <li>• Recognise numerals 1 to 5 and beyond.</li> <li>• Match numeral and quantity correctly (within 5).</li> <li>• Represent numbers using fingers, marks on paper or pictures.</li> <li>• Use mathematical language associated with number such as more/less, enough, too much.</li> <li>• Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Count objects to 10.</li> <li>• Count actions or stationary objects which cannot be moved.</li> <li>• Display confidence in estimation.</li> <li>• Play with and use money in the</li> </ul>

### Early Mathematical Development

- Recite numbers in order to 10 through number songs, stories and rhymes.
- Continue to use some number names and number language spontaneously.
- Begin to recognise numerals 1 to 5.
- Begin to match numeral and quantity correctly.
- Recognise some numerals of personal significance.
- Compare two groups of objects saying when they have the same number.
- Begin to understand the concept of an empty set as "nothing" or "zero".
- Count objects by moving them.
- Become more confident in using 2D shape names to describe shapes.
- Begin to use mathematical language to describe shapes, e.g. "sides", "faces".
- Talk about how shapes are arranged and used in their constructions.
- Demonstrate ability to travel through narrow spaces.
- Show increasing awareness of personal space during action songs and moving in the indoor and outdoor environment.
- Begin to use positional language and prepositions in conversations.
- Explore the concept of *full and empty* in meaningful contexts.
- Continue to develop understanding of size and quantity.
- Begin to order two or three items by length or height.
- Begin to use language associated with describing pattern, e.g. zigzag, spotty, stripy.
- Use familiar objects and common shapes to copy and create patterns.
- Begin to explore print, using natural materials such as leaves.
- Continue to follow the daily routine, with increased confidence.
- Recognise symbols for transitions.
- Recall events such as a visit of birthday.
- Use photos or pictures to sequence an event or story.
- Listen to and retell a simple story, with increasing detail.
- Begin to be able to recall what they have done that day, what they did when they went home, this morning etc.
- Match items correctly and begin to explain why they go together.
- Engage in matching games; matching shapes, patterns, colours, pictures to one another. Begin to explain why they go together.
- Find and return items to correct locations, with limited support.

Term 3 MTP- May/June

<p><b>Early Mathematical Experiences</b></p>	<ul style="list-style-type: none"> <li>Listen to and join in with number songs, stories and rhymes.</li> <li>Begin to understand mathematical language associated with number, such as more/less, enough, too much.</li> <li>Show interest in shapes in both the indoor and outdoor environment.</li> </ul>	<p>At snack time discussing how much milk/water/fruit to take.</p> <p>Puzzles- talk about the shapes, colours and patterns that we can see.</p> <p>Block area providing a range of shapes and sizes.</p> <p>Introduce some shape names.</p>	<p>Mud kitchen- lead opportunities for discussion around full, empty, heavy light and sizes of containers.</p> <p>Outdoor block area.</p> <p>Water and sand tray- sizes and capacity- various bowls and bottles of different sizes.</p>
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	<ul style="list-style-type: none"> <li>Show an awareness of similarities of shapes in the environment.</li> <li>Begin to find an appropriate amount of space for an activity, such as dancing, floor puzzles etc.</li> <li>Begin to become aware of personal space during action songs and moving in the indoor and outdoor environment.</li> <li>Explore, compare and name large and small containers at sand, water, mud kitchen etc.</li> <li>Explore the concept of <u>full and empty; heavy and light</u> in meaningful contexts</li> <li>Begin to understand the need to put coat on before going outside.</li> <li>Find, use and return items to correct locations</li> <li>Explore and experiment with pattern</li> </ul>	<p>Photos taken and displayed of routines.</p> <p>Copy patterns from building cards- recognising and matching shapes and where to place them.</p> <p>5 Little Pumpkins song.</p> <p>In all areas; discussing and describing objecting using academic coaching and narrative commenting including shapes, colours and sizes of items.</p> <p>Coloured shapes on OHP.</p> <p>Teaching order of putting on coat/ puddlesuits and boots.</p> <p>Tidying up- magic item.</p> <p>Vegetable painting making patterns.</p>	<p>→</p>
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February planning- moving from interest/awareness. Names noted as struggling.

<p><b>Early Mathematical Experiences</b></p>	<ul style="list-style-type: none"> <li>Begin to match numeral and quantity correctly. OS, TS, KC, RR, SC, TG, RH</li> <li>Begin to understand the concept of an empty set as "nothing" or "zero".</li> <li>Begin to use mathematical language to describe shapes, e.g. "sides", "faces".</li> <li>Demonstrate ability to travel through narrow spaces.</li> <li>Explore the concept of <u>full and empty</u> in meaningful contexts</li> <li>Continue to follow the daily routine, with increased confidence. OS, TG</li> <li>Recognise symbols for transitions.</li> <li>Match items correctly and begin to explain why they go together.</li> <li>Engage in matching games; matching shapes, patterns, colours, pictures to one another. Begin to explain why they go together. SC, KG</li> <li>Show increasing awareness of personal space during action songs and moving in the indoor and outdoor environment. HL, SC, AJ, TG</li> <li>Begin to recognise numerals 1 to 5.</li> <li>Count objects by moving them.</li> </ul>	<p>Puzzles- talk about the shapes, colours and patterns that we can see.</p> <p>Block area providing a range of shapes and sizes. Use talking time to think about shape properties and making amounts (including 0)</p> <p>In all areas; discussing and describing objecting using academic coaching and narrative commenting including shapes, colours and sizes of items.</p> <p>Coloured shapes on OHP.</p> <p>Introduce wooden numbers to <u>loose</u> parts.</p> <p><b>Odd Socks game</b></p> <p>Tidy up time and using images of the shelves to tidy items to the correct place.</p> <p>Teddy's cakes game.</p> <p>Water play- empty and full work.</p> <p>Songs with actions and dances.</p>	<p>Mud area- lead opportunities for discussion around mathematical language and number. Add in wooden pieces with numbers.</p> <p>Outdoor block area- developing spatial awareness and mathematical language.</p> <p>Outdoor games- working on personal space during games</p> <p>Crawling through barrels.</p> <p>→</p> <p>→</p>
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### **3. Assessments**

This year, we have introduced a new assessment, the ELKAN Teddy Talks Test. We had some advice from Ruth Crampton on how to administer the tests and we gave the completed tests to Orla, our speech therapist for review. She then was able to pick out children who would most benefit from speech and language therapy sessions and has completed sessions with these children over 20 weeks.

Other informal assessments are carried out on a regular basis (3 children per week) and inform planning directly based on observations.

#### **Impact**

The Teddy Talks test were a useful screener for us and for Orla, saving her time in the initial weeks in making assessments, giving more time dedicated to the actual therapy work.

We have also been able to use these assessments as evidence when submitting RFIs and requests for statutory assessment. This has been a useful additional piece of evidence.

We have completed a rescreen in May and it has given us a very helpful contrast to show progression.

Parents who have had children attend the therapy sessions based on the results of the test have been very positive and have been delighted with the progress their child has made and the activities that have been sent home.

#### **Next Steps**

We plan to continue to use the Teddy Talks test for years to come. It has proven to be a very useful tool.

It may be possible for the staff to book in for the full training on the administration and scoring of the tests, as Orla helped with the scoring.

particularly in areas such as rhyme awareness and syllable segmentation with the help of the resources.

Teddy Talks tests for the children who have attended sessions with Orla have shown a marked improvement from the September baseline.

### **Next Steps**

Staff will continue to use the Let's Expand Communication programme next year. A primary 1 programme has also been purchased, so next year, the children will also be able to continue with the programme at a slightly deeper level.

We received further SEN funding this year and dedicated £2,754 to hiring Orla to return again next year over 20 weeks for 90 minutes. Speech and language will remain a priority in Action Plan 2 for 2026-27. We also want to focus on training staff to use Makaton to support communication in the classroom.

Additional speech and language support is planned through the RAISE initiative among the schools in our Early Years Forum. We will benefit further from this programme but I am happy that it can fit in alongside our current work, as it does not appear to be as extensive.



## Impact

The children's learning is enriched by the outdoor experiences, particularly in areas such as physical and world around us, as they develop these skills in their play. While these may be the obvious areas we also see developments in social and emotional skills, as they learn to share and take turns, language and vocabulary and particularly applying their mathematical skills to practical tasks.



*Pupils engaging in a maths lesson in the mud area.*

## Next Steps

We are considering changing our herb bed to a sand pit for next year. It encounters a lot of problems with weeds and we feel the sand might be a better use of the space.

- Visit to Holy Child- Theme of recycling (Park trip planned but cancelled to risk assessment from Belfast City Council on the local park due to icy conditions)
- Visit to Harmony- Mr Hullaballo telling Winter Tales
- W5 week one workshop: Meet Oona  
Children are welcomed into the immersive space in Seminar Room 1 by a member of the Learning and Engagement Team, who introduces them to Puffin Rock Island, Oona, and a mysterious egg.  
Their mission: to help Oona discover who the egg belongs to.
  - Oona (a costumed character) joins the group to share how she found the egg and ask for their help.  
Before saying goodbye, children work in pairs on an activity matching baby animals to their parents and predicting what might be inside the egg.
  - Free play in 'Over the Hills'
- W5 week two Workshop: The Mystery Egg  
In this session, children embark on an exciting sensory adventure around Puffin Rock Island to help solve the mystery of the egg. Using their senses of sight, smell, hearing, and touch, they explore clues at the pond, the meadow, muddy cove and the burrow to discover who the egg might belong to. Through playful investigation and teamwork, the children piece together the final hints to reveal the egg's true owner.
  - Free exploration on Level 2
- W5 week three Workshop: The Hatchling  
In the final part of their adventure, children help prepare Puffin Rock Island for the arrival of the new baby bird. Together, they explore what makes a good home — thinking about where the chick might sleep, what it might eat, and how the island can keep it safe. Through creative play and problem-solving, the children work as a team to make Puffin Rock the perfect home for its newest resident. Together the children discuss the importance of caring and sharing Puffin Rock Island and together protecting its environment, so it remains a welcoming home for all creatures in the future.
  - Free exploration Level 4
- Shared end of year trip to Streamvale Farm



Another step we are in the planning phase of next year, is shared CPD. We are due to take Makaton training together on 24<sup>th</sup> August and implement as a shared point on both our school action plans.

### **Shankill Early Years Forum**

Work on the EYF has been slower than expected this year, due to the bulk of our planning work being around the RAISE project and there have been significant delays in this funding due to an appeals process in the courts. Plans were created and agreed upon earlier in the year at meetings but the funding was only released in the Summer term. We are currently in a position where we as a forum are seeking to appoint two members of staff to work on the project, one speech and language therapist and one family support worker. There will be some work completed around transition to P1 for a small number of local children who have not attended a pre-school setting and some support work for children with additional needs.

Gillian and Emma have also been included in Solihull Training through the Early Years Forum.

### **Impact**

Due to the delays, a lot of the impact will come next year, however I feel that we have a secure plan that meets the needs of the children well.

Emma and Gillian have begun but not yet completed the Solihull Training and it is positive that staff from across the settings in the Greater Shankill area will have been trained, with further staff due to be trained in the Autumn.

### **Next Steps**

We will continue our involvement with the EYF and Emma will continue to attend meetings and planning sessions and be actively involved in the process. Actions around the speech and language and family worker will be included in our action plan for next year.

2025-26  
End of Year  
Assessment Report



Assessment Coordinator: Natalie Campbell

## Aims

- To introduce and embed a robust Assessment Policy including AFL, peer assessment, self-assessment and professional assessment meetings discussing data and interventions and ensuring consistency of assessment procedures.
- To address intervention strategies to help combat amber/red outcomes in PASS test.
- Develop AFL strategies and marking the across school.
- Assist Literacy, Numeracy and Learning Support team to "dig down" through data to look at specific groups including gender, SEN and FSM
- Continue the use of analysis to refine knowledge of class achievement profile and provide basis to target set.

### **Question 2 - How is the school setting about achieving the vision, within its own context?**

- Policy for assessment and marking to be shared and implemented with staff.
- Staff to begin to use/trial AFL strategies, outlined in Assessment and Marking Policy, within classroom (tickled pink and green for go).
- Children understanding the language of 'tickled pink and green for go' (P1-7). Evidence of this strategy in books, on pupils' work, discussions with pupils.
- Staff given a yearly timetable of when assessments take place, outlined in Assessment and Marking Policy.
- GL assessments undertaken across the year digitally on iPads.
- Data analysis and results to be shared with staff.
- Assessment on the staff meeting agenda to share findings.
- Appropriate intervention to be put in place from detailed data analysis following testing.
- Assessment co-ordinator to continue professional development by attending courses, reading research documents/books and training online using GL resources.
- Conducting staff meetings to train staff on the use of testing and AFL. Also, producing guidance documentation.

- Pupil voice of the pupils sharing their learning, successes and knowledge of AFL techniques.
- Feedback from observations and book scoops.
- Pupils are rewarded through a variety of reward systems within classes such as principal points, pupil of the week, table points and individual school reward systems.

**Question 5 - How is the school creating the right conditions for the growth and development of a community of learning?**

- Harmony is a nurturing school which applies this to assessment strategies across the school.
- We have the support of a nurture and learning support team to create the right conditions for our pupils to succeed in terms of assessment.
- Self-assessment and peer-assessment give our pupils the opportunity to reflect on their own personal learning journey in a positive way.
- Pupils are given ownership of their own learning by understanding and taken on feedback, which is a vital life skill. They are able to follow a variety of steps independently using a success criteria.
- Through values education, the pupils can articulate their thoughts, opinions and self-reflection in a positive way.
- AfL encourages students to become more active and participative in classroom interaction. Throughout the year this will become the learning culture of the school.
- School Council spoke to pupils in assembly about the use of AFL. They talked about famous people who made mistakes and encouraged pupils to see green as a positive.
- Through AFL techniques and results from data analysis it gives staff the opportunity to tailor the learning specifically to their class, to create the right conditions for growth and development of a community of learning.

- Please see the appendix 1 for the policy.
2. Marking for Improvement
- Staff given training and guidance on implementing and using 'Tinkled Pink and Green for Go.'
  - An AFL Marking Policy was created to guide staff.

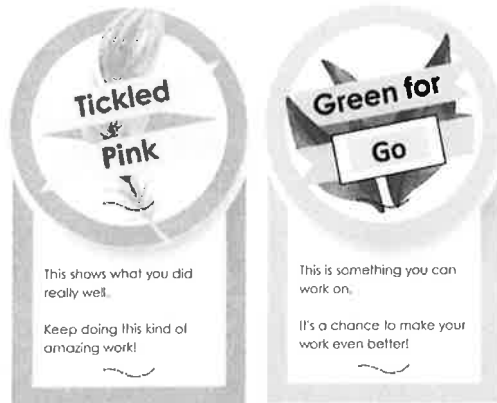
## Harmony Primary School



## AFL Marking Policy


- See appendix 2 for the AFL Marking Policy.
- Staff have used this marking system on three pieces of literacy this year. With many staff using this style of marking across all their Literacy and other subjects.

- All classrooms now have a visual display of the marking strategies.



- Teachers and Learning Support Assistants give pupils the opportunity throughout the week to have feedback sessions to discuss and improve their Green for Go.
- School Council members shared with the school in assembly about marking strategies as part of the pupil friendly SDP. This was an example of pupil voice.



<p><b>Assessment For Learning</b></p> 	<p>The way we read and use the feedback our teachers give us on our written work to help us improve and progress in our literacy.</p>	<ul style="list-style-type: none"> <li>• Class teachers will use 'tickled pink and green for go' on written work to suggest what pupils have done really well and what needs to be improved.</li> <li>• We will discuss and evaluate our written work together with our class teacher. Together we will decide what needs to be improved to help us progress in our learning.</li> <li>• We will be able to tell other members of staff and our parents/carers our achievements in Literacy &amp; Numeracy</li> <li>• We will understand and know what we are learning each day in Literacy &amp; Numeracy</li> </ul>
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#### 4. GL Assessment Package

- An assessment timetable was created, and new digital assessments were implemented. These were NGRT (new group reading test) and NGST (new group spelling test). We continued with CAT 4, PASS and the PT series but moved away from paper form to digital.
- See Assessment Policy in appendix 1 for the timetable.
- Staff were given training on the new digital GL package.



- Guidance emails were sent out before each set of testing to staff.

PTM and PTE W/C 11.5.26 Summarise

**NC** N Campbell  
 To: K Warnock; C Elliott; M Kelly; +6 others  
 Cc: E Johnston  
 Tue 28/04/2026 08:14

You replied on Tue 28/04/2026 12:51

**Timetable PTE & PTM 11.5.2**  
 24 KB

Show all 3 attachments (4 MB) Save all to OneDrive - C2k Download all

Good morning,

Please find attached the timetable for PTM/PTE. If you need to make any changes, please let me know. Feel free to make any necessary adjustments for your pupils when needed but please ensure it is within the guidance from GL.

Sittings and access codes can be created and saved. I have attached the guidance document to help with this.

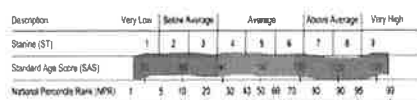
Below are some helpful links for testing.

PTE online support  
<https://support.gl-assessment.co.uk/knowledge-base/assessments/pte-support>

## 5. Data analysis

- After each set of testing staff download their group report.
- An Excel report is then exported and analysed for each year group. This highlights the level the pupils are currently at using a colour coded system linked to our marking colours, with the addition of orange for those at expected. This report also indicates pupils who need support. This information is then passed onto the Learning Support Team.
- These reports are all shared with staff including Literacy and Numeracy Coordinators.
- The report also has a teacher judgement section for teachers to comment on results.

Year group	Surname	Forename	Gender	Free school meals	Reading Age	SAS	Previous Test Name	Previous Test SAS	Progress Category	Teacher Judgement
Year 4/5	McCosh	Aliza	Female		11:10	121	NGRT A	109	Above	
Year 4/5	Moffett	Ryan	Male		11:04	119	NGRT A	104	Above	
Year 4/5	McCloskey Harris	Sapphire	Female		11:04	114	NGRT A	101	Above	
Year 4/5	Coulter	Prestleigh	Female	Yes	9:10	102	NGRT A	97	Above	
Year 4/5	McWilliams	Luka	Male		9:07	108	NGRT A	111	Down 3	
Year 4/5	Meikle	Saskia	Female		9:00	104	NGRT A	90	Above	
Year 4/5	Wilson	Isla	Female		9:00	104	NGRT A	97	Above	
Year 4/5	McMillan	Eva	Female		8:06	102	NGRT A	ABS		
Year 4/5	McCloskey Harris	Summer	Female		8:08	100	NGRT A	90	Above	
Year 4/5	Jamison Gibney	Kohen	Male	Yes	8:02	98	NGRT A	97	Down by 1	
Year 4/5	Taylor	Dawson	Male	Yes	8:02	98	NGRT A	ABS		
Year 4/5	Tweedie	Amiya	Female	Yes	8:02	98	NGRT A	ABS		
Year 4/5	Brown	Sophie	Female		8:04	97	NGRT A	94		
Year 4/5	Moffett	Harry	Male	Yes	8:02	96	NGRT A	93	Above	
Year 4/5	Greer	Maiya	Female	Yes	7:09	93	NGRT A	90	Above	
Year 4/5	Aritura	Monroe	Female	Yes	7:05	92	NGRT A	89	Above	
Year 4/5	Gaynor	Amelia	Female	Yes	7:05	92	NGRT A	94	Down by 2	
Year 4/5	Morrison	Harry	Male		7:05	90	NGRT A	65	Down by 5	
Year 4/5	Shaw	Piper	Female		5:04	79	NGRT A	78	Same	
Year 4/5	Morrison	Zac	Male		5:00	78	NGRT A	88	Same	



Support needed

## 6. ALC Assessment Cluster

- This year Assessment Coordinators from the ALC Shankill schools met together in relation to how assessment is implemented within each school.

Shankill Primary Area Learning Community Assessment Cluster

15<sup>th</sup> Jan Springhill PS @ 1.30pm

Present: H. Heaney, J. Love, N. Campbell, T. Emerson, S. Bell, McClure, M. Cowan, M. White, R. Pearson

Apologies: D. Ritchie

### Welcome and General Comments.

Mandy welcomed everyone to the meeting. Each person introduced themselves, their role in school and where they currently were in relation to assessment.

A general discussion on each school context and their current practice followed along with feedback from 2 schools who have recently had ETI inspections.

### Future Plans

A general discussion was held on future plans for the group with everyone invited to give their input. It was agreed that the following themes would be useful:

- How do schools record their data.
- Assessment for Learning.
- Underachievers and Gifted and Talented-identifying and targeting.
- ETI-how do you quantify and demonstrate the impact of actions/programmes/interventions etc.

Mandy suggested that there would be one main meeting per term however smaller groups could be set up between these formal meetings where schools were working on common themes.

### Actions

Next Meeting April 2026-Data lbc

### NC Notes

- Add a teacher judgment column to data excel spreadsheets.
- Identify on planning different focus groups e.g. SEND, FSM, girls and boys.
- Make a spreadsheet with all testing on one.
- Impact, what are we doing? Make an assessment provision map to detail all that we are doing. Staff to add to this, alongside identifying those for support groups.
- Think about getting keyboards onto the I pad.
- Alter conversation with EJ, keep with GL testing and don't input into SIMS.
- Next year look at having assessment meetings with staff about their class.
- NC to do data analysis and input.

## 7. Nursery

- Nursery teachers complete LKAN 'Teddy Talks Test' by the end of September (tests are 1:1). There is specific testing with a Speech Therapist throughout the year.
- In Nursery AFL is constantly used, they have a process of observation, focusing on 3 children per week (but notes can be made on any child at any time). From factual observations, an assessment sheet is created,

## 2. Marking for Improvement

### *Impact*

- Feedback from Elaine Johnston below, shows the success and impact marking for improvement has made.

Following literacy lesson observations carried there is clear evidence of effective Assessment for Learning strategies being used across classrooms. The feedback below highlights strengths, whole-school expectations, and agreed next steps to support consistency and continued development.

#### Strengths Observed

- Assessment for Learning language is being used effectively during literacy lessons.
  - Marking in pupils' books is of a good standard, with clear acknowledgement of pupils' efforts.
  - Consistent use of "tickled pink" to celebrate success and "green for go" to identify next steps.
  - Pupils demonstrate an understanding of learning intentions and lesson expectations.
- 
- Displays within classrooms have been a useful reminder to pupils, which has embedded the marking strategy.
  - Through pupil voice feedback, pupils can articulate their strengths and areas for development.
  - There is a nurturing culture that provides our pupils with a psychological safety to make mistakes but have the tools and strategies to be able to develop and make improvements.
  - Staff feedback has been a strong tool for pupils and having a visual representation within the books has shown progress in the books from term to term.

### *Next Steps*

- To continue to use this marking strategy across Literacy, with more in depth marking for an extended piece of writing.
- To introduce an editing session after an extended piece of writing.

## 4. GL Assessment Package

### *Impact*

- The impact has been that through pupil voice, our pupils told us that they felt less anxious doing digital tests and some children didn't even realise they were being tested.
- Through organisation of timetables these tests have ran smoothly this year.
- Completing regular testing has given staff the data needed to inform planning and interventions to help pupils raise their attainment and progress.
- Training has given staff the confidence to undertake these tests and to organise and administer themselves.

### *Next Steps*

- To create a new assessment schedule for 2026-27 through reflecting on testing feedback from 2025-26.
- Completing NGMT (new group Maths tests).

- Adding focus children onto planning.

## 6. ALC Assessment Cluster

### *Impact*

- This has been a highly positive experience to share strategies, processes and advice in relation to assessment.
- The impact is that through collaborating and sharing good practice, as an alliance we will make a great impact to raise attainment and progress within the Greater Shankill Area.

### *Next Steps*

- As a group we have agreed to look at recording data, target groups of pupils and AFL.

## 7. Nursery

### *Impact*

- The impact has been that there are assessments strategies put in place to allow for early intervention and equip pupils with the skills and knowledge needed for P1.

### *Next Steps*

- To develop a greater personal knowledge of assessment within a Nursery setting.

## Assessment Policy

### Policy Statement

Teachers at Harmony Primary School recognise that systematic and continuous assessment is an integral part of the learning and teaching process. We comply with statutory assessment requirements and agree internal indicators to ensure progress, continuity and progression for each pupil. We celebrate each child's strengths and successes with respect of the attainment targets and statements of attainment set out in the Northern Ireland Curriculum. We involve pupils in their own learning and encourage them to reflect on their achievement and have high personal expectations. We ensure that we keep all relevant parties informed of progress and statutory test results by complementing ongoing parental discussion with interviews, examples of best work and pupil profile at the end of the year.

### What is assessment?

In Harmony Primary assessment is the term used to allow children to demonstrate their progress and achievement. Assessment is a general term that refers to the ways in which pupils or groups of individuals are appraised. It may involve a broad appraisal including many sources of evidence and aspects of pupil knowledge, understanding, skills and attitudes on a particular occasion or test. An assessment may be formal (standardised or statutory) or informal for producing information about pupils e.g. a class test, quiz or a practical activity.

The aim of assessment is to show progress in learning, to ascertain to what extent pupils have achieved the skills, knowledge and understanding outlined in teachers' schemes of work and to identify those who have learning difficulties in specific areas of the curriculum. It helps identify areas where children could develop their skills and understanding. These informed judgements are integrated into the teaching and learning process and used to plan future action.

### Purposes of Assessment

- to identify current achievement levels in children
- to communicate this achievement to children
- to diagnose difficulties and strengths and specific learning needs
- to allow children to identify ways of self-improvement
- to inform teachers of how successful they have been in chosen teaching methods and organisation for the delivery of the Curriculum and aid in future planning
- to ensure continuity between year groups and key stages
- to provide reports and records to pass on to subsequent teachers
- to identify resource and curriculum need
- to foster high self-esteem and ensure progress
- to inform parent(s)/guardian(s) of their children's progress
- to allow the school to set achievable targets for the improvement of the school

## Pupil assessment at Foundation Stage

Primary One pupils will complete a baseline assessment booklet by the end of September (tests are 1:1) These include teacher observations of pupils's listening skills, independence skills and social skills. It will assess early writing/pencil control and monitoring fine and gross motor skills.

Pupils will then complete early numeracy tasks focusing on colour, shape, pattern, number recognition to 10, oral counting and 1:1 correspondence. Also, early literacy skills such as recognising lowercase letter names, blending CVC words and recognising high frequency words will all be observed.

Primary One pupils will also begin their Phonics Assessment booklet in February and be retested in April and June. This is then passed to the Primary Two teacher. An end of year Numeracy assessment sheet will be completed in June.

Primary Two pupils will complete Phonics Assessment booklet in September, December, March and May. The teacher will then discuss progress with Primary three teacher. Primary two pupils complete PASS test September. They monitor numeracy progress through Doodle maths app throughout the year.

Ongoing monitoring and observing during indoor play and outdoor learning using Seesaw photos in the Files section. During taskboard tasks, a focused observation tick sheet is carried out by classroom teacher or assistant to identify if pupils have met the learning objective, and class teacher will use this to inform future planning.

## Pupil assessment at the end of Key Stages 1 and 2.

The assessment arrangements in Harmony support the Northern Ireland Curriculum. We assess and report pupils' progress in the cross-curricular skills (Communication, Using Mathematics and Using ICT). At the end of Key Stage 1 and 2 teachers assess and report with reference to the Levels of Progression for Communication, Using Mathematics and Using ICT. In these areas we report numerical outcomes to parents and to CCEA in P4 and P7 (*If involved in Industrial action these may be prevented from happening*).

School based **assessment tasks** have been designed for Communication and Using Mathematics from P1-P7 and CCEA designed ICT tasks are used in years 3 – 7.

These tasks are used to support teachers' judgements about the level at which a child is working. The tasks are completed throughout the year.

	Doodle Maths PASS	Sept, Dec, April & June October - June October & April
3	NGRT – 1 STAR Reading  Doodle Maths PASS NGST – 1 CAT4 NGRT – 2 NGST – 2 PTE 7 PTM 7 NGRT - 3	November September, November, January & April September - June October & April November January January March May May May
4	End of Key Stage Assessments NGRT – 1 STAR Reading  Doodle Maths PASS NGST – 1 CAT4 NGRT – 2 NGST – 2 PTE 8 PTM 8 NGRT - 3	CCEA timetable November September, November, January & April  September - June October & April November January January March May May May
5	NGRT – 1 STAR Reading  Doodle Maths PASS NGST – 1 NGRT – 2 NGST – 2 PTE 9 PTM 9 NGRT - 3	November September, November, January & April  September - June October & April November January January March May May
6	NGRT – 1 STAR Reading	November

Pupil targets for Literacy, Numeracy and ICT are set and assessed three times a year.

### **Underachieving Children**

Children who have been identified as underachieving, that is scoring a differential of ten or more below their Cat 4 in either PTM or PTE, may be provided with an individual plan. All other factors – attendance, autism, medical issues etc. will however be taken into consideration.

### **Pupil Samples of Work**

Three samples of writing and problem solving are collected and levelled for each child, during the year. Teachers will complete a pupil transfer form to provide up to date information on that child. Assessment tasks are completed in ICT each term and saved in the Public Library.

### **Marking**

See separate AFL marking guidance policy.

### **End of Term Evaluations**

Teachers evaluate their topics at the end of each term. This evaluation of learning outcomes is used to inform future planning.

### ***Reporting***

Reports of progress and achievement form an integral part of the assessment policy and practice within Harmony. The main purpose of the reporting process is to support and enhance pupils' learning. The progress of each child is carefully monitored by the class teacher and both verbal and written reports are given to parents each year which fosters an effective partnership between school and home.

In Term 1 teacher/parent interviews are held for all year groups. Results of standardised tests completed in Term 3 of the previous year are discussed with parents. Further interviews are held in term 2 to discuss progress. In June parents receive a written report of their child's achievements and a copy of the results of their most recent standardised tests. Teacher/parent interviews can be arranged on request if, or when, the need arises at any time during the year.

### ***Moderation and Evaluation***

- Review and reflect on pupils' performance and progress
- Recognise that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques

***Key characteristics of Assessment for Learning include:***

- Using effective questioning techniques
- Using marking and feedback strategies (see Marking & Feedback Policy attached)  
E.G. Where appropriate, pupil marking own work as it is completed, with the pupil adding their own evaluative comments.
- Self-evaluation prompts on display or in work books, sharing learning goals
- Peer and self-assessment
- Reflection on success criteria.

**Self-Assessment is facilitated when teachers ensure that –**

- Lesson objectives and success criteria are made clear to pupils.
- Learning intentions are shared with pupils.
- Pupils are encouraged to talk about their work.

## **Question 1 - What is the school's vision and what informs it?**

The vision for Language and Literacy in Harmony Primary School is to equip all pupils with the skills, confidence and enthusiasm required to become lifelong learners. Central to this vision is a commitment to ensuring that every child is supported and appropriately challenged to reach their full potential.

This vision is underpinned by the aim that all pupils' experience success in literacy, with teaching and learning approaches tailored to meet a wide range of abilities. It is informed by current educational priorities, including the development of pupil voice, effective assessment practices and the implementation of evidence-based literacy programmes.

## **Question 2 - How is the school setting about achieving the vision, within its own context?**

The school is progressing this vision through a range of targeted, strategic actions aimed at improving literacy provision and pupil engagement.

A key development has been the establishment of a Literacy Pupil Focus Group, comprising pupils from P1-P7, including those with additional needs. This group meets regularly and provides a structured platform for pupil voice. Pupils contribute meaningfully to discussions on their literacy experiences and are actively involved in whole-school initiatives. For example, the group planned and delivered the World Book Day assembly and successfully organised and led a book swap event, promoting reading for enjoyment across the school.

The school has also prioritised the development of Assessment for Learning practices. The introduction of "*tickled pink and green for go*" marking is supporting pupils in identifying strengths and next steps in their work. Teachers are increasingly sharing clear learning intentions, helping pupils to understand the purpose of their learning.

Significant investment has been made in whole-school literacy approaches. This includes the introduction of Read Write Inc. (RWI), with comprehensive staff training and initial implementation in P1-P3. Additional programmes, such as AMIRA, have been introduced to support reading development in targeted year groups. Staff have engaged in ongoing professional learning, including training in early reading and the Literacy Intervention Toolkit, to strengthen classroom practice.

These approaches reflect a coherent and systematic effort to raise standards in literacy within the school's context.

#### **Question 4 - How does the school define, celebrate and embed success for all learners?**

The school promotes a clear understanding of success in literacy through the consistent use of learning intentions and formative feedback. Pupils are supported to recognise their achievements through "tickled pink" feedback and to identify clear next steps through "green for go".

Pupil voice plays a significant role in recognising and celebrating success. Through participation in the Literacy Focus Group, pupils contribute to shaping literacy experiences and can see the impact of their ideas through initiatives such as World Book Day and the book swap event. This fosters a sense of ownership and pride in their learning.

Success is also embedded through inclusive practices which ensure that all pupils, regardless of ability, are supported to achieve. The introduction of structured programmes such as RWI and AMIRA provides targeted support and enables pupils to experience progress appropriate to their individual needs.

Whole-school events and shared literacy experiences further promote a positive reading culture and celebrate engagement with literacy across all stages.

#### **Question 5 - How is the school creating the right conditions for the growth and development of a community of learning?**

The school is fostering a collaborative and inclusive learning environment where both pupils and staff contribute to ongoing development in literacy.

There is a strong emphasis on pupil participation, with the Literacy Focus Group providing a meaningful platform for learners to share their views and influence change. The use of a "You said, we did" approach ensures transparency and reinforces the value of pupil contributions.

Staff development is a key priority, with ongoing professional learning opportunities supporting the implementation of new initiatives such as Read Write Inc. and AMIRA. Whole-school training and collaboration have strengthened consistency in practice and built staff confidence in delivering literacy programmes.

Leadership plays a crucial role in creating the conditions for improvement. The Literacy Coordinator provides clear guidance, supports staff and monitors progress, ensuring that developments are effectively implemented and evaluated.

Planned next steps, including embedding RWI, extending spelling approaches and engaging parents through workshops, demonstrate a commitment to sustained improvement and partnership working.

Collectively, these approaches are contributing to the development of a reflective, inclusive and forward-looking community of learning.

### General Observation Feedback

**Focus: Assessment for Learning (AFL)**

**Observers:** Elaine (Principal) and Joanne (Vice Principal & Literacy Co-ordinator)

Following literacy lesson observations carried there is clear evidence of effective Assessment for Learning strategies being used across classrooms. The feedback below highlights strengths, whole-school expectations, and agreed next steps to support consistency and continued development.

#### Strengths Observed

- Assessment for Learning language is being used effectively during literacy lessons.
- Marking in pupils' books is of a good standard, with clear acknowledgement of pupils' efforts.
- Consistent use of "tickled pink" to celebrate success and "green for go" to identify next steps.
- Pupils demonstrate an understanding of learning intentions and lesson expectations.

#### Consistency of Assessment Language

To ensure a consistent whole-school approach:

- Staff should continue to use WALT (We Are Learning To) and Success Criteria.
- WILF should not be used but you can say 'What I'm looking for...' But display as Success Criteria
- Success Criteria should be explicitly referred to during teaching and learning, not solely displayed.

#### Classroom Displays

- Classrooms should have WALT and Success Criteria clearly displayed on noticeboards or learning walls.
- Displays should be current, visible, and actively referenced during lessons.

Pupil voice provides evidence that learners are developing an improved understanding of the language of "tickled pink" (strengths) and "green for go" (areas for development).

Increasingly, pupils are able to identify what they have done well and articulate next steps in their learning. This reflects growing learner independence and engagement with feedback.

Teachers are also making progress in consistently sharing clear learning intentions during literacy lessons. Observations indicate that this is supporting pupils in understanding the purpose of their learning and the criteria for success.

#### Marking and Feedback in Books

Marking in literacy books is generally effective; however, please ensure:

- Teacher comments are consistently written in books, not just ticks or symbols. Comments provide clear guidance on how pupils can improve, for example:
  - Correct spelling of a word
  - A modelled sentence or phrase
  - A focused improvement prompt linked to the Success Criteria

#### Recording of Learning

- Pupils should, where possible, record literacy work directly in books.
- Please aim to reduce reliance on worksheets, ensuring learning is evidenced in books to:
  - > Support progression over time
  - > Enable more meaningful feedback
  - > Strengthen assessment evidence

#### Next Steps in Assessment for Learning

- Further develop the use of Success Criteria to support:
  - > Peer assessment
  - > Self-assessment
- Pupils should be explicitly taught how to use Success Criteria to:
  - > Identify successes in their work
  - > Recognise areas for improvement
  - > Make meaningful edits and improvements independently

There is clear evidence of AFL strategies within pupil books and classroom practice, alongside increased use of assessment language by pupils during discussions. Key Stage

Hamilton  
Brookes

## CERTIFICATE OF ATTENDANCE

*This certificate is awarded to:*

Joanne Hughes

*for attending the Reading Champions Training in Belfast on 12 September 2025.*

12 September 2025

*Eylan Ezekiel  
Head of Hamilton Brookes*

Reading  
with AI Project



Tomorrow and Wednesday! Links for online training for teachers: Reading with AI Project [🔗 Summarise](#)

Hamilton  
Brookes

Reading  
with AI Project



Dear Joanne,

A friendly reminder that the online training for all teachers taking part in the Reading with AI Research Project, using Amira Learning, is taking place tomorrow and Wednesday this week!

All teachers of classes P3, P5, P7 and Year 8 in post-primary are invited to take part in the online training for all teachers of participating classes.

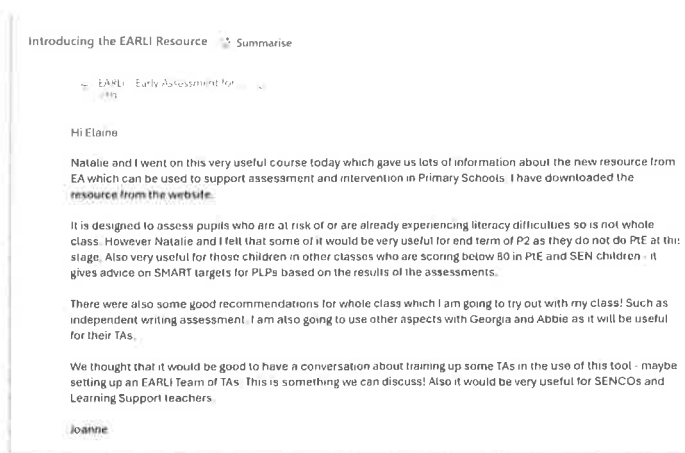
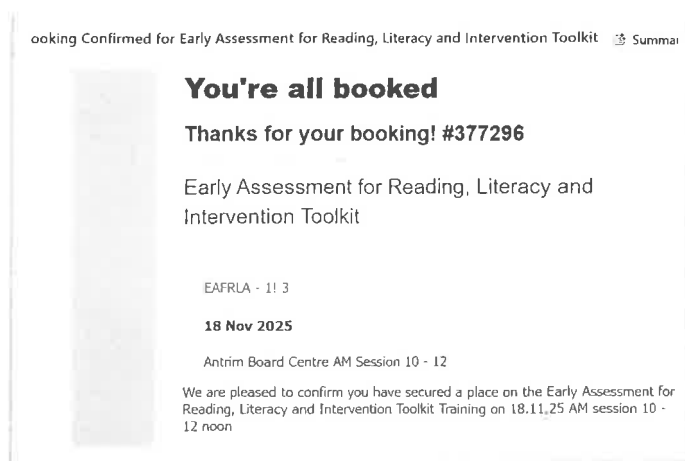
The training will be delivered on Teams. There is no need to register, on the day simply click on the link below to join the session that best fits with your schedule:

23 September 2025 @ 3:15PM

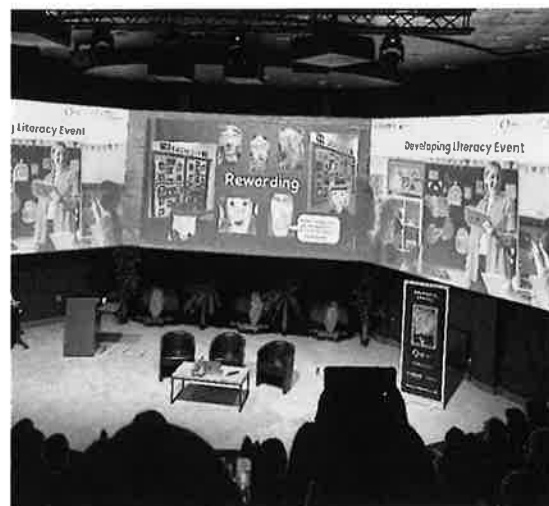
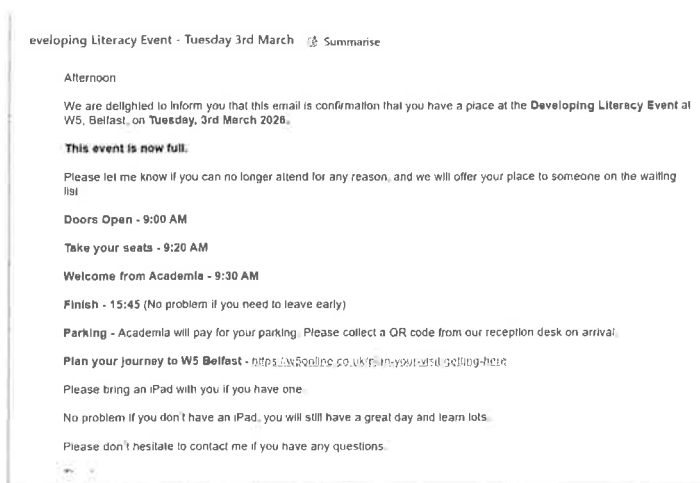
24 September 2025 @ 3:15PM



- Literacy Coordinator and Assessment coordinator attended ongoing professional learning through the Early Assessment for Reading and Literacy Intervention Toolkit



- Literacy Coordinator attended Developing Literacy using iPads conference



QUOTE SUMMARY



Mrs. Susan Johnson  
 Regional Product Support  
 1000 Lakeside Drive  
 Belmont, MA 02458  
 781.389.1000

PO Ref: 1000  
 Quote Dates: 05 Feb 2025  
 Ordered by: Mrs. Susan Johnson

Product Code	Title	Quantity	Unit Price	Discount	Net Price	TAX	Total
97819281291	OXFORD PHONICS (18-19) 4-ET (2025)	1	181.00	25.00%	135.75	0%	135.75
97819281295	OXFORD PHONICS (18-19) 4-ET (2025)	1	134.00	25.00%	100.50	0%	100.50
97819281296	OXFORD PHONICS (18-19) 4-ET (2025)	1	186.00	25.00%	139.50	0%	139.50
97819281297	OXFORD PHONICS (18-19) 4-ET (2025)	1	177.75	25.00%	133.31	0%	133.31
97819281298	OXFORD PHONICS (18-19) 4-ET (2025)	1	177.75	25.00%	133.31	0%	133.31
97819281299	OXFORD PHONICS (18-19) 4-ET (2025)	1	154.75	25.00%	116.06	0%	116.06
97819281300	OXFORD PHONICS (18-19) 4-ET (2025)	1	143.00	25.00%	107.25	0%	107.25
97819281301	OXFORD PHONICS (18-19) 4-ET (2025)	1	158.26	25.00%	118.69	0%	118.69
97819281302	OXFORD PHONICS (18-19) 4-ET (2025)	1	158.26	25.00%	118.69	0%	118.69
97819281303	OXFORD PHONICS (18-19) 4-ET (2025)	1	117.50	25.00%	88.13	0%	88.13
97819281304	OXFORD PHONICS (18-19) 4-ET (2025)	1	134.70	25.00%	101.03	0%	101.03



Garvan Mulligan <garvan.mulligan@oup.com>

To: J Hughes



Thu 16/0

**EXTERNAL**

**CAUTION:** This email originated from outside the C2k Service. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Joanna,

That is all confirmed for Tuesday 21<sup>st</sup> April at 1.15pm – I have just sent you the Teams link now.

See you on Tuesday.

Kind Regards

Garvan Mulligan  
 Educational Support Consultant|UK Education  
 Oxford University Press  
 Tel +44 (0)1538 452680  
 Email [garvan.mulligan@oup.com](mailto:garvan.mulligan@oup.com)

RWI training information from Ruth Miskin Training [Summarise](#)



Hello,

Your Online Assessment – Phonics support session has been confirmed to take place on Tuesday, 21 Apr 2026, at 11:00 AM with trainer Danielle Taggart ([danieltaggart@ruthmiskin.com](mailto:danieltaggart@ruthmiskin.com)).

More details for this event, can be found in the [support days page](#) on the School Portal.

*This event is part of your school's existing Training Package*

Best wishes,  
 Ruth Miskin Training

# AP3 - Wellbeing & Keeping Safe (including Digital Skills) Collaborative Networks & Learner Participation

## Intent

### Learner Participation:

P1 – 7 develop Literacy & Numeracy pupil focus group (range of pupils who will meet 3 times in the year with Literacy & Numeracy Co-Ordinator).

## Implementation

In line with Learner Participation target, a Literacy Pupil Focus Group was established, comprising a representative range of pupils from P4-P7, including those with additional needs. The consistent membership across the year supported the development of confidence, continuity and meaningful engagement.



Minutes from Pupil Focus meeting

The group met on four occasions throughout the year (2-3pm), providing structured and regular opportunities for pupils to share their views on their literacy experiences. Appropriate scaffolding ensured that all pupils were enabled to participate fully, resulting in inclusive and balanced contributions.



A clear "You said, we did" approach ensured that pupil feedback was acknowledged and, where appropriate, acted upon such as the pupil focus group deciding the theme for World Book Day. This transparent process strengthened pupil confidence in participation and reinforced the value of their contributions.



The Literacy Coordinator provided effective leadership by fostering a safe, inclusive environment, actively encouraging pupil voice and ensuring that contributions informed decision-making. Ongoing monitoring and evaluation indicate that the focus group has made a meaningful contribution to improving aspects of literacy provision and pupil engagement.



The P7 librarians help by supporting younger pupils in the library, promoting reading for enjoyment, and assisting with organising and maintaining AR and library resources.

## Next Steps for Literacy

Building on the progress to date, the following priorities have been identified to further strengthen literacy outcomes and ensure consistency of high-quality practice across the school:

- To embed and consolidate the implementation of Read Write Inc. (RWI) within P1-P3, ensuring fidelity to the programme and consistent delivery across classes
- To extend the use of RWI approaches to spelling within P3-P7, supported by targeted staff training and the development of appropriate resources
- To introduce and develop RWI Fresh Start and Literacy and Language approaches within P4-P7 to support progression and meet the needs of all learners
- To further develop a consistent approach to the levelling of literacy work across the school, ensuring clear progression and shared expectations
- To provide a parent workshop on RWI, strengthening home-school links and supporting parents in understanding how to support their child's reading development

These next steps are informed by ongoing monitoring, evaluation and assessment data, and are designed to ensure sustained improvement in literacy teaching, learning and outcomes for all pupils.

Mathematics and Numeracy Coordinator: Stephanie  
Marshall

## Mathematics and Numeracy Information

### Question 1 - How the scheme of work was developed

A Mathematics and Numeracy scheme was developed to create a more consistent learning experience for all pupils and to create continuity throughout the year groups. There are now detailed and clear learning intentions for each area of Mathematics and Numeracy, including Number; Measures; Shape and Space; Handling Data.

The Numeracy Coordinator drew on learning intentions that are detailed in the Statutory Requirements for Mathematics and Numeracy as well as through consultation with Robert Thompson in the Education Authority. The Numeracy team met to review the Scheme of Learning and then finally the Numeracy Coordinator disseminated to all staff members at a staff meeting in November 2025. The staff met in key stages and appropriate amendments were made if needed for some year groups.

It is expected that teachers use this Mathematics and Numeracy scheme to guide their teaching and learning in their year group. It is expected that a range of workbooks, practical activities and outdoor learning is used by staff to achieve success in the learning outcomes detailed in the scheme of learning.

Levels of progression were created to track and support pupils' development throughout the school. Each year group had specific learning targets that gradually increased in difficulty, ensuring children could build on previous knowledge step by step. These levels of progression helped teachers monitor achievement more effectively and ensured that every child was given the opportunity to reach their full potential in mathematics.


The Mathematics and Numeracy Scheme of Learning can be found on shared resources.

## Question 2 - How new planning was developed and what it looks like

Planning was developed within each Key Stage. Led by each Key Stage Leader staff met to develop an appropriate planning format for Numeracy. Throughout each key stage the planning format includes the learning intentions from the scheme of learning; activities and learning experiences to achieve the learning intention and some key stages have included language. It is expected that planning is a working document and is evaluated weekly.

Throughout all key stages opportunities for outdoor learning are identified in a green text in the medium-term planning.

### Foundation Stage Planning

 <b>Primary One Numeracy Medium Term Plan</b> Teacher: Mrs Grimason      Term: January - February 2025-2026	
Learning Intentions/ skills- Lines of Development from Mathematics and Numeracy	Activities
<ul style="list-style-type: none"> <li><b>Number/counting</b></li> <li>Count a variety of objects, for example, number of cups, apples, crayons</li> <li>Develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count</li> <li>Investigate different ways of making sets for a given number within 5/10</li> <li>match numerals to sets</li> <li>Order numerals and sets within 5/10</li> <li>Develop an understanding of conservation of number within 5/10</li> <li>number bonds to 5</li> <li>Understand in counting activities that 'none' is represented by zero</li> <li>Explore ordinal number, for example, first, second, third, last, between, by completing practical activities</li> <li>Explore the number that comes after, before, between a given number; carry out simple mental calculations, for example, 1 more than/less than within 10; 2 more than/less than within 10</li> <li>Extend, when appropriate, understanding of number beyond 10.</li> </ul> <ul style="list-style-type: none"> <li><b>Money</b></li> <li>Use money in the context of play.</li> <li>Understand the idea of exchanging goods for money</li> </ul>	<ul style="list-style-type: none"> <li>Whiterose maths <del>powerpoints</del> and practical activities for reception level</li> <li><u>S frame</u></li> <li>Numicon, pegs and boards</li> <li>Use <u>unifix</u> cubes to make different shapes using the same number -10-20</li> <li>Number fishing game</li> <li>Use adding on games for more than</li> <li>Counting sets of objects and discuss more/less</li> <li>Estimate a set and use number fan to show estimation.</li> <li>Number fans</li> <li>Variety of <del>base 10</del> number worksheets</li> <li>Differentiated bingo boards</li> <li>Frog and <u>lily pad</u> counting boards</li> <li>Jumping ladder and dice</li> </ul> <ul style="list-style-type: none"> <li>Brainstorm on IWB with whole class- What is Money? What do we use it for? How do we use it?</li> </ul>

### Question 3 - How outdoor numeracy was developed

In Harmony Primary it is recognised that outdoor learning is important to our learners and valued by our school community.

*"Outdoor learning across the school and nursery which is facilitating effectively the development of the children's curiosity, exploration and investigative skills."*  
(ETI, 2025)

It is recognised that more opportunities for outdoor learning are needed.

*A "review of the current timetabling to provide the children in all classes with more time for learning outdoors."* (ETI, 2025)

Throughout the key stages teachers include outdoor learning experiences in the medium-term plans. In practice this is flexible and will look different in each key stage, for example whole class outdoor learning or group outdoor learning. Both teachers and assistants facilitate the outdoor learning of Mathematics and Numeracy. Purposeful outdoor learning can take place in the two playgrounds, in the forest or in the community.

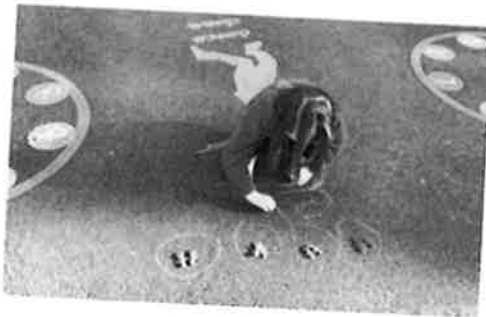
Outdoor Mathematics and Numeracy learning is documented through observations and photographs which are uploaded to 'Seesaw' and the 'Whole School Evidence Folder'.

The Numeracy Coordinator and Outdoor Learning coordinator liaise with each other to ensure the staff are supported in facilitating outdoor learning. A Scheme of learning for Outdoor Learning was created which details many outdoor learning experiences for Mathematics and Numeracy. The Mathematics and Numeracy Coordinator alongside the Outdoor Learning coordinator held a staff meeting in March 2026 to highlight and celebrate best practice of outdoor numeracy within the school. Staff were able to discuss some of the positive aspects of outdoor numeracy as well as some of the barriers.

In April 2026 Katrina Bradley from Numerasee led a staff development day of best practice in practical Mathematics and Numeracy which touched on outdoor learning. Staff were given practical ideas for outdoor numeracy as well as reminded of the value of the outdoors for children's learning. It was emphasised

# Evidence of outdoor learning in Mathematics and Numeracy

March -WALT recognise/find odd and even numbers



## P4 Symmetry Outdoors

We had great fun using natural materials to create symmetrical pictures.





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# OUTDOOR NUMERACY



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## DISCUSS..

What has gone well with outdoor numeracy?

- Example of a positive lesson

What have been the barriers?

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## PURPOSE OF OBSERVATION

To observe the effective delivery of Outdoor Numeracy within a numeracy lesson. A focus on clear **numeracy learning intentions**, effective use of **Assessment for Learning (AfL)**, pupil engagement and independence, adult interaction and questioning, and evidence of the **School Vision and Agreed Values**.

#### Question 4 - Any training that took place on numeracy

- Numerasee - Manipulatives Masterclass and Number Talks - attended by all staff.
- Education Authority- Using Manipulatives to develop Conceptual Understanding - attended by Numeracy Coordinator
- Shankill Area Learning Community for Mathematics and Numeracy Coordinators.

#### Question 5 - Development of pupil focus groups

This is the first year of developing a Mathematics and Numeracy pupil group. All teachers from P4-7 selected two children from their class to be part of the focus group. The group first met in January 2026 and meets once a term. Discussions centre around their opinions and experiences of Mathematics and Numeracy in school. By listening to pupil voice, the school encourages children to feel valued, respected, and involved in decision-making. The pupil focus group also help to build confidence, communication skills, and a sense of responsibility among the children.

Next year, the focus group will be built upon by taking on more responsibility and being more of a presence around the school. The Mathematics and Numeracy coordinator will see to develop the group more purposefully through support from the Area Learning Community and the School Council leader.

#### Mathematics and Numeracy pupil Focus Group



