

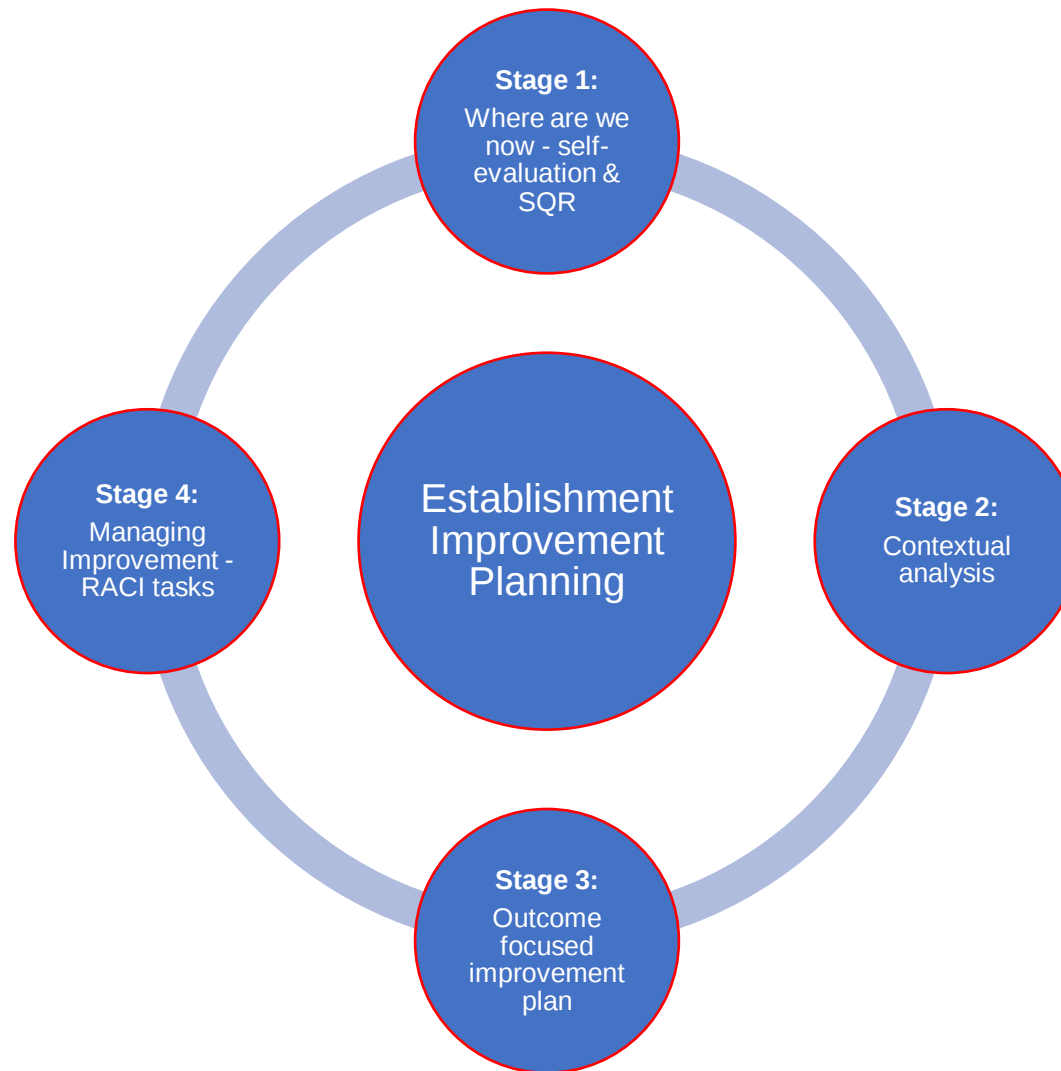


Falkirk Council
Children's Services

Establishment Name: **Moray Primary School 2024-25**



Falkirk Council Children's Services Establishment Improvement Planning Cycle



Unique Context

National Expectations



Community – Demographic, geographical and economic influences



Grangemouth has a population of 16,709 & is situated in the Falkirk Council Area. The town lies centrally with access to The Kelpies, local parks with Zetland & Inchyra Park seeing a regeneration just in the last 5 years.

A sports stadium & fitness complex with swimming pool are within the town.

Grangemouth is a large town with a busy port & strong links to the petrochemical industry. These industries historically employed many of the residents of Grangemouth but the last 30 years has seen the migration of the workforce to other areas within Falkirk & beyond leading to the economic downturn of the Grangemouth community.

25% of children in the Grangemouth area live in poverty.

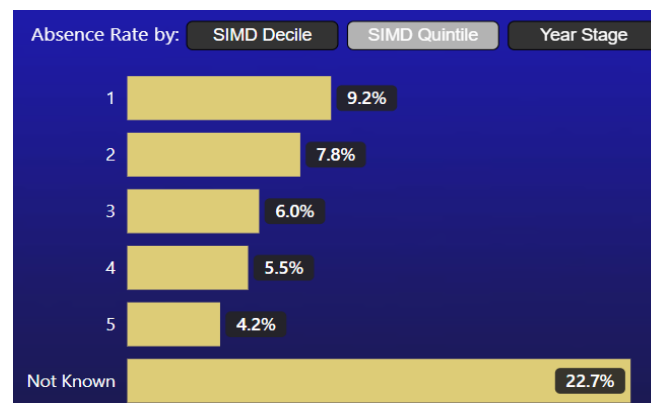
15% of families are income deprived.

The unemployment rate in Grangemouth currently sits at 4.6% and in relation to other areas across Falkirk data around

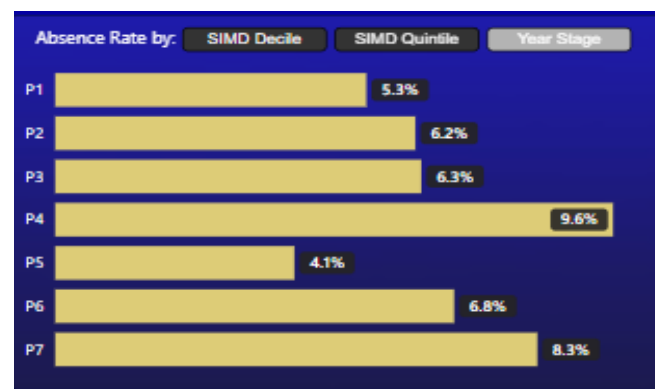
Attendance and Exclusion

Our pupil attendance over session 2024-25 remains positive.

Across the whole school our absence rate is 6.66% compared to the local authority average of 8.96%. We have several pupils who require targeted check ins and phone calls to ensure they attend regularly and we work with partner agencies for these children to support their families.

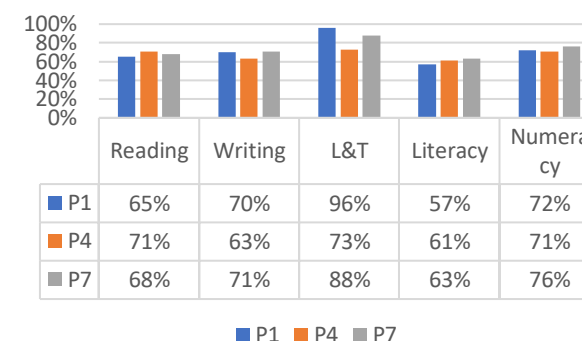


Our average pupil absence rate between pupils most and least deprived shows a difference of -5.0%.

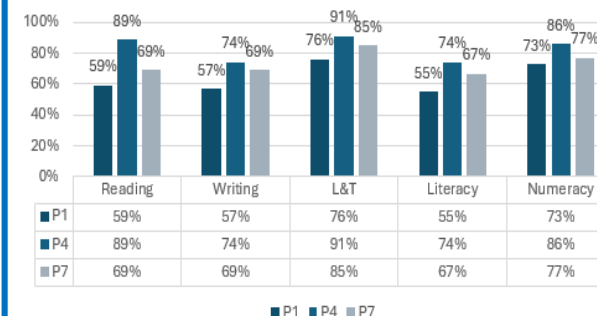


Progress and Attainment

ACEL Data June 2024



Moray PS ACEL Data End of Session 2022-23



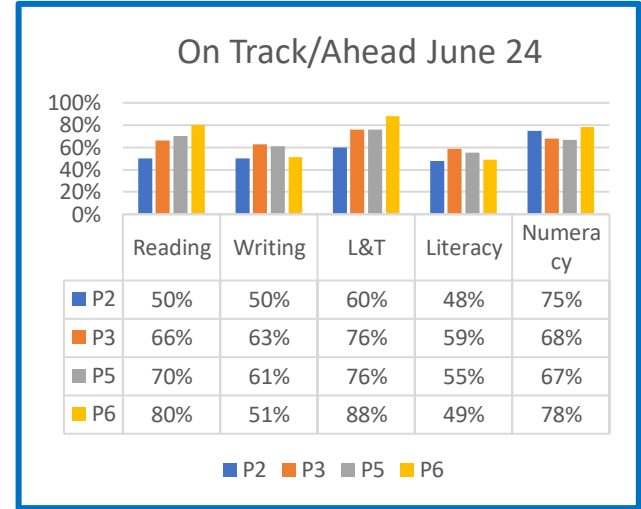
This session our end of year ACEL data, 2023-24 has evidenced dip in attainment in comparison to 2022-23 ACEL cohorts.

In Primary 4, at the end of First Level literacy attainment data is 13% less than it was in the previous session with numeracy also showing a dip

health and qualifications is cause for concern - • % no qualifications Falkirk 27.4% Grangemouth 32.6% • % bad or very bad health Falkirk 5.5% Grangemouth 6.7% • % long-term limiting health problems Falkirk 20% Grangemouth 23% 16.2% of Grangemouth children live in low-income homes. 75.9% of Grangemouth children in receipt of Free School Meal (FSM) entitlement due to households receiving Income Support or Universal Credit - monthly income of no more than £625. Within the community several volunteer services run to support families. As a school in session 2024-25 we aim to further development our positive and impactful parental engagement offerings. Not only for support through curricular workshops but by developing opportunities for parents and families that can have a positive impact on emotional and social wellbeing and family life beyond school and into the wider community. With our planned work with our Food for Thought project and Learning for Sustainability (LfS) we are linking with our local authority education officer and Grangemouth High School representative for Developing the Young Workforce (DYW). All aimed at supporting our learners from a young age to understand and develop the skills they need to succeed. In encouraging them to think about their future and be aspirational for what lies ahead we are in turn seeking to	With regards to year group absence rates our current P4 cohort has the highest rate of attendance sitting at 9.6%. Digging into this initial data we discovered that the majority of the pupils in this year group absent regularly are those who receive targeted interventions at Staged 2 Intervention from our SFLT, EYO and have adaptations made to their literacy learning. Going forward targeting their absence rate is a priority to ensure that the supports being put in place are received by these learner's consistently to have a positive impact on their progress. Our Inclusion Worker supports families of pupils who are consistently absent or late to school and who fall into the % of most deprived. Our soft start breakfast club supports pupils who struggle to start the day. Having breakfast with friends, supported by our Inclusion Worker has impacted positively on these pupils being ready to start the day settled and regulated in class. These pupils and their families have built positive relationships with our Inclusion Worker and although can still struggle emotionally and socially with aspects of school they attend school regularly. Our Attendance Rationale, continues to be shared with parents and carers and as an SLT we are familiarising ourselves with the new Power BI attendance dashboard to develop our skills in analysing attendance data and trends.	in attainment at First Level by 15%. Within this current P4 year group 7% of pupils require and receive targeted support at Stage 2 and Stage 3 of Falkirk Council's Staged Intervention Framework. Writing attainment continues to pose a challenge, with only 63% of P4 pupils achieving First Level Writing. In our P1 stage this session, albeit small, there has been a positive increase in attainment within literacy; with reading attainment at the end of Early Level increasing by 6% compared to last year and writing attainment increasing by 13%. The child centred teaching approach which has used a balance of child led, adult directed and adult led teaching and learning has allowed for targeted literacy and numeracy input for groups of children supported by an adult centring learning and teaching experiences at the developmental and learning needs of the individuals and groups. This approach can be attributed to the rise in attainment but it is also important to consider that our P1 cohort last session (now P2) had a large percentage of pupils who had complex needs and required a high level of emotional and social support which impacted on learning and teaching across the cohort. Our current P7 pupils' journey over time indicated a dip in attainment at P4 around the time of Covid-19. Interventions and support, access to small group tutorials to support children on the dyslexia pathway, along with the use of digital technologies and staff planning learning and teaching experiences at Second Level that take account of the needs of their learners have had a positive impact. Although our P7 attainment does not reach the authority stretch aim of 85% there have been increases in attainment; writing attainment has increased for this cohort since P4 to P7 by 33%, numeracy by 19% and reading by 19%.
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help shape a positive future for their local community of Grangemouth.

Our numeracy attainment remains consistent across P1, P4 and P7 ranging within 71-76%.

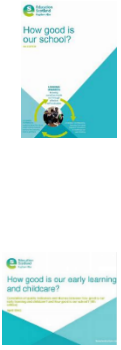


Analysis of our end of term teacher judgement highlights areas of improvement but also supports our improvement priorities for next session 2024-25.

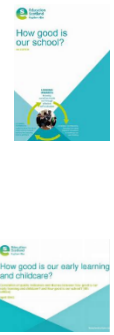
Writing - although below 63% across First and Second level our writing attainment shows that the majority (50-74%) of our pupils are on track or ahead across First and Second level in writing. Our aim to improve outcomes in writing is one that is a long term plan at Moray and continues to be a key part of our maintenance plan for 2024-25. We have in the past two years engaged in focussed and targeted work across the school in writing and although we are not seeing an immediate increase in our quantitative data for writing our qualitative data from our whole school focus on Talk 4 Writing and writing moderation has indicated an increase in pupils motivation for writing and staff confidence in the skills to teaching writing and moderate learners' progress in writing.

Reading - at First Level (P2 and P3) reading attainment is below the local authority stretch aim of 85% but again indicates the majority of learners are

		on track. Staff analysis and dialogue focussed on attainment data and current practices in reading has highlighted that as a staff team we need to focus on reading as a priority over the next cycle of school improvement. Committing our professional learning, looking outwards to current pedagogical approaches to the teaching of reading to support staff pedagogy and improve outcomes for learners in reading. Our P2 reading attainment (50% on track or ahead) alone justifies the need to look at foundational skills in reading and literacy. This particular cohort of learners have a large % of ASN and require adaptations to the types and range of supports for learning. Our pupils on track for reading within Second Level at P5 is 70%, with our current P6 pupils sitting at 80% on track or ahead. We are confident with reading as a priority that this positive journey will continue for these learners. Numeracy - our numeracy attainment, although it remains consistent across P1, P4 and P7 ranging within 71-76%, at P3 and P5 the % of children on track or ahead in numeracy is 70% and below. Our audit of numeracy practice and resources alongside qualitative data gathered from professional dialogue highlighted inconsistencies in practice across the school in the teaching of numeracy and maths. Staff identified gaps in pupils' foundational numeracy and maths skills, leading for some to an inability to retain concepts and skills that they can revisit and apply in other concepts or in more complicated maths experiences.
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Priority Area: Curriculum, Planning for Learning, Teaching and Assessment – ➤ Medium Term Planning for Literacy ➤ Learning for Sustainability across Early, First and Second Level	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment FC Education Service improvement Plan 24/25 link – • Priority 1 Excellent Educational experiences for all learners 
What informs this priority? ➤ <i>Feedback from local authority 2.3 engagement visit highlighted a need for medium term planning which married long term and short term planning.</i> ➤ <i>From initial work in developing our Curriculum Rationale our next step for our curriculum was to consider how we plan learning and teaching experiences that promote cross cutting themes & opportunities to learn across the four contexts.</i> ➤ <i>Identified a need to develop our practice in IDL planning and bundling focussing on Falkirk's Learning for Sustainability (LfS) Framework. Ensuring our experiences and outcomes ensure breadth, depth, progression and within that flexibility, relevance and responsiveness to people and context, whilst ensuring all learners are active participants.</i> ➤ <i>Build on our development of life skills room and Food for Thought initiative.</i>			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
• All staff planning LTA using developed medium term planning format. <i>Planning will be proportionate and manageable and clearly identify what is to be learned and assessed 2.3 LTA</i>	➤ Develop medium term planners which clearly show what is being taught that term and ensure progression and depth across the year for groups of learners. ➤ Medium term planners used by all staff for literacy identifying key areas – ➤ <i>What I intend children to learn in this period of time?</i> ➤ <i>How will I know they have achieved? Assessment.</i> ➤ <i>How am I going to get them there? E.g. what are the key concepts I need to children to understand.</i>	➤ Medium term planning drafts piloted by 2024 Leading Learning Group to be rolled out across school for all staff for literacy. First term use August 2024. ➤ Links with Scott Lavery Education Service Manager and Wallacestone PS. ➤ Links with Kimberly Robinson, Susan Thomson and Yvonne McBlain using staff moderation CLPL to feed into the LTA cycle and how our medium term planning is incorporated into each part of the cycle.	➤ Qualitative from engaging in dialogue around the impact of medium term plans. ➤ Development of planning formats. ➤ Agreed medium-term planning formats that support learning, teaching and assessment for all learners. ➤ Self-evaluation using 2.3 challenge questions. ➤ Medium term planners will bridge the long term and short term planning for staff leading to children experiencing focussed and progressive learning opportunities that have been well planned and differentiated and assessed to ensure we are meeting learners' needs.

• For all staff to have a clear understanding of where we are with our Curriculum. • In line with our work around the 4 contexts, develop our curriculum and learning and teaching with a focus on LfS to ensure our learners are experiencing the totality of the curriculum. • Staff to develop their skills in bundling E's and O's leading to a richer experience for children to apply skills across the curriculum over a range of contexts. • All pupils will engage in one bundle of LfS aimed at developing their knowledge and understating of sustainable global goals. • Learners to have opportunities to develop life skills through the food for thought initiative. • Continue to build on staff confidence in analysing assessment data	➤ Dedicated CAT and CLPL sessions. ➤ Protected time for collegiate dialogue and planning between stage partners/departments and personal learning partners. ➤ As a whole school community self-evaluate Q.I 2.2 Curriculum. ➤ As LfS is a cross-cutting theme running through CfE – BGE consider LfS bundles as we review our curriculum and opportunities for IDL and bundling. ➤ With support from Education Support Officer as a staff engage with Falkirk's (LfS) Framework and Scotland's LfS Action Plan. ➤ Staff to plan for and engage learners with at least one of the 5 bundles within the LfS Framework. ➤ Dedicated CAT and CLPL sessions. ➤ Protected time for collegiate dialogue and planning around chosen bundle. ➤ All staff to engage throughout the school year with Food for Thought development - planters, poly tunnel and life skills room. ➤ Developing the Young Workforce (DYW) ➤ Continue to provide opportunities for staff to engage in collegiate work around analysing data and progress. ➤ Support of local authority data coach around updated authority tracking system Progress.	➤ Protected time as staff team to self-evaluate Q.I 2.2 Curriculum. ➤ Event to incorporate parent and pupil self-evaluation of 2.2. ➤ Pupil council and focus groups. ➤ Parent body and Parent Council. ➤ Staff Leading Learning Group with key responsibilities. ➤ Education Support Officer – Yvonne McBlain ➤ Links with other schools e.g. Wallacestone PS. ➤ Across the year all staff will teach at least one bundle from the LfS Falkirk Framework – by June 2025. ➤ Bundle identified in august 2024. ➤ CAT and department meeting sessions to share experiences around teaching LfS bundle. ➤ Ongoing development of food for thought and life skills room for learning and teaching experiences. ➤ Links with GHS staff – Kevin Tweedie re skills development. ➤ INSET CLPL for all staff with data coach for authority tracking system - Progress. ➤ Protected time at department sessions to continue moderation practice and discuss ongoing assessments/pupils progress.	➤ HGIOS 4 Q.I 2.2 Curriculum features of effective practice and challenge questions to self-evaluate. ➤ Quality Assurance of learning and teaching and engagement with identified bundle from the LfS Falkirk Framework. ➤ Quality Assurance of LfS bundle planner. ➤ Learners across the school will engage with one bundle within the LfS framework. Observations of children will evidence increased engagement, pupils leading learning and showing a developed knowledge of sustainable goals. ➤ Feedback from pupils evaluating their learning through IDL and the four contexts will evidence increased pupil voice and experience across the four contexts. ➤ Qualitative – through discussion and feedback staff will share knowledge and developments around their teaching of LfS. ➤ By June 2025 all teaching staff to be confident or very confident planning IDL using the LfS Falkirk framework bundles and have increased confidence in bundling E's and O's when planning learning and teaching experiences for pupils. ➤ Staff evaluation of session and impact in supporting their analysis of data. ➤ Staff continued use of Moray PS Assessment Rationale and Framework.
Ongoing evaluation/actual impact:			

Priority Area: Literacy – Develop practice and pedagogy around reading to raise attainment for our learners.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment FC Education Service improvement Plan 24/25 link – Priority 2 Positive attainment and achievement for all learners 
What informs this priority? ➤ <i>Building on our positive reading culture and dialogue around reading development and trends in attainment data as a staff team we identified the need to explore our practice and pedagogy in reading to support learning and teaching of reading to improve outcomes and success of our learners in reading.</i> ➤ <i>Reading data for June 2024 - P1 – 65%, P2 – 50%, P3 – 66%, P4 – 71%, P5- 70%, P6 – 80%, P7 – 68%</i> ➤ <i>Observed positive trends in children on track in reading at P5 and P6. Is this due to particular strengths in ability of those cohorts of children or can we identify approaches that are leading to these positive trends?</i>			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
• Staff will develop their understanding of knowledge and skills in pedagogical approaches to the teaching of reading. By June 2025 all teachers will have increased understanding of how children learn to read and will have increased confidence in using	➤ Continue with our positive reading culture development GOLD accreditation. ➤ Build on our reading resources and quality reading material - purchase of novels/books with stories based on diversity/inclusion etc. ➤ Continue to develop Pie Corbett Reading Spine – non-fiction books. ➤ Staff Leading Learning Group with key responsibilities for developing reading practice and pedagogy. ➤ Whole school audit of practise and pedagogy in learning and teaching reading.	➤ Whole staff continued engagement with Reading Schools and building on positive reading culture. ➤ Ongoing - Staff Leading Learning Group with key responsibilities for developing reading - RACI task brief. ➤ CAT/INSET focus on CLPL around reading practice and pedagogy – expert partners/local authority links with Visiting Teacher and Education Officer. ➤ Ongoing - Department Meetings focus on reading practice and moderation. ➤ <i>Professional Literature - Christopher Such, Art & Science of Reading.</i>	➤ Quality Assurance and monitoring of reading practice and culture in classrooms. ➤ HGIOUR School/pupil focus groups - pupil voice captured. ➤ Reading Schools Accreditation GOLD. ➤ Feedback from staff and pupils on reading spine books. ➤ Staff feedback and engagement for audit. ➤ Mentimeter data from staff around confidence in teaching reading. ➤ Staff feedback from engagement in CLPL sessions focussed on reading practices.

a variety of strategies to improve outcomes in reading. <i>For our learners this will lead to increased motivation, engagement and attainment in reading across Early, First and second Level.</i>	➤ Whole school audit and refreshment of Communication Environment. ➤ Professional learning focussed on refreshing knowledge of Teaching Children to Listen, Fun with Narrative, Colourful Semantics, Therapy Partners, and Team Teaching. ➤ ACI language development and vocabulary with targeted pupils and SfLA's. ➤ Capture ongoing practices and pedagogy in reading at Moray through whole school audit of resources for the learning and teaching of reading. ➤ Programme of CLPL focussed on professional reading and engagement with practice and pedagogy in reading. Underpinning theory/knowledge to understand pedagogy around reading – what are you teaching and why? – Link with Visiting Teacher, Literacy Support and Education Support officer to lead and develop staff CLPL sessions. ➤ By looking outwards and engaging with professional literature and experts in reading pedagogy – e.g. The Learning Zoo and education Scotland Early Reading Resource. ➤ Maintain positive relationships and links with community partners – e.g. library, high school. ➤ Protected opportunities for staff to engage in dialogue around pedagogy and practice in reading and observe and share practice with Personal Learning Partners. ➤ Continue to develop moderation practice with a focus on reading. ➤ Revisit literacy rationale in line with developments in reading and writing practice and Moray PS LTA cycle.	- <i>Education Scotland Early Reading Resource</i> - <i>Principles and Practice document – CfE</i> - <i>Scarborough Reading Rope</i> - <i>Reciprocal Reading</i> - <i>Education Endowment poster for reading.</i> ➤ SLT Quality Assurance to gather insights into current reading pedagogy and practice. ➤ Speech and Language Therapist – Madeleine Faughney – August 2024, November 2024, ongoing throughout session. ➤ Support for Learning Assistants.	➤ Clear and consistent approach to communication environment across school. ➤ Staff upskilled in supporting children's language development and vocabulary. ➤ Teaching staff and whole school self-evaluation of practice in reading. ➤ Feedback and dialogue with pupils around reading. ➤ Tracking and attainment data in reading will evidence an increase in pupil's attainment in reading. ➤ <i>Quantitative data -end of year teacher judgement – reading data will have shown an increased improvement.</i> ➤ <i>Qualitative data for reading – observations and professional dialogue with practitioner around learners will evidence increased engagement in reading.</i> ➤ <i>Evidence from staff small tests of change from Leading Learning Group classes will provide evidence around successful reading strategies that have impacted positively on pupils reading attainment.</i> ➤ Self-evaluation HGIOS 4 challenge questions to identify next steps and to review progress.
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• To develop a literacy rationale/ framework that reflects our pedagogy and practice in literacy at Moray PS. • <i>Increase pupils skills and ability in reading in First Level CfE</i> • By June 2025 most families will engage and feel confident they can support the development of their child's reading and literacy skills.	➤ Targeted interventions will have a positive impact on pupils' attainment. ➤ Build on positive and impactful practice of sharing learning with parents by engaging families with sessions focussed on reading pedagogy. ➤ Promote reading at home to develop children's foundational reading skills. ➤ Continue with school community reading events. ➤ Develop family learning sessions in partnership with Speech and Language Therapy (SaLT) with a focus on early intervention around vocabulary –Teaching Children to Listen, Fun with Narrative (story recall and narrative) and Colourful semantics.	➤ SLT review of data in reading attainment – session 2023-24. ➤ Continue with targeted support and interventions for identified pupils not attaining in reading at First Level CfE - EYO, SfLT, Class Teacher, PT support reading skills in identified pupils across P2, P3 and P4. ➤ Ongoing throughout school year. ➤ Leading Learning Group. ➤ SLT/Expert Partners. ➤ Speech and Language Therapist – Madeleine Faughney.	➤ A clear rationale for literacy at Moray PS. ➤ <i>Tracking of progress for identified pupils.</i> ➤ <i>Evidence of pupils' work.</i> ➤ Parents/carers will find the sessions <i>useful to help them support their child.</i> ➤ Informal and formal feedback from parents through discussions during events, Microsoft forms, exit passes.
Ongoing evaluation/actual impact:			

Priority Area: Numeracy - Practice and Pedagogy Spiral Maths Foundational skills	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment FC Education Service improvement Plan 24/25 link – Priority 2 Positive attainment and achievement for all learners 
What informs this priority? ➤ <i>Audit of numeracy and maths practice across school showed pockets of varied practice and pedagogy and no consistent approach to teaching numeracy from level to level.</i> ➤ <i>Dialogue at pupil progress meetings highlighted learners that are not progressing with aspects of numeracy and maths. This stressed a need to identify where the gaps are between numeracy and maths.</i> ➤ <i>Attainment data in June 2024 for numeracy evidenced a dip in learners' outcomes at stages P3, P4 and P5. Within these year groups less than 70% children were on track in numeracy. Highlighted a need to revisit and consolidate concepts and foundational skills in numeracy consistently and not only for blocks of time.</i>			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
• To develop our practice and pedagogy in numeracy and maths, support learning and teaching and improve attainment outcomes and success of our learners in numeracy and maths. • Adopt the spiral approach to	➤ Capture ongoing practices and pedagogy in numeracy at Moray. ➤ Audit of numeracy resources in school. ➤ Look outwards to partner schools and experts for CLPL developments in numeracy and maths practice.	➤ Staff Leading Learning Group with key responsibilities for developing numeracy and maths practice – carry out over time and evaluate small tests of change in numeracy and maths practice and pedagogy. ➤ CAT focussed on CLPL around numeracy and maths practice and pedagogy – expert partners/Leading Learning group. ➤ Ongoing - department focus on numeracy and maths practice and pedagogy – sharing practice ideas and resources. SLT Quality Assurance to gather insights	➤ Quality Assurance and monitoring of numeracy practice in classrooms and forward planning will indicate adaptations to teaching of numeracy and maths by adopting the spiralling approach. ➤ Quantitative - small tests of change in practice - will have a positive impact on pupils' outcomes and skills in numeracy and maths. Evaluation by LL group around small tests of change using tracking and attainment data in numeracy and maths for identified children. This will evidence increased

numeracy and maths which will lead to learners' knowledge and understating in numeracy developing and consolidating their skills being able to apply them in different contexts. • Learners' skills in the four operations will be clearly tracked and evidenced across a revised framework linked to the CfE benchmarks and pathways. • By June 2025 some staff will have developed their understanding of knowledge and skills in pedagogical approaches to the teaching of numeracy and maths. • Increase most parents understanding of learning and teaching in numeracy and maths. How they can support their child's development.	➤ Leading Learning group small tests of change with identified practitioners and pupils in using alternate numeracy and maths pedagogy and practice beyond Big Maths. ➤ Within Leading Learning group practitioners sharing and observing practice in numeracy and maths as develop tests of change in practice. ➤ Opportunities throughout school session for parents to attend workshops focussed on numeracy and maths.	into current numeracy pedagogy and practice. ➤ Leading Learning Group and staff to plan workshops around numeracy and maths to share pedagogy in school and support parents to support their child in their progress.	engagement and progression in numeracy and maths. ➤ Quantitative – attitude survey for all pupils at First and second Level. ➤ Feedback from staff and pupils on numeracy and maths practice and pedagogy. ➤ Staff feedback from engagement in CLPL sessions focussed on numeracy and maths. ➤ Teaching staff and whole school self-evaluation of practice in numeracy. ➤ Self-evaluation HGIOS 4 challenge questions to identify next steps and to review progress. ➤ HGIOUR School – Learning, Teaching, and Assessment - capture Pupil Voice. ➤ Self-evaluation of impact and engagement in SIP priorities. ➤ Staff feedback and engagement for audit. ➤ Overall tracking and attainment data and end of year teacher judgement – will indicate an increase in numeracy and maths attainment. ➤ Parents/carers will find the sessions useful to help them support their child. ➤ Informal and formal feedback from parents through discussions during events, Microsoft forms, exit passes.
Ongoing evaluation/actual impact:			