

Erasmus+ Key Action 2

Final Report – Assessment Conclusion

Participating Organisation Name:	Dunkirk Primary and Nursery School
Project Reference Number:	2020-1-UK01-KA229-079032

ASSESSMENT CONCLUSION

Overall rating of the Mobility: 86/100

Very Good	Good	Poor
✓		

Assessment Feedback from External Assessor:

Relevance of the project/strategy

This project was designed and managed by a partnership of two schools from the UK and Finland. Maths for All has all the credentials of an excellent Erasmus+ project linking clearly to the key principles of the action and involving priorities for both schools in their overall school development planning. The motivation for participation in the project for both partners is presented with clarity. The objectives of the project were clear from the outset and even with Covid 19 difficulties, they have achieved a notable success with their combined efforts. The project outcomes have relevance for many other schools, teachers and wider learning communities. The LTTA's and joint training programmes were well planned and proved to be extremely successful and also demonstrated the transnational value of the project.

Maths is used in almost all walks of life and almost all career sectors - it is vital that children leave school with a secure grasp of mathematical concepts and how to apply these to a wide range of contexts. Research shows that a secure understanding of maths at primary level is vital to make good progress through a secondary maths curriculum. Additionally, there is ample research showing the overall predictive value of later academic success based on early mathematical skills. This project set out to improve Mathematics teaching and learning in a very clear and strategic manner.

The project aimed to identify key methodologies to support the learning of maths for all and also support parents with a variety of strategies. The main project achievements included; all staff having an understanding of the cognitive science of learning; all staff having strategies to support learning using the cognitive science of learning; all staff having an understanding of the importance of fluency - how to identify the gaps, how to support children's learning using manipulative techniques ; all staff having an understanding of problem solving and how to use heuristics to teach pupils.

It has proved to be a highly successful and conscientiously managed project - the teachers involved deserve great credit for their efforts.

Quality of the project design and implementation

Maths for All has a robust design and has been managed very well by the Dunkirk School team. It is a highly collaborative project and demonstrates just how much can be achieved between two professional and dedicated teams of teachers. Each school has consulted with the wider teaching team to ensure the focus of the project is suitable to meet their own and the school's needs. They also gathered some initial interest in participating to ensure that project would be viable. Each school published a project summary, and application criteria to the full teaching team. Teachers applied to be part of the project stating why the project is applicable to them, how they hope to benefit from being part of the project, and what they feel they can contribute to the project.

The project was designed by expert Erasmus+ teachers and the whole proposal was constantly reviewed and evaluated - using a varied and wide range of qualitative and quantitative methods. Teacher questionnaires – start of project and end of project. Results at the end will be compared with results at the beginning for each teacher, and overall. Lesson observations – senior leaders and peers observed teachers using the new teaching methods to see the impact and to ensure they meet the objectives set. Pupil surveys – all pupils had the opportunity to complete an anonymous survey about their attitudes to maths and their perceived ability and understanding. Data – maths results across each school are expected to improve and this was reflected in both progress, and achievement and attainment data. Data for specified children – progress of targeted children is expected to be higher than they have previously achieved and will show a narrowing of the gap with peers. Parents “exit-questionnaires” – when parents left a meeting or a work-shop they were given a simple exit-questionnaire to gather their views and opinions and the activities Parent surveys – start and end of project parent surveys will show that parents have a greater understanding of how to support their children with maths Resources for parents – a set of resources including printed material, e-material and videos has been produced and parents responded to a survey expressing satisfaction YouTube views – number of YouTube views on the supportive videos for parents will represent a significant proportion of the families

Quality of the project team and the cooperation arrangements

This project benefited from the involvement of widely experienced Erasmus+ staff who knew how to design and implement a strong collaborative proposal. Dunkirk and Rastaala have partnered with each other for a number of years over a number of projects. Each school was independently working on developing mathematical teaching. It became apparent that each school had similar priorities in terms of supporting the increasing numbers of children who arrive as migrants and therefore might have gaps in their mathematical understanding due to differing school systems or breaks in education.

Each school had expertise to offer and showcase, and this expertise is contrasting – one of the teachers in Rastaala has written a maths text book for younger primary pupils; and the rate of progress in upper primary at Dunkirk is in the top 15% of schools nationally in the UK. Dunkirk also have two teachers working with the local maths hub to understand how to teach for mastery. The maths teaching in each school was already good, and most pupils are benefitting from this, and are able to keep pace with the national expectations. However, there are a minority of pupils for whom the current teaching is not working well enough. Either they are not able to retain new learning, or the pace of their learning is slower than expected, or who have obvious gaps in their learning. This was an obvious starting point for some further whole school training and development.

Dunkirk was the main project co-ordinator for the whole project. The overall project lead closely communicated with the project lead in Rastaala throughout, sharing needs, results and emerging priorities. Both project leads are experienced in leading Erasmus+ and other international projects, and both have worked together before and developed a strong working relationship, and a good

understanding of each other's schools. Each project lead assigned roles and responsibilities to the participating teachers in the team and each project lead oversaw the team within their own school.

The participants were responsible for communicating what has been learnt with the wider school team and this was followed up by the project leader. Some parts of the project will be filmed to provide staff professional development opportunities which can be used during project implementation and to provide a bank of resources which can be used in the future.

The short and longer term success of the project are clear to see - the project was chosen because it was directly relevant to the current and future needs and development priorities of each school. All results and activities are expected to continue beyond the project's end. The project has brought about long-lasting, high-quality improvements to the teaching of Maths in each school and this has been reflected in an updated maths policy. Each maths lesson now consists of a retrieval activity, reduced impact on the cognitive load of pupils, and explicit use of worked examples. Each year group now has a minimum of 1 fluency and problem-solving session a week. It was planned and is now expected that all teachers will teach in this way as stipulated in the whole school development policy, both during and beyond the end of the project.

Impact and dissemination

Pupils' results have shown that the project has had a positive effect. National results show that at Dunkirk Primary School, in KS2 progress in Maths is significantly above the national average and in the highest 20%. KS2 attainment of the high standard was significantly above national levels with 38% of pupils achieving the highest standard. Internal data shows that Maths continues to be the highest performing subject in school. Pupils also report that really enjoy Maths lessons in both schools, they consider themselves to be mathematicians and feel confident in their mathematical ability.

Staff overwhelmingly report that the project has been beneficial to them, both in terms of their understanding of learning and confidence in using a variety of strategies and manipulative techniques to support learning. The activities observed and reflected upon have become part of their regular Maths teaching. The school policy has been adapted to ensure that each lesson incorporates retrieval activities, reduced teacher talk and worked examples and the school timetable has been adapted to ensure that fluency and heuristic activities happen on a weekly basis.

However, the biggest achievement is that the learning from this project has become so ingrained in whole school practise, that it is used in all subjects, not just mathematics. The wider impact of this means that children know more and remember more across every subject, they are growing in confidence and ability and as a result, internal data is showing impact across every subject.

Pupils did not travel on this occasion, but they were heavily involved in the project. Pupils in Years R - 6 had direct engagement with the project, hosting a visiting teacher and having the experience of being taught in a different style. The learning of pupils within this group became the focus of the professional dialogue among the teaching teams, which directly benefited these pupils. All pupils in the school benefited from improvements made to teaching and a greater understanding of how to support those pupils who; arrive new to the school; have a diagnosed / undiagnosed learning need; poor attendance; and English as an additional language.

Throughout the project, the results have been disseminated to the wider staff team through professional development meetings. It was made clear to the children that the project is happening. Participating teachers were expected to share the results of their work which they did with their immediate team, wider colleagues and where appropriate with pupils in assemblies.

Each school has also added the results onto their own website, and has communicated with parents that these results and resources are there. Results will also be tweeted and will include the Erasmus+ hashtag. Dunkirk also has a YouTube channel which contains lots of videos for parents to continue to access. This was originally used sporadically, however, during the lockdown measures which were in place for the covid-19 pandemic, the channel was used regularly. All teachers uploaded something at least daily during this time. The videos have proved very popular with children and parents with many having 200 views in under a week.

Materials have been designed and produced that support parents and these resources have been made freely available on a number of platforms. The purpose of these materials is to support parents now and in the future. Parents will be directed to these resources after the project when they join the school and by their child's teacher if there is a future need. Given the success of these resources, they will continue to be updated after the lifetime of this project.

All results have been made publicly available and have been published on the Erasmus+ results platform.

Comment – Overall comments to the beneficiary

The Maths for All project has been a resounding success and the teams responsible for designing and managing the whole programme are to be credited for their professional approach to every aspect of the proposal - including a well written and thorough final report. This project was designed and managed by a partnership of two schools from the UK and Finland. Maths for All has all the credentials of an excellent Erasmus+ project linking clearly to the key principles of the action and involving priorities for both schools in their overall school development planning. The motivation for participation in the project for both partners is presented with clarity. The objectives of the project were clear from the outset and even with Covid 19 difficulties, they have achieved a notable success with their combined efforts. The project outcomes have relevance for many other schools, teachers and wider learning communities. The LTTA's and joint training programmes were well planned and proved to be extremely successful and also demonstrated the transnational value of the project.

Maths for All has a robust design and has been managed very well by the Dunkirk School team. It is a highly collaborative project and demonstrates just how much can be achieved between two professional and dedicated teams of teachers. Each school has consulted with the wider teaching team to ensure the focus of the project is suitable to meet their own and the school's needs. They also gathered some initial interest in participating to ensure that project would be viable. The project was designed by expert Erasmus+ teachers and the whole proposal was constantly reviewed and evaluated - using a varied and wide range of qualitative and quantitative methods. This project benefited from widely experienced Erasmus+ staff who knew how to design and implement a strong collaborative proposal. Dunkirk and Rastaala have partnered with each other for a number of years over a number of projects. Each school was independently working on developing mathematical teaching. It became apparent that each school had similar priorities in terms of supporting the increasing numbers of children who arrive as migrants and therefore might have gaps in their mathematical understanding due to differing school systems or breaks in education. These issues have been successfully addressed as a result of the project design and implementation.

The teaching and learning of Mathematics has clearly improved in the two partner schools, but the biggest achievement is that the learning from this project has become so ingrained in whole school practise, that it is used in all subjects, not just mathematics. The wider impact of this means that children know more and remember more across every subject, they are growing in confidence and

ability and as a result, internal data is showing impact across every subject. This is a really significant achievement for this excellent partnership and their project.