

**CASE STUDY (300 WORDS) SCHOOL NAME: Fair Hill and St Colman's Annaclone Primary Schools
REFERENCE NO: 5016599 /**

Please delete the prompts in italics from the final version: see also guidance for discussion

Context: (max. 50 words)

Fair Hill Primary School is situated in Kinallen with an enrolment of 310 pupils. S Colman's is in Annaclone with 220 pupils. The schools entered the Shared Education signature project in 2015 after working together previously in an Art and ICT project linked to community groups in both locations. The major themes have been STEM, ICT and Diversity

The vision of the schools is to allow all the pupils to understand each other's culture and to prepare them for a shared future in adult life.

Intervention: (max. 100 words)

The key to the successful development of STEM, ICT and PDMU is the time and investment afforded to the CPD of staff and the planning of the lessons. The key strategy of the whole project is full day teaching to improve curriculum development but also the social dynamic of the pupils. The partnership with the AMMA centre has been hugely beneficial.

All staff receive one planning and one evaluation day. Around half of the staff also has the benefit of new TPL days afforded by the SE project in a variety of areas including STEM TSPC, PDMU, leadership and PE. The children have two days at each school based on their topic and an educational trip at the end of the project. All of the pupils will spend at least three years with their counterparts by the end of the project.

Impact: (max. 100 words)

Working with each other in our own and a different environment is now second nature to the pupils involved. They look forward to the visits to each other's school. The children talk to each other openly and in some cases discuss sensitive areas of diversity.

The larger group settings have encouraged teachers to introduce more collaborative-based tasks where pupils are investigating, recording, and reporting findings together, following discussions and collaborative work. The collaborative tasks also provide opportunities for mixed school and mixed ability groups when children can get to know each other as well as concentrate on the set task.

The teachers have embraced the creative activities in PDMU and STEM which can be developed for pupils with the use of open-ended tasks. Creation of a video game in P3 and coding in P7 serves to 'motivate the children and also provides access for pupils who may be discouraged by the writing element of such activities. Well-planned and developed learning experiences are opening up new worlds to pupils by developing the STEM and ICT skills which they will need for the future as technology continues to advance but also the understanding of each other's culture so that they can live together in harmony.

Across the schools, teachers are redefining STEM and PDMU lessons to incorporate more investigative elements and with more emphasis on diversity.

The potential of the partnership has grown immensely since 2015. Examples of the topics in classroom teaching include:

- Primary 1 – You and me
- Primary 2 – Being active Staying healthy
- Primary 3 – Winter and gaming
- Primary 4 – Love and Friendship

- Primary 5 – healthy lifestyle
- Primary 6 - Prejudice
- Primary 7 – Coding in ICT

Evidence of sustained impact: (*max. 50 words*)

Feedback from pupils through Questionnaires and the School Councils has highlighted that pupils believe the partnership has made learning a more enjoyable and engaging experience in school. It has also created several friendships between the children.

Teacher consultation shows that the joint approach to planning and evaluation and the time afforded to it has had a huge positive impact on the quality of their own planning and the resultant standards in the children's performance.

As a result, the work being produced by pupils across the curriculum has improved immensely. Lessons in STEM have been redefined with standards remaining high as the pupils' engagement has soared. In areas of ICT when we worked with the AMMA centre, the children's' work and learning is outstanding. PDMU teaching and learning around the areas of diversity is a new standard in both schools that had not really been touched on previously.