

Education, Children and Families Committee

10am, Tuesday, 5 March 2013

Integrated Literacy Strategy

Item number	7.3
Report number	
Wards	All

Links

Coalition pledges	P5
Council outcomes	CO2 , CO3
Single Outcome Agreement	SO3

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Executive summary

Integrated Literacy Strategy 2012/13

Summary

This report outlines strategies and progress with priorities in the Integrated Literacy Strategy action plan 2012/13. The Strategy ranges from Early Years literacy to Adult Literacies. It reflects the vision and principles of the Scottish Government's National Literacy Action Plan. It aims to improve educational outcomes for all learners, in particular the most disadvantaged children and young people, through a focus on early literacy skills. Improving outcomes for the lowest attaining children and young people (the lowest achieving 20%) is also priority.

The Strategy provides targeted interventions to meet the needs of learners who require additional opportunities and support to address a range of barriers to success in reading and writing. It also includes wider literacy developments for all learners within Curriculum for Excellence (CfE). It is founded on a partnership approach and delivered by a number of interdisciplinary teams from the Education, Children and Families department and other partners such as Edinburgh City Libraries, NHS Lothian, universities, Book Trust Scotland.

In recognition of its leading work in literacy, in 2012 City of Edinburgh Council (CEC) was one of 5 local authorities invited by the Scottish Government to support improvements in literacy at a national level by becoming a Literacy Hub for other authorities. An inter-authority partnership with Mid, East and West Lothian and Scottish Borders Councils has been established to take this forward. The purpose is to improve literacy outcomes for young people through co-operation and development at strategic and operational levels. This partnership is supported by Scottish Government funding.

Recommendations

To recommend that the Education Children and Families Committee:

1. Notes the continued progress with priorities within the Edinburgh Integrated Literacy Strategy action plan 2012-13.
2. Notes where successful strategies are in place.

Measures of Success

This report is based on:

- Evaluations of work streams within the Integrated Literacy Strategy
- Reports to the Education, Children and Families Literacy Strategy Board and to the Scottish Government

Financial impact

There are no financial implications contained in this report.

Equalities impact

There are considered to be no infringements of the rights of the child in the strategies employed to improve literacy. In schools, those most at risk of not securing positive literacy outcomes are identified at an early stage and support put in place. For Looked after Children and those in Positive Action and secondary schools, targeted intervention is aligned with the Integrated Literacy Strategy.

Sustainability impact

There are no adverse impacts arising from this report.

Consultation and engagement

A wide range of partners contribute to our strategies and outcomes for improving literacy.

Background reading / external references

The Integrated Literacy Strategy Action Plan 2012/13

https://orb.edinburgh.gov.uk/downloads/file/12032/integrated_literacy_action_plan_2012-13

The National Literacy Action Plan

www.scotland.gov.uk/Resource/Doc/328493/0106192.pdf

[Literacy Report to Education Children and Families Committee March 2012](#)

[Attainment Report to Education Children and Families Committee December 2012](#)

Integrated Literacy Strategy 2012/13

1. Background

This report provides members of the Education, Children and Families Committee with an overview of progress with priorities in the Integrated Literacy Strategy 2012/13 action plan and includes:

- Early Years Literacy
- Primary Literacy
- Secondary Literacy
- Adult Literacies
- An update on progress with inter-authority literacy
- Feedback from the supported self evaluation of literacy carried out with inspectors from Education Scotland from February to June 2012.

2. Main report

2.1 Early Years Literacy

2.1.1 All early years settings continue to embed their implementation of strategies to identify and support the development of early literacy.

2.1.2 Targeted interventions are in place in PA areas. Practitioners are supported to use a range of effective approaches and interventions for early literacy and communication. These include training, guidance about appropriate interventions to use at this stage and ways of evaluating the impact of these. An initial evaluation produced by Queen Margaret University of the highly - regarded CEC 0-5 *Up, Up and Away* resource has shown that using this has a positive impact on children's development of foundation literacy skills.

2.1.3 Children in PA establishments and appropriate special schools are supported to have access to books through a targeted, sustainable book gifting initiative for 4 year olds, developed in liaison with Family Learning. For 2012/2013 match funding to sustain book gifting has been agreed between Edinburgh City Libraries and Learning and Information Services (schools). Co-ordination with national campaigns to promote reading continues.

2.1.4 A city wide Peers Early Education Partnership (PEEP) programme has been developed for parents using existing resources. Practitioners from a variety of early years settings continue to be trained and evaluation of the impact of the programme is under way. To further support parental engagement with reading, over 200 professionals in Edinburgh have been trained in the play@home parenting programme since 2010.

2.2 Primary Literacy

2.2.1 Approaches to standardised assessment in primary are currently under review as part of a wider review of all standardised assessments 3-15, with changes to be implemented from session 2013-2014. Measurable CEC literacy targets, based on performance in these assessments will be set at key stages 3-15.

2.2.2 Consistent and effective approaches to reading for all learners in P1, including in special schools where appropriate, are in place. *Literacy Rich Edinburgh*, the CEC P1 phonics reading programme, is now well- embedded in 80 out of 87 primary schools. Training for 140 teachers new to P1 in 2012-13 was completed in September 2012. Feedback on implementation in 2011-12 was very positive. Early indications from standardised assessment scores carried out in a number of schools where the programme is being followed show particularly positive reading gains for children.

2.2.3 The *Literacy Rich Edinburgh P2 programme* is in development. The working draft will be completed by March 2013 and will be issued to all primaries and appropriate school support services staff for trialling and comments from March – May 2013. The resource will then be amended and published. Training will be offered to P2 teachers in early September 2013.

2.2.4 *Fresh Start* is a targeted literacy intervention programme for learners in upper primary who have not made the expected progress in literacy. It was piloted in 19 schools in PA areas in 2012. The majority of schools reported a definite perceived, positive impact on learners. This was across a range of literacy skills as well as in confidence and enjoyment in learning. A full evaluative report, which will include quantitative data, will be available by August 2013. *Fresh Start* will be implemented in a further 20 primary schools in session 2013-14.

2.2.5 Looked after Children (LAC) in all Edinburgh schools also receive targeted intervention within the Strategy to improve their reading skills. Evidence from several primary schools involved in the Quick Reading Log project suggests that focussing on LAC pupils is producing good results. Work to compensate for lack of reinforcement at home for the LAC At Home cohort has also been initiated in conjunction with Barnardo's and Children First. This work, known as Reading Befrienders, has some case study data suggesting success. Identifying staff in residential units who can take literacy work forward remains a priority and a model of delivering training, where a critical mass of staff can be identified, is felt to be the way forward.

- 2.2.6 Children and Families with City of Edinburgh Libraries also fund a Reading Champion for Looked after Children and young people. The focus of his work is to develop reading programmes with Looked After and Accommodated Children, carers, library staff and other partners and to provide training to care staff. From November 2011 to May 2012, the Reading Champion delivered a *Young Readers' Programme* with funds from the National Literacy Trust which assisted the children and young people of eleven residential care units to make three informed selections of books to own. This led to the spread of successful themed events to other care units and cohorts of children, and the continued sharing and recommendation of books on a personalised level. Children were given the opportunity to visit the Edinburgh International Book Festival, host authors in their schools and to take the lead in buying books for themselves and their unit libraries.
- 2.2.7 A pilot on progressive vocabulary teaching continues in a PA primary school led by a Speech and Language Therapist from NHS Lothian. The approach continues to be defined and extended from its starting point in the nursery class so that guidance and resources will be available for all stages from Nursery to Primary 7. The report of the Nursery parent interviews conducted last session, and detailing the positive findings, is now available. Further assessment of impact is on-going.
- 2.2.8 A consistent and active approach to teaching writing continues to be implemented for learners across all primary schools, School Support Services and where appropriate, special schools. Extensive training opportunities, in-school support and teaching materials have been put in place to enhance this. Every school and Support Service has at least one practitioner who has attended official training; most schools now have more than one person trained. To date 32 schools have had whole staff training. Evaluation of the impact of this approach in improving outcomes for learners is under way, with a full report available by August 2013.
- 2.2.9 A training and resource package on assessment, reporting and moderation in reading and writing within CfE is in place. This is to support practitioners' understanding of standards of performance within the new CfE levels. This is being delivered to School Support Services staff and at cluster and individual school level. All primary, secondary and appropriate special schools will have undergone the training by the end of June 2013.

2.3 Secondary Literacy

- 2.3.1 Targeted interventions to improve the reading skills of young people in S1 and S2 at greatest risk of not achieving functional levels in reading, is in place in all secondary schools, most commonly the *SRA Corrective Reading Programme*. In 2013 all schools have been asked to measure the progress of young people who are participating in reading recovery programmes, using standardised assessments. This took place in August 2012 and will be repeated in May/June

2013. The results will be collected across the city. This will enable schools to report back on progress within their own establishments and allow evaluation of literacy improvement across Edinburgh.

2.3.2 Targeted secondary intervention also includes established partnership work with Speech and Language Therapy in 7 Edinburgh secondary schools. The focus is collaborative working on a range of vocabulary acquisition and active reading strategies. In December 2012, Education Scotland inspectors identified literacy as a strength in the school most recently involved.

2.3.3 Work with secondary staff from all curricular areas to extend and develop the literacy skills of all learners in line with CfE is well -established. There are literacy co-ordinators in all primary and secondary schools, in some special schools and School Support Services. There are regular network meetings. Extensive materials and support resources, including a self-evaluation toolkit, are available on the CEC Literacy and English Glow site.

2.3.4 During session 2012-2013, all secondary school staff will receive training on Reading Strategies across Learning provided in partnership with Speech and Language Therapy staff. In addition, schools have been offered individual support and further resources to embed and consolidate strategies.

2.3.5 A comprehensive package of support for the new national exams continues to be developed and made available on Glow. This includes extensive materials, training, advice and guidance to Curricular Leaders and other practitioners on all aspects of curriculum planning and assessment.

2. 4 Adult Literacies

2.4.1 Community Learning and Development (CLD) continues to provide a range of family learning activity for parents and carers in PA schools and early years establishments to enhance children's readiness for school and to support parents in the development of children's pre-literacy and literacy skills.

2.4.2 In 2011/12 the target for parental participation in family learning was exceeded and reached 848. The trend for participation over the last three years indicates significant increases in participation.

2.4.3 A Departmental Review evidenced the value that parents, school and nursery staff put on family learning. Innovation and creativity underpinned much of Family Learning work .Two research projects are being undertaken to measure impact of family learning on parents' and children's learning. First, a longitudinal study on impact over 3 years and secondly a study that will report in August 2013 on the impact of family learning and adult literacy on parents' and young adults' reading abilities and attitudes.

2.4.4 CLD is the lead partner in the Edinburgh Literacies Partnership (ELP), a forum of providers including CLD, libraries, colleges, NHS, Criminal Justice Authority

and voluntary organisations. The major strand of adult literacy provision is to work with learners to improve their own and their families' life chances through literacy learning around Employability, Financial Literacy, Core Skills, work with young adults 16-25 years, and English as a Second Language.

- 2.4.5 CLD continued to develop its training programme with staff to support the inclusion of CfE Experiences and Outcomes into their forward planning work thereby promoting literacy across CLD work.

2.5 Inter-authority Literacy Hub

2.5.1 Since Edinburgh was identified in 2012 as one of the 5 national Literacy Hub authorities, we have led work on a Scottish Government funded inter-authority project with East Lothian, West Lothian, Midlothian and Scottish Borders Councils. The project is designed to share and develop best practice in engaging the hardest to reach young people and families with reading, with particular focus on the Early Years and post-16 Literacies. A steering group and an operational group made up of a wide range of representative stakeholders from across the partnership have met regularly since October 2012 and work to deliver inter-authority action plan priorities.

2.5.2 Objectives include: a sharing of the Edinburgh Integrated Literacy Strategy approach with partner authorities to promote the development of a Literacy Strategy in their own authority and a conference and showcase event for literacy leaders in August 2013. This will highlight best practice from across Hub authorities on engaging hard to reach groups with reading. There will be a series of keynote deliveries and interactive workshops. A collated, electronically-available, inter-authority directory of literacy best practice will be made available.

2.6 Supported Self Evaluation in Literacy

2.6.1 Two inspectors from Education Scotland worked with CEC lead officers for literacy and other literacy practitioners to support our own self- evaluation of the impact of identified priorities within the Integrated Literacy Strategy and operational practices.

2.6.2 Strengths identified by Education Scotland included:

- Strong commitment from a range of staff to improving self-evaluation in literacy
- Growing awareness in looking at impact on learners
- Willingness to reflect and review progress as the SSE process evolves
- Staff keen to reflect on their practice and open to new ideas and approaches to improve outcomes for children and young people.

2.6.3 Aspects for development:

- Continue to build capacity in all staff in ensuring self-evaluation is not an end in itself and reflects the improvement 'journey' and the impact and outcomes demonstrated.
- Continue to develop better synergies across stages and services (e.g. pre-school, primary and CLD) especially around CfE, and improve further joint self-evaluation and sharing of good practice.
- Develop approaches to strengthening coherence between early years and primary one with reference to assessment, planning and monitoring across the early level.
- Consider the value of the 'chain of impact' approach in measuring impact and outcomes in the work of CLD.

2.6.4 Lead officers continue to engage in professional reflection around these recommendations and continue to work to implement them.

2.7 Impact

2.7.1 A number of impacts of the Integrated Literacy Strategy and SQA attainment in English were noted in CEC 2012 Attainment Report as follows:

2.7.2 Early Years

- The development of the *Up, Up and Away* resource and the expansion of the already comprehensive programme of training and support to improve literacy achievement and outcomes for children across the city is a key strength.

2.7.3 Primary

- The Integrated Literacy Programme, *Fresh Start Reading* Programme shows early signs of contributing to improved levels of literacy for P6/7 learners in targeted schools. A full evaluation of this programme will be available in August 2013.
- By the end of P1, for reading, in 2011-12, improved outcomes are evidenced through a reduction in those scoring less than 85 on standardised assessment.
- By the end of P4 and P7, for reading, in 2011-2012, numbers of pupils with standard scores below 89 are broadly in line with the expectations of the test.

2.7.4 Secondary

- In 2012-13, a key Integrated Literacy Strategy interventions for the lowest attaining 20% was introduced in all secondary schools. The SRA Fast Track corrective reading programme shows early indications of improved outcomes. A full evaluation will be available by August 2013.
- In 2012, there was an increase in the number of pupils achieving a level 3 English qualification. At 96.8% this was the highest performance in the last 5 years and was better than both the national performance at 96.4% and our comparators performance of 96.3%.
- In 2012, by the end of S5 there was notably strong performance in Higher and Intermediate 2 English.
- Over the last 5 years to 2012, there has been a strong positive pattern in S5 and S5/6 attainment at Higher English. City of Edinburgh is ranked 3rd in terms of comparator authorities. Over the last 4 years, there has been a strong positive pattern in S5 and, in particular, S5/6 attainment at Intermediate 2 where City of Edinburgh is ranked 1st in terms of comparator authorities.

3. Recommendations

To recommend that the Education, Children and Families Committee:

- 3.1 Notes the continued progress with priorities within the Edinburgh Integrated Literacy Strategy action plan 2012-13.
- 3.2 Notes where successful strategies are in place.

Gillian Tee

Director Children and Families

Links

Coalition pledges	P5 Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO2 Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.

Single Outcome Agreement	CO3 Our children and young people at risk, or with a disability, have improved life chances SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1.Integrated Literacy Action Plan 2012/13

Appendix 1

**City of Edinburgh
Education, Children & Families**

Integrated Literacy Action Plan

Session 2012-2013

City of Edinburgh Literacy Action Plan 2012 – 2013 Workstream: EARLY YEARS

Priority	Key Actions	Success Criteria	Timescales	Lead
To ensure that all early years settings continue to embed their implementation of strategies to identify and support the development of early literacy using the CIRCLE resource "Up, Up and Away."	Ensure remaining centres receive training and have a copy of the resource. Ensure special schools are involved as appropriate. Psychological services, support co-ordinators and VTSS working in EY settings will encourage and support them in their use of the resource	All establishments will have accessed training and have a copy of the resource. Continue to evaluate use and impact of the resource.	December 2012 October 2012- June 2013	Heather Gorton Assistant Principal Psychologist Lorraine Cameron Support Co-ordinator Eve Lyon Quality Improvement Officer Heather Gorton Claire Evitt SW
	Organise recall sessions for all establishments so that those who have the resource can receive further input and advice on it's use.	All establishments to attend recall sessions and be given further advice and support The use of the resource by Day carers providing targeted support to children in at risk groups will also be evaluated and further supported through recall sessions.		
	'Visual labelling' packs will be given out, with guidance on their use, as part of this recall to further support literacy in EY settings	Evaluate impact of use within centres and plan supported self-evaluation. Pilot and monitor use and impact.	January-June 2013	Julie Baxter (VTSS)
			September- December 2012	Early Years Team including 0-3 Development Officer
To ensure that all training to support 0-3 includes a focus on emphasis on early communication.	Support the use of the literacy environmental checklists in EY establishments		January-June 2013	
	Plan future training.			
	Support the use of the literacy environmental checklists in EY establishments			
	Develop individual literacy checklist for children to be used at the point of transition		Aug 2012-June 2013	

Priority	Key Actions	Success Criteria	Timescales	Lead
To continue to ensure that all settings in PA areas use a range of effective approaches and interventions to support early literacy and communication.	<p>Support settings in the use of the flow chart, literacy action page, resource matrix and evaluated intervention table.</p> <p>In positive action settings organise cluster based training sessions on supporting children's early communication skills, using existing Speech and Language Therapy Training Programme</p> <p>Continue to assess scope for vocabulary teaching in EYs</p>	<p>All positive action settings will be using this guidance.</p> <p>This will be evaluated by psychological services as part of their end of year review process.</p> <p>Map who has already had training and identify who still needs it.</p> <p>Plan and organise further training; ensure a long term evaluation of impact of the training is built into this process.</p>	<p>Jan-June 2013</p> <p>October-November 2012</p>	<p>Heather Gorton Lorraine Cameron Sandra Clapperton SLT</p> <p>Marion Rutherford Speech and Language Therapist</p>
To ensure that children in PA establishments (and Rowanfield) are supported in literacy development through a sustainable book gifting initiative.	Design and implement a CEC book gifting programme ensuring liaison with family learning and library services.	<p>All children to receive accessible and engaging books/resources to support language and literacy development.</p> <p>Significant adults to receive encouragement and support to enable children to benefit from gifted resources</p>	August 2012-June 2013	Cleo Jones Information and Learning Resources Manager
To support and champion the implementation of a 24/30 month assessment for all children that includes and early assessment of children's language development.	<p>Ensure that discussions take place within partnership groups about implementation and dissemination.</p> <p>Explore feasibility of NHS practitioners providing targeted support to children in at risk groups implementing the programme within the context of their work with families</p>	Agree a risk assessment framework to ensure appropriate access to universal, targeted and intensive language/literacy support from the earliest possible age.	August 2012-June 2013	Aileen Mclean, Senior Manager (Early Years Action Fund workstream 1)

Priority	Key Actions	Success Criteria	Timescales	Lead
To ensure effective co-ordination with national initiatives such as Play, Talk, Read, Dolly Parton Imagination Library.	Ensure that good communication takes place locally between Headteachers/managers of establishments to maximise the impact of national campaigns.	Communicate CEC strategy to key partners and invite their planned contributions to a literacy improvement calendar	Ongoing	Cleo Jones
To support parents/carers in the development of their child's literacy.	Continue with the roll out of PEEP training across the city. Support EY settings in the delivery of PEEP and ongoing support in developing early literacy.	All parents have access to a PEEP group across the city. Evaluate impact of use within centres and plan supported self evaluation.	Ongoing	Pat Haikney Principal Officer Early Years and Childcare

SO 3 City of Edinburgh Literacy Action Plan 2012 – 2013 Workstream: PRIMARY AGE

Priority	Key Actions	Success Criteria	Timescales	Lead
Continue to raise attainment in literacy and English	Analyse data Provide support and challenge to identified schools Support for assessment and moderation Audit and support to develop programmes within special schools appropriate to learners needs	Proportionate support and challenge provided to identified schools All clusters have engaged in cluster moderation; special schools have engaged with relevant reference schools for moderation	August 2012-June 2013 By June 2013	Janice MacInnes, Liz Gray QIOs Rosie Wilson Special Schools Manager Morag Robertson ASL Development
	Continue to implement consistent approaches to reading in P1-3 in line with latest and best practice in active learning and meeting learning needs within CfE	Organise CPD/sharing practice Provide on-going support to schools	All schools have implemented Literacy Rich in P1. All P1 staff has attended CPD, including support staff where appropriate.	August 2012-June 2013
	Develop P2 resources	Draft P2 programme to go to all schools to trial	By March 2013	
	Monitor and evaluate impact	Consistent approaches in place	June 2013	
	Support special schools to apply effective practice relevant to their populations	Special schools are implementing consistent approaches in line with principles of effective practice within the CEC literacy strategy	From August 2012-June 2013	Rosie Wilson, Evelyn Love-Gajardo Literacy Strategy DO
	Pilot the use of the Up Up and Away environmental audit in P1 and special schools	Potential impact of environmental audit on L&T in P1 and special schools established	From August 2012-June 2013	Eve Lyon Evelyn Love-Gajardo
	Continue to promote effective use Literacy and Dyslexia guidelines through CPD, consultancy and audit of learners progress	All schools are making consistently good use of the guidelines evident in effective assessment and support for learners with additional needs and in learners' progress.	From August 2012-June 2013	Sandra Milne Head of Supporting Learning Services

Further develop approaches to literacy across learning	Co-ordinator post in every primary and special school sustained Hold regular network meetings, including a joint primary/secondary one Organise CPD/sharing practice Further develop resources and share through Glow	Every school has an identified literacy coordinator. All coordinators attend at least one network meeting. All are aware of where to access support resources/ CPD.	From November 2012-June 2013	Janice MacInnes Evelyn Love-Gajardo
	Provide CPD to support the implementation of Emotion Talks as a resource for teaching emotional vocabulary and comprehension	All schools for primary aged children have access to the resource. Evidence of effective application beginning in the teaching of Literacy, Health and Wellbeing and the Expressive Arts	August 2012-June 2013	Claire Murray DO Martin Vallely Senior Manager Professional Services
	Assess scope for enhanced vocabulary teaching in PA settings Nursery-P7 Provide CPD and resources for appropriate groups, including parents	Effective implementation of pilot and evaluation of impact on learners' reading comprehension and writing	August 2012-June 2013	Marysia Nash Speech and Language Therapist
Implement a sustained consistent reading intervention targeting the lowest 20% of learners P5-7	Implement Phase 2 of Fresh Start phonics reading programme in P5/6 in PA, Rowanfield and other identified schools, organise CPD/sharing practice Evaluate impact	Staff from 20 schools trained and delivering FS, in addition to those trained last session. Intervention will be fully evaluated at the end of the session.	From August 2012-June 2013	Sandra Milne
Promote consistent approaches to teaching writing in primary in line with best practice	Continue to organise CPD/sharing practice sessions on Big Writing Continue to develop resources and share through Glow Continue to provide support with implementation to schools Evaluate impact	Every school and appropriate support service has now had at least one member of staff who has undertaken official training Database created and regularly updated to identify trained staff. All staff can access support materials on GLOW.	August 2012-June 2013	Janice MacInnes Evelyn Love-Gajardo Liz Gray
Improve monitoring and targeted support for Looked After Children	Introduce Reading Log, Toe by Toe and Paired Reading for Looked After Children within targeted Schools	Schools with highest LAC populations will establish reading log of all Looked After Children to identify those requiring targeted support. Impact will be monitored with support of Psychological Services	August 2012-June 2013	Martin Gemmell Principal Psychologist

City of Edinburgh Literacy Action Plan 2012 – 2013 Workstream: SECONDARY AGE

Priority	Key Actions	Success Criteria	Timescales	Lead
Continue to raise attainment in literacy and English	Analyse data Support and challenge to identified departments/ leaders Support approaches to assessment and moderation Organise curriculum leader network meetings Provide support with planning for progression/ national qualifications	Support and challenge provided to all identified/ targeted departments. Every department represented at at least 2 subject leaders' meetings. All teaching staff aware of support/ resources/ CPD. All schools have engaged in cluster moderation. All English staff/depts. will receive appropriate support with planning for progression/ Nationals. All subject/sp sch leaders kept up to date on developments with National Qualifications.	From August 2012-June 2013	Liz Gray Michelle Moore Literacy and English DO Rosie Wilson Morag Robertson
Further embed effective approaches to literacy across learning in secondary provision	Hold regular network meetings for literacy co-ordinators including a joint meeting with primary co-ordinators	All schools have identified literacy coordinator. All coordinators to attend at least one network meeting.	From September 2012-June 2013	Michelle Moore Liz Gray
	Organise dedicated CPD/sharing practice and share resources on dedicated Glow page	All are aware of current CPD and how to access resources on GLOW.	January 2013	
	Identify and implement approaches to evaluate impact	Self-evaluation toolkit created and launched with all co-ordinators		
Improve the reading skills of learners in S1/2 at greatest risk of not achieving functional levels of literacy	Implement SRA or programmes for identified learners Audit and support to develop programmes within special schools appropriate to learners' needs Evaluate targeted support	All schools using SRA or programmes for identified learners. Appropriate CPD and support will be provided to staff delivering the programmes (i.e. SfL/ English) Improvement in reading skills and in standardised assessment (SWRT) in all appropriate schools	August 2012-June 2013	Morag Robertson Liz Gray
Deliver CPD to support reading comprehension across learning (Reading Strategies/ Reciprocal Reading) in all secondary provision	Development of Reciprocal Reading Strategies across learning in all schools Support schools in ways to monitor impact of implementation of strategies Provide follow-up support if needed, including evaluation of impact	Greater staff awareness of their role in reading across learning. Improved staff awareness of strategies to improve literacy outcomes for young people. Staff and pupil questionnaire data. Special schools engaged as appropriate	By end of May 2013	Michelle Moore Gill Earl, SLT Liz Gray, Morag Robertson
Improve learners' experiences in English and literacy across learning	Identify and organise high quality CPD for staff Evaluate impact	Relevant staff aware of CPD available. Feedback from CPD events to inform priorities for the future.	From September 2012-June 2013	Liz Gray Michelle Moore

City of Edinburgh Literacy Action Plan 2012 – 2013 Workstream: ADULT LITERACIES

Priority	Key Actions	Success Criteria	Timescales	Lead
Development of family learning approaches to support children's learning	Ensure that family learning activity is made available to targeted early years establishments, nurseries and Primary schools for parents of children aged 3 – 6years Develop family learning and health literacies approaches in targeted areas for parents of children aged 0 -2 years		By March 2013 By March 2013	David Bruce
Development of educational work with parents and carers to support the learning needs of looked after children	Develop strategy for involving parents and carers of looked after children by encouraging their involvement in family learning activities Facilitate the involvement of parents and carers in the course provision organised through the Supporting Parents and Carers Framework (eg Teen Triple P; The Incredible Years)			David Bruce
Development of adult literacy and numeracy and core skills provision which aims to remove barriers to progressing into or within employment	Expand the number of literacy learners who are included in Caselink as seeking progression to positive destinations Expand the number of young adults (16+) who participate in tailored literacy provision to help them achieve a positive destination	400 learners	By September 2013	David Bruce
Value is added to departmental literacies provision through the contribution of the Edinburgh Literacies Partnership	Develop the Commissioning Plan for adult literacy and numeracy services in consultation with stakeholders and learners Increase incrementally the number of adult learners who achieve all or part of their Individual Learning Plans		By April 2013 By June 2013	David Bruce

Workstream: Inter-authority Literacy Hub 2012-13

Outcome: Improved performance, reading outcomes for targeted children and young people across Hub partners

Priority	Key Actions	Success Criteria	Timescales	Lead
Inter-authority steering group established	Identify scope of grant Identify key tasks in Early Years and Adult Literacies work streams Agree on schedule of meetings	All identified partner authorities represented at steering group meetings Enhanced partnership and collegiate working within and across the identified partner authorities Summary of project given to Literacy Improvement Team	Sept 2012 onwards at regular intervals	Liz Gray
Lead Officers for project established	Identify lead officers – one Development Officer, one seconded Primary HT	Lead Officers to outline remit and identify working practices, to include best practice visits to partner authorities	Oct 2012	Michelle Moore Eileen Littlewood HT
Inter-authority operational working group established	Nominations for membership of multi-disciplinary operational group received – integrated approach Identify key tasks – including each authority's contribution to the showcase event (Aug/Sept 2013)	All nominees attend initial working group meeting Tasks agreed upon – to include best practice visits within each member's authority. Projected costings for each authority's contribution to the project to be given Consideration given to efficient ways of evaluating impact of this project.	End of Oct 2012 – nominees received Nov 2012 onwards at regular intervals	Michelle Moore Eileen Littlewood Identified officers from partner authorities
Early Years/Adult Literacies	Identify best practice from partner authorities in engagement with reading with hard to reach parents and children in the Early Years. Extend planned Literacy CPD opportunities via GLOW meet to Literacy leaders in partner authorities. Share practice at showcase event for literacy leader Plan supporting CPD 2013-14, with CEC WLD staff and equivalent from other authorities	Each authority makes a best practice contribution within identified contexts Wide representation from schools, practitioners, stakeholders across partner authorities at event Programme of CPD for and from leaders in all participating authorities by mid-January	Dec 2012 –August 2013	Eileen Littlewood/Michelle Moore Identified Early Years and adult literacies' leaders from partner authorities IT support