

Education, Children and Families Committee

10am, Tuesday, 3 March 2015

Edinburgh Integrated Literacy Strategy Report

Item number 7.4
Report number
Executive/routine
Wards

Executive summary

This report outlines progress with priorities within the 2014-2015 Edinburgh Integrated Literacy Strategy (EILS) action plan (Appendix 1) which ranges from Early Years to Adult Literacies and whose priorities are identified as the result of on-going self-evaluation.

The overarching vision of the strategy is to improve literacy skills and raise standards for all learners at all stages, enabling them to participate confidently in a wide range of roles in modern society and to contribute to their local community.

This report is based on:

- Evaluations of work streams within the EILS.
- Reports to the Education, Children and Families Literacy Strategy Board and Heads of Service

Links

Coalition pledges [P5](#)
Council outcomes [CO2](#), [CO3](#)
Single Outcome Agreement [SO3](#)

Edinburgh Integrated Literacy Strategy

Recommendations

To recommend that the Education, Children and Families Committee:

- 1.1 Notes the continued progress with priorities within the EILS action plan 2014-15.
- 1.2 Notes the continuing progress in Service improvement in literacy.
- 1.3 Notes the positive contribution the strategy makes to achieving Children and Families Service Improvement Plan (SIP) priorities.
- 1.4 Notes the progress made in closing the attainment gap/improving outcomes for the most disadvantaged 20%.
- 1.5 Notes the positive contribution the strategy makes to council outcomes and coalition pledges.

Background

The Edinburgh Integrated Literacy Strategy (EILS)

- 2.1 Formally established in 2011, the EILS (0-18) encompasses the ambitious vision, principles and practice outlined in the Scottish Government's *National Literacy Action Plan*.
- 2.2 The main purpose of the strategy, which includes all aspects of literacy within Curriculum for Excellence (CfE), is to improve literacy outcomes for all learners, equipping them with the literacy skills that are essential for success in life and work.
- 2.3 Key priorities are improving outcomes for the most disadvantaged children and young people and supporting families to help their children's reading.
- 2.4 Throughout, there is an emphasis on developing staff capacity to deliver active, engaging and inclusive learning experiences and on meeting the needs of all learners.
- 2.5 The EILS continues to be developed, delivered and monitored through a strong and effective multi-disciplinary partnership of CEC officers from across services and sectors. This includes Additional Support for Learning (ASL) specialists, educational psychologists and lead practitioners in schools. It also includes an extensive range of external partners, including NHS Lothian and Education Scotland.
- 2.6 This successful partnership enables a wide range of lead practitioners to work together with a common purpose. It supports effective access to, and deployment of, resources across services within Education, Children and

Families. It also ensures that EILS approaches are inclusive, with the focus firmly on meeting the literacy needs of all. In addition, more rigorous, evidence-based approaches to introducing new developments and evaluating their impact are now embedded.

2.7 There are two main strands to the EILS:

2.7.1 Universal approaches to support the development of literacy skills and the progress, attainment and achievement of all learners;

2.7.2 Targeted support, primarily in Positive Action (PA) areas, to meet the needs and raise the achievement of learners who require additional support and opportunities to succeed with literacy.

Main report

Strand 1: Universal approaches to support the development of literacy skills and the progress of all learners

A Common Assessment Framework

3.1 Standardised tests in reading at the end of P4, P7 and in the second term of S2 continue to provide schools with data to identify those learners who require additional support to develop their reading skills. These assessments also yield diagnostic information which supports teachers to better identify and meet the needs of children. Alongside this, schools work in conjunction with the English as an Additional Language (EAL) service to profile the stages of English of bilingual learners.

P1

3.2 A new standardised assessment was introduced in P1 in 2013-14. The data show that Edinburgh's results are strong and above the national average.

3.3 In P1 the assessment identified the following specific strengths:

- There is a positive distribution. The CEC cohort has fewer children than the UK in the "very low, below average and average" stanines.
- There are more CEC pupils in the "above average and very high stanines" than the UK average.
- The mean score across all categories is higher than the UK mean score.

3.4 An aspect for Improvement at P1:

- Early word recognition and sound deletion were the aspects which performed least well.

P4, P7

- 3.5 A new standardised assessment, the Nelson Group Reading assessment, was also implemented in 2013-14 for P4 and P7.
- 3.6 In P4 the assessment identified the following strengths:
- Overall performance in reading at P4 is better than that of Maths.
 - Girls at P4 performing consistently well.
 - Edinburgh generally following the UK trend with the overall mean 99.1.
- 3.7 An aspect for Improvement at P4:
- Boys at P4 performing less well than girls across stanine distribution.
- 3.8 In P7, the assessment identified the following strengths:
- Overall performance in reading at P7 is better than that of Maths.
 - Girls at P7 performing consistently well.
 - Positive distribution of scores compared to UK.
- 3.9 An aspect for Improvement at P7:
- Boys at P7 are performing less well than girls.
- 3.10 Follow up work is carried out by Quality Improvement Officers (QIOs) in individual schools where progress is not as strong. Data are also used to identify schools with high numbers of children requiring additional support to make progress with their reading.
- 3.11 A full day's training for teachers by a leading expert in raising the literacy attainment of boys took place in May 2014. Further development work and career long professional learning (CLPL) is planned.

Progress through the Broad General Education (BGE)

- 3.12 Data on children and young people achieving appropriate CfE levels are gathered at P4, P7 and S2 to support monitoring of progress through the BGE.
- 3.13 Ensuring teachers' understanding of standards and that professional judgements of individual progress are valid is a priority for development, both nationally and locally. As a result, a group of 23 cluster primary and three secondary assessment co-ordinators was established in session 2013-14 to take this forward. Each primary school also identified a school assessment co-ordinator.
- 3.14 As well as creating annotated exemplars of work showing achievement at each level, cluster co-co-ordinators have led CLPL sessions on assessment and moderation for teachers in all cluster primary schools and for colleagues from cluster secondary schools.

- 3.15 The cluster co-ordinator group continues to meet and work on exemplifying achievement at each level in reading and writing. A centrally-organised moderation exercise to quality assure standards in a sample of CEC schools is planned.
- 3.16 In recognition of CEC's leading work in this area, further annotated exemplars of achievement at different levels were commissioned by the national assessment team at Education Scotland. These were made available on Education Scotland's national assessment website in June 2014, where they have been very positively received. The writers of these materials are presenting a workshop at the National Literacy Network meeting in March 2015. In addition, three teachers from Edinburgh have been trained as national assessors for talking and listening and a group of teachers were trained and undertook marking in writing for the Scottish Survey of Literacy in 2014.

Early Years Literacy

- 3.17 Extensive *Up, Up and Away* training continues to be provided to enable staff to identify, and plan to meet, the literacy needs of young children.
- 3.18 There is a particular focus on those children who may be at risk of poor achievement and centrally-organised CLPL sessions have been very well attended. In addition, literacy co-ordinators, support co-ordinators and some educational psychologists have been trained in delivering training to others and given the training resources to use.
- 3.19 Educational psychologists monitor the *Up, Up and Away* training their early years settings have received, what use they make of the resource and if they would like to receive further training. Early Years Centre (EYC) managers and literacy co-ordinators have been asked to ensure that the resource is being used effectively in their own centres and the local area.
- 3.20 Parent postcards and the *Literacy Rich Environment* toolkits are widely used. A strategy to consolidate the city wide Peers Early Education Partnership (PEEP) is being developed to further promote parental engagement.
- 3.21 The *Pre Five Assessment and Planning Trackers (APTs)* have been very effective. Education Scotland has commented positively on them and they have been shared with other authorities. A survey has been issued to all early years establishments to further evaluate the impact of the trackers. Staff were asked to comment on the impact of the APT on assessing and tracking progress, planning, engaging parents in children's learning and supporting transition to Primary 1. They were also asked to comment on any challenges or barriers to completing the APT. It was clear from the data received that the APT supported planning, assessing and tracking progress and transition to P 1. There was a varied response in relation to parental engagement in children's learning. Time was seen as the most significant challenge to the implementation of the APT. The information gathered will enable the Early Years Literacy QIO to monitor their implementation and provide further support as required.

- 3.22 Literacy co-ordinators have been appointed in every EYC and are part of a working group to share good practice and ensure that high quality literacy experiences are provided for the children most at risk of failing in literacy. A peripatetic teacher is now allocated to each centre to support literacy development, working closely with the literacy co-ordinator.
- 3.23 The Pre birth to Three Quality Assurance group has organised quality assurance visits to every EYC to monitor and evaluate literacy provision across all stages. Good practice will be shared and support provided as required.
- 3.24 The *Reading Rainbows* book gifting (which in 2014 included a book with a numeracy theme for the first time) is continuing and been extended to Gypsy Traveller Children and those children looked after at home.
- 3.25 Feedback gathered from parents and carers is very positive with high numbers reporting feeling more confident about learning and reading with their children.
- 3.26 The *Assertive Book Bug Outreach Programme*, funded by the Scottish Government, continues to be rolled out to vulnerable families in their own homes with training for staff and partner organisations.
- 3.27 One of the main aims of this work was to ensure that most of the Early Years Centres had at least two staff trained . Currently the focus is on ensuring that that training is being put into practice in working with vulnerable families.
- 3.28 *Bedtime Stories* is an Edinburgh initiative that has developed out of the Early Years Collaborative. It has increased parents book sharing with their children. Many early years settings are now taking forward bedtime stories on the same model. Boxes of new and exciting books to help staff in early years settings choose new books have been put together by Information and Learning Resources. All literacy co-ordinators will receive training on *Bedtime Stories* and will introduce this into their centre. This gifting will continue.

The implementation of consistent approaches to teaching reading - The Literacy Rich Edinburgh P1 phonics reading programme

- 3.29 This is a structured phonics reading programme, developed by a multi-disciplinary group of lead practitioners and CEC literacy officers in 2012. It is designed to improve the decoding and comprehension skills of all primary learners in Edinburgh schools. To ensure the effective delivery of the programme, extensive training is provided.
- 3.30 Feedback from the training sessions on the implementation of the programme continues to be very positive.
- 3.31 Details of numbers trained are available.

Literacy Rich Edinburgh P1 Support Materials 2012-2015

- 3.32 Many primary schools are now using the *Literacy Rich Environment toolkit* developed as part of the early years *Up, Up and Away* resource.

- 3.33 A major new resource to enhance the *Literacy Rich P1 Reading Programme*, the *Story Chat Board Resource*, is now well- embedded in schools. These chat boards provide a visual presentation of sounds, words and phrases relating to the content of a popular storybook. This resource helps develop comprehension skills.
- 3.34 In addition, sets of questions designed to develop Higher Order Thinking skills (HOTS), key skills for learning within CfE, have been developed for each of the 15 storybooks. These can be used by teachers and learners.
- 3.35 Resources on novels to encourage reading for pleasure in P1 and P2 are currently being identified in partnership with Information and Learning Resources staff.
- 3.36 A *Teachers' Guide* on the wide range of resources available to enhance the teaching of reading in early primary has been launched with staff and a CD of practical resources to support teachers issued to all schools.

The Literacy Rich Edinburgh P2 phonics reading programme

- 3.37 The P2 Programme, with the same aims, principles and structure as the P1 programme, is now well- embedded within CEC primary schools.
- 3.38 Feedback from the training sessions on the implementation of the programme continues to be very positive.
- 3.39 A CD of practical resources to support teachers is currently being developed and this will be issued to all schools by the end of May 2015.
- 3.40 From 2011-14, CEC led the Scottish Government funded inter-authority Literacy Hub. As part of the legacy of this partnership, both the P1 and P2 *Literacy Rich* reading programmes and support resources are being implemented in all primary schools in Dumfries and Galloway in session 2014-15 as well as in a number of schools in Scottish Borders.

The Reflective Reading approach (formerly known as the Muckle Reading approach)

- 3.41 To further strengthen the effective teaching of reading in primary schools, two whole-day *Reflective Reading* training sessions for literacy leaders, one in Edinburgh and one in Midlothian, were offered in June 2014.
- 3.42 Forthview Primary School held a whole staff training session jointly with Sighthill Primary in August 2014, prior to implementation of the approach. Forthview is now using the approach across the whole school and initial feedback is positive.
- 3.43 Hermitage Park and Fox Covert RC primaries have also organised whole-staff training this session, again with very positive feedback. Whole- staff training in the approach was carried out in Craigroyston Primary School in January 2015, and is organised at Towerbank for May 2015.

3.44 A further CEC one day professional learning session in the *Reflective Reading* approach has been organised for November 2015 with places offered to all schools.

3.45 Evaluation of the impact of the approach is planned for 2015-16.

Paired reading

3.46 Paired reading is a tried and tested strategy where children who require support and confidence to improve their reading skills work regularly with a trusted reading partner on a one to one basis.

3.47 As a result of a new collaboration between the Quality Improvement Literacy team and the University of Edinburgh's Widening Participation (WP) team, four postgraduate students, who have already undertaken public engagement work with various ages, are about to start paired reading with pupils in two selected primary schools. This is following training from a CEC literacy officer in January 2015.

3.48 The pupils themselves select the book from a selection that the school has set aside specifically for Paired Reading therefore it feels special and personalised.

3.49 The personalised contact and reading with a person who has progressed in education in a sustained way is seen by CEC literacy officers and the university as an important aspect of this project, with benefits for both partners.

Literacy and Dyslexia - the Edinburgh framework for identifying and meeting additional needs in literacy

3.50 The *Edinburgh Literacy and Dyslexia: Identifying and Meeting Needs* resource continues to provide all establishments with an approved approach for identifying and meeting additional needs in literacy.

3.51 Professional learning sessions on making effective use of these guidelines continue to be delivered by Support Co-ordinators at establishment level and through the CEC Continuous Professional Development (CPD) Directory.

3.52 75 schools have received training since 2010. This includes two special schools and six secondary schools (Appendix 2). Refresh sessions on implementing the guidance in primary and secondary schools have been held in the northwest neighbourhood in collaboration with Psychological Services. These were positively evaluated.

3.53 The Literacy and Dyslexia Service training course for teachers was accredited by the General Teaching Council for Scotland (GTCS) in October 2014, the very first dyslexia course in Scotland to be accredited.

3.54 Very positive feedback about the programme was given by the GTCS which commended it as is well-structured, creative and innovative.

3.55 The training programme is delivered through a secondment model, with teachers attending training sessions and working in schools with referred pupils one day a week for one school session. Since August 2010, 24 teachers have

been trained through the secondment model. On completion of the Literacy/ Dyslexia training secondment course, teachers can now gain GTCS Professional Recognition in Support for Learning (Literacy/ Dyslexia).

Other

- 3.56 The service has worked in 47 primary and 10 secondary schools over the past five years, teaching and training staff in assessment, strategies for teaching reading and creating individualised programmes.
- 3.57 150 pupils with severe literacy needs have benefitted from individualised, expert literacy teaching.
- 3.58 Staff from the service have also delivered a range of CLPL courses.

The implementation of consistent approaches to teaching writing - the *Big Writing* approach

- 3.59 This approach offers a structured, progressive approach to teaching writing and supports primary teachers to deliver consistent, high -quality learning experiences in writing.
- 3.60 Extensive training in the *Big Writing* approach has been rolled out across establishments since 2011. A range of different types of training has been provided, including full one- day training and shorter sessions led by local lead practitioners.
- 3.61 Twilight sessions delivered by practitioners and literacy officers continue to be offered in the CEC CPD Directory and are well -attended. Bespoke whole-school sessions at individual schools have also been delivered on request.
- 3.62 In response to feedback from primary literacy co-ordinators, a further full training day, entitled *Moving on with Big Writing*, took place in November 2014. The aim of this course was to recap on the key elements of *Big Writing*, reminding teachers what should be included in a good lesson, and showing ways of extending writing skills. One place was offered to every CEC primary school; 40 teachers attended and the feedback was extremely positive.
- 3.63 Professional learning sessions will be offered again next session.
- 3.64 The CEC database, showing schools and practitioners who have received training in this approach, continues to be updated.
- 3.65 A qualitative evaluation of the impact of this approach to teaching writing has been carried out with a sample of primary practitioners. Strengths include increased teacher confidence in teaching and assessment of writing leading to improved pupil confidence and motivation. Raised standards in writing were also noted by practitioners. Boys particularly enjoy the approach.

Literacy – the responsibility of all within Curriculum for Excellence

Literacy Co-ordinators

- 3.66 Literacy co-ordinators continue to take a leading role in all primary and secondary schools, in Early Years Centres, in some special schools and within School Support Services. This helps ensure that literacy remains a priority for establishments.
- 3.67 Leading work undertaken by literacy co-ordinators in 2014 includes:
- Early Years Centres - introducing the very successful *Bedtime Stories* initiative;
 - Primary – many co-ordinators are leading work at school or cluster level on the assessment and moderation of progress in reading and writing. Some contributed to the national bank of annotated exemplification of levels in reading, writing and listening and talking;
 - The lead secondary co-ordinators presented on their work on skills at the National Literacy Network meeting in November.
- 3.68 Positively evaluated network meetings, which are interactive and support professional reflection and leadership, continue to provide opportunities to share practice and resources and to hear about local and national initiatives.
- 3.69 In 2014-15, the focus of professional learning for secondary co-ordinators is on the development and application of core literacy skills across learning and their importance to employability.
- 3.70 To support this, further work is being undertaken to refresh and review CEC 3-15 literacy and English skills progressions. Core skills in reading, writing and listening and talking are being further highlighted so that teachers and young people are clear which essential literacy skills require to be developed and applied for success at learning and in life and work.

Listening and Talking across Learning

- 3.71 Support in planning and assessment continues to be a priority for development in this area, in particular at primary levels. Development work is currently underway collating good practice in planning for progressive skills development and in assessing talking and listening. A package of guidance and exemplification for teachers is also in development and will be made available early in session 2015-16, supported by professional learning sessions.

Literacy Reviews

- 3.72 QIOs are developing a model for CEC school reviews of 3-15 literacy across learning as part of wider Quality Improvement Team (QIT) work on self evaluation and the self- improving system.

Inter-Authority Literacy Hub 2011-2014

3.73 The Scottish Government funding for the South of Scotland Literacy Hub, which involved the City of Edinburgh Council, East and West Lothian, Midlothian, Scottish Borders and latterly Dumfries and Galloway, ended in June 2014.

3.74 A longer-term, positive outcome of the Hub is a commitment to sustaining professional collaboration and positive working relationships across the authorities involved. As a result, CEC continues to foster positive links with all of the former Literacy Hub authorities and policy and practice continue to be shared:

- East Lothian is promoting a celebration of reading for enjoyment which will be hosted at Murrayfield Stadium and young people from several of the Hub authorities, including CEC, will attend;
- East Lothian's *Oor Reads*, which promotes whole school approaches to reading for enjoyment, is being shared nationally and was established as a result of the original Hub funding;
- CEC is sharing its approach to developing the reading school via the model at Forthview Primary and the creation of a structured, progressive CEC reading for enjoyment programme for P4-P7;
- A guide to strategies for teaching close reading for P5 – S3 will be launched in March 2015. This resource is the result of collaborative Hub working;
- CEC continues to invite representatives from the other Hub authorities to attend CLPL sessions such as CfE in –service days on the new qualifications, the Advanced Higher creative writing conference and a reflective reading training day;
- CEC officers have had discussions with Midlothian regarding an interdisciplinary initiative called *Moscars* designed to promote skills in digital literacy and integrate second level experiences from across the curriculum. It also develops pupils' skills in film-making, team working, enterprise and leadership. The initiative received a COSLA award. It will be discussed at a future meeting of the CEC Literacy Improvement Group with a view to identifying transferrable practice.

Developing the reading school

3.75 A major priority for Literacy Hub work in 2013-14 was promoting reading for enjoyment. This has led to a pilot at Forthview Primary School, led by the headteacher and supported by CEC literacy officers. It sees a radical change of approach to fostering the enjoyment of reading in an area of disadvantage, with all pupils, staff and parents reading together from the outset.

3.76 An adults' reading group now meets regularly while the Forthview Fathers' group has reviewed graphic novels and comic books for senior classes as a way of encouraging dads to read for enjoyment. A Patron of Reading, local

author Lari Dan, who is funded through Book Trust Scotland's Live Literature scheme, has been appointed and visits the school regularly to promote reading for enjoyment. Other author visits and storytelling sessions are arranged for all stages to which parents are invited.

- 3.77 P6 and 7 pupils wrote a book of World War 1 poems, *Stolen Lives*, illustrated with the support of students from the Edinburgh College of Art. The book was launched at Edinburgh Castle with the involvement of Historic Scotland, followed by readings of the poems by professional actors at the Festival Theatre attended by pupils and parents.
- 3.78 The project won a Children and Families Award in September 2014, in the *Improving Literacy Outcomes* category.
- 3.79 The school has also been successful in gaining funding from the Education Scotland Access to Education Fund to support the refurbishment of the library.
- 3.80 A CLPL session, open to all practitioners, was offered by the headteacher and CEC literacy officers; this was positively evaluated and will run again in 2015-16. Primary literacy co-ordinators were updated on the pilot at their network meeting in November 2014. As a result of this, several schools have asked Information and Learning Resource officers to advise on the refurbishment of their school libraries.
- 3.81 Other current work on developing the reading school and promoting reading for enjoyment includes the development of a structured, progressive CEC reading for enjoyment programme for P4-P7 pupils. This will be piloted in the summer term of 2014-15, with the intention that it will be rolled out to all CEC primary schools in session 2015-16.

Strand 2: Targeted support, primarily in Positive Action areas to meet the needs and raise the achievement of learners who require additional support and opportunities to succeed with literacy (the most disadvantaged 20%)

Primary Reading Intervention for P5-7 children in Positive Action and other schools – *Fresh Start*

- 3.82 *Fresh Start* is a targeted reading intervention programme for learners in upper primary who have not made the expected progress in literacy.
- 3.83 It provides an interactive, fun, group approach to teaching reading and writing for identified learners in P 5 to P 7. The approach looks at how to decode text, how to improve comprehension of what has been decoded and also how to produce and improve written work such as stories and reports.
- 3.84 An updated overview of the 40 schools involved in *Fresh Start* 2012-14 (and the equivalent programme for younger children, *Read, Write, Inc*) is attached in Appendix 3.

- 3.85 Schools continue to be supported by the CEC Support for Learning Service and meet termly to share effective practice. There is an identified *Fresh Start* lead in each school and leads' meetings are held twice a year.
- 3.86 To enhance and enrich the reading experience for those children on the *Fresh Start* programme, funding was made available through the Literacy Hub in June 2014 for boxes of inspirational reading texts. Feedback on the impact of these reading for enjoyment materials is available.
- 3.87 Two further sets of reading boxes are being compiled to complement the remaining 20 modules in the *Fresh Start* programme. These will be piloted and should be ready for introduction to all schools involved next session.
- 3.89 A full evaluative report on the positive impact of the *Fresh Start* programme in 2013-14 is available.

Results – session 2013-14

- 3.90 Training and support was important to the successful implementation of the programme.

Quantitative data showing the impact of *Fresh Start*

- 3.91 Statistically significant improvements in attainment have been demonstrated.
- 3.92 There were positive gains in reading in 32 of 33 schools; there were also statistically significant gains over the whole sample.
- 3.93 There were positive gains in 21 of 31 schools; there were also statistically significant gains over the whole sample.

Qualitative data showing the impact of *Fresh Start*

- 3.95 School staff members were questioned about the approach and all the respondents agreed or strongly agreed that there had been a positive impact on the pupils, including EAL pupils, in terms of literacy skills, confidence around reading and enjoyment of reading.
- 3.96 Pupils confirmed these findings with their own feedback about their improved reading skills and their enjoyment of the *Fresh Start* programme.
- 3.97 Parents also provided positive feedback.
- 3.98 The evaluation shows that *Fresh Start* Phase 1 has been a success. A short film of *Fresh Start* in action at Castleview PS can be seen at <http://youtu.be/yLSD0co9SoY>

Read Write Inc.

- 3.99 *Read Write Inc* (RWI) is a phonics- based programme, which helps children learn to read and write while also developing a wide range of vocabulary and encouraging a love of stories. The approach is very similar to that of *Fresh Start* but designed for younger children.

- 3.100 All existing *Fresh Start* schools were invited to take part in the programme in 2013-14. 12 schools opted in and another seven schools participated, selected by analysis of P2 literacy attainment. In addition, one special school is being supported through the project.
- 3.101 In August 2014, a further 24 schools expressed interest and each funded training for two members of staff. Of these, 14 are now delivering *Read Write Inc* to P3 pupils who have not made expected progress in reading through P1 and P2.
- 3.102 The CEC Support for Learning Service offers continuing support through school mentoring visits and termly sharing practice sessions.
- 3.103 There is an identified *Read Write Inc* lead in each school and leads' meetings are held twice a year.

Quantitative data showing the impact of *Read Write Inc* 2013-14

- 3.104 Statistically significant improvements in attainment have been demonstrated with positive gains in reading in all 19 schools and statistically significant gains over the whole sample.
- 3.105 Positive gains in spelling have been noted in 17 of the 19 schools and statistically significant gains over the whole sample.

Qualitative Data showing the impact of *Read Write Inc*.

- 3.106 *'RWI has been hugely successful, especially for the pupils' confidence';*
- 3.107 *"Very positive impact and fast results with 2 EAL children";*
- 3.108 *'I would like to come more often and stay longer because I like it.'*

The SRA Reading Programme (Secondary S1/2)

- 3.109 The *SRA Corrective Reading programme* (also known as *Fast Track*) is designed to systematically assist learners with decoding and comprehension skills when they are learning to read fluently.
- 3.110 It has been used in several CEC secondary schools for a number of years and following their successful implementation, it was rolled out to all secondary schools. It has also been introduced in selected special schools.
- 3.111 A full analysis of the impact of the programme was carried out in 2013-14. Data show that where the programme was implemented effectively, learners who had previously had difficulty made significant progress in their reading.
- 3.112 A total of 444 learners was analysed across 22 of the 23 secondaries.
- 3.113 All schools showed improvement in the mean of their standard scores from August 2013 to June 2014. 16 of the schools showed statistically significant improvements in these scores. The remaining six schools all showed positive trends but not to a statistically significant degree.

- 3.114 From August 2013 to June 2014, there was a highly significant gain in the overall mean score for the sample of 444 learners.
- 3.115 The overall population undertaking the *Fast Track* programme also moved to having a standard score in the average range.

Conclusion

- 3.116 CEC data suggest the *Fast Track* reading programme is an effective way of teaching poorer readers to read. Overall scores have improved to fall within the average range having previously been below it. This is highly significant as a large majority of the learners involved are now at the stage of becoming independent readers.
- 3.117 Looking at individual learners across the entire sample, the programme is making a significant difference to a majority of those involved. Where learners complete the programme or are close to the required number of sessions, it is rare not to find improvement.
- 3.118 This statistically significant quantitative finding is also supported by reports from young people and staff on the qualitative processes linked to being involved in the programme. Young people move on in the programme and young people and staff enjoy using it.
- 3.119 All schools taking part in the evaluation showed gains in functional reading ability, with some schools producing significant statistically significant gains. This was in the schools where a big enough group of participants completed the programme as stipulated.
- 3.120 Most of the best performing schools had 15 or more learners who completed the programme. Eight schools had 25 or more students involved and seven of these eight schools also made very significant gains.
- 3.121 The robustness of the data in 2014 is stronger than 2013's and shows a major positive impact across CEC secondary schools.

Additional Literacy Support for Looked After Children (LAC)

- 3.122 Looked After Children (LAC) in all CEC schools continue to receive targeted intervention to improve their reading skills. These are selected from programmes already available within the EILS.
- 3.123 Preschool giftings continue through the *Imagination Library*, where a book is sent to the child's home address every month from birth until the child's fifth birthday. *Reading Rainbows* is another targeted early years gifting which is provided for all children in Positive Action schools and for all Looked After Children, wherever they live in the city.
- 3.124 The Service was able to secure funding for a picture book for every Looked After primary school -aged child from Scottish Book Trust and to work with them in ensuring that all the children received their book through their educational psychologist.

- 3.125 This was a total of 162 books for 162 children, with the books gift wrapped and accompanied by coloured pencils and book plates.
- 3.126 Additionally through funding from Scottish Book Trust, 150 books were distributed by educational psychologists, to all primary aged children who were LAC living at home.
- 3.127 The LAC literacy group continues with work in CEC Young People's Centres and with Out of Authority LAC pupils. The needs of CEC's LAC population being cared for and educated elsewhere are also addressed through a programme of visits by educational psychologists to schools in other local authorities.
- 3.128 In 2014-15 the attainment of LAC pupils is being addressed through the Corporate Parenting Plan. The LAC literacy group continues its work within this framework.

Word Boost (formerly Enhanced Vocabulary Teaching)

- 3.129 The *Word Boost* approach supports children to extend their vocabulary and apply the new words they have learned in their reading and writing. It was developed and implemented in CEC primary schools by leading Speech and Language Therapists (SLTs) from NHS Lothian. It has now been rolled out to 11 PA primary schools, including some nurseries.
- 3.130 A manual for teachers and a range of electronic resources for Nursery – Primary 7 are available to teachers.
- 3.131 Interviews with 23 teachers involved in the delivery of *Word Boost* were carried out in December 2014. Their professional reflections and experiences will be analysed using qualitative techniques as part of the ongoing evaluation of the impact of *Word Boost*.
- 3.132 Further roll out of the approach to more schools is planned for 2015-16.

Adult Literacies

- 3.133 Community Learning and Development staff (CLD) continue to provide a range of community based learning opportunities to adults needing to improve their literacy (and numeracy) skills using a social practice approach as outlined in the *Adult Literacies in Scotland Guidance 2020*.
- 3.134 The first strand of this provision is to work with learners to improve their own and their families' life chances through learning around employability, financial literacy, core skills, work with young adults 16-25 years, and English as a Second Language.
- 3.135 The second strand is to provide a range of family learning activities for parents and carers in positive action 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. In 2013-14, 1800

parents and carers in targeted establishments took part in a range of projects, events, groups and transition activities.

3.136 CLD works alongside a range of partner agencies, schools and early years establishments, libraries, colleges, NHS Lothian, and voluntary organisations to deliver literacies and to embed literacy in other activities targeted at those most in need of the provision. There are regular opportunities for staff, including volunteer tutors, to gain SQA qualifications under the National Professional Framework for adult literacies.

3.137 CLD also provides adult literacies training to partner agencies' staff.

Celebrating CEC achievements in Literacy 2014 to date – some highlights

3.138 Literacy work in CEC schools has received positive attention, as follows. In addition, many of these events have been reported in the *Bright Futures* blog which goes to all schools. These include:

- In September 2014, the reading pilot project led by Forthview PS, *West Pilton Reads*, won the Children and Families Award in the category *Improving Literacy Outcomes*.
- In December 2014, the school was successfully awarded £5000 from the Scottish Government's Access to Education Fund to help refurbish their library.
- The improvement in secondary pupils' reading scores through the use of the *Fast Track* reading programme.

Media Success

3.139 There has been positive media attention given to the literacy events, including:

- The launch of the Green Pencil (Creative Writing) Award in August 2014;
- The CEC Advanced Higher Creative Writing Conference, run in partnership with the University of Edinburgh, the Scottish Book Trust and the Scottish Poetry Library attended by 250 senior pupils from CEC secondary schools in September 2014;
- The visits to Forthview PS by former UK Children's Laureate, Julia Donaldson, and by children's author John Fardell were covered by STV, BBC Radio Scotland and the *Evening News*;
- STV covered the launch of Forthview pupils' poetry book, *Stolen Lives*, at Edinburgh Castle and the Festival Theatre in September 2014;
- Over the summer of 2014 two very favourable articles and editorials appeared in *The Edinburgh Evening News* and the *Times Educational Supplement Scotland* highlighting the positive results of *Fast Track* in CEC secondary schools.

Other

- 3.140 Pupils from Gilmerton PS attended the launch of the National Library of Scotland's new Scots Language website in October 2014, following their participation in the pilot for this work.
- 3.141 The Green Pencil Award ceremony at Central Library in November 2014, when 20 finalists from a record number of over 1000 entries were awarded prizes.
- 3.142 The launch of Dalry Primary pupils' book, *Hearts and Minds*, at Tynecastle Stadium in December 2014.
- 3.143 The Cabinet Secretary for Education made her first school visit to Forthview Primary School following her appointment in October 2014, where she met with pupils, parents and staff. The visit was filmed and appeared on the Scottish Government website.
- 3.144 The First Minister, Nicola Sturgeon, visited Castleview Primary School in December 2014 to see the very successful early years literacy work done there.

Professional Recognition

- 3.145 The Head of Service, Supporting Learning Services, delivered a seminar on *Fresh Start* in Edinburgh schools at the 2014 Scottish Learning Festival.
- 3.146 The QIO Literacy and Languages visited nine secondary schools across Scotland to assess their progress with literacy in the spring of 2014. This was as part of evidence gathering for the national CfE review of progress with literacy and English. This review is being launched at the National Literacy Network meeting in March 2015 and will highlight key strengths and aspects for development in literacy and English nationally.
- 3.147 The headteacher at Forthview PS presented on the CEC Word Boost programme at the National Literacy Network Conference in November 2014.
- 3.148 At the same conference, the lead secondary literacy co-ordinators also presented on their work on literacy across learning.

Literacy Events Calendar

- 3.149 After the success of the original print calendar, the online version was launched in November 2013. This continues to be used to highlight Literacy events and good practice and is being regularly updated. Although it is split into age categories, information is mainly organised by primary and secondary sector.
- 3.150 The site is monitored and all posts have to be cleared by staff in Information and Learning Resources.
- 3.151 The next stage of development will be embedding the actual calendar into the blog, which will allow us to develop a live literacy calendar. Work has started on this.

3.152 The blog is used heavily by a number of practitioners, in particular the secondary school librarians, to highlight their work. A review of the site will take place later in 2015.

Measures of success

4.1 These are encompassed in previous sections.

Children and Families Service Improvement Plan

Priorities for Improvement:

- Our children and young people are successful learners, confident individuals and responsible citizens, making a positive contribution to their communities;
- Our children and young people at risk, or with a disability, have improved life chances;
- To improve the educational attainment of the lowest achieving pupils;
- All learners with additional support needs have their needs met;
- To improve life chances for Looked After Children including increasing the focus on Corporate Parenting;
- To increase the number of young people who enter and sustain positive destinations.

Financial impact

5.1 This work is funded within existing budgets.

Risk, policy, compliance and governance impact

6.1 There are no adverse impacts arising.

Equalities impact

7.1 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 the most disadvantaged, including Looked after Children and those in Positive Action areas, targeted intervention is central to the Edinburgh Integrated Literacy Strategy.

Sustainability impact

8.1 This work has been mainstreamed.

Consultation and engagement

9.1 The Edinburgh Integrated Literacy Strategy is characterised by high levels of partnership working involving learners, parents, practitioners from across services and sectors within Education, Children and Families, from other authorities and with an extensive range of other external partners.

Background reading/external references

- [The National Literacy Action Plan 2010](#)
- [Read on Get on - Save the Children 2014](#)

Gillian Tee

Director of Children and Families

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Links

Coalition pledges	P5 – Seek to ensure the smooth introduction of the CfE 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. CO3 – Our children and young people at risk, or with a disability, have improved life chances
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	<ol style="list-style-type: none">1 The Edinburgh Integrated Literacy Strategy Action Plan 2015-162 Literacy and Dyslexia Guidelines CPD sessions3 Literacy Interventions in Primary schools in 2012-2015

City of Edinburgh

Children & Families

Integrated Literacy Strategy Action Plan

Session 2014-15

The Edinburgh Integrated Literacy Strategy Action Plan 2014-15

Context and Rationale

“Our overarching vision is ... to raise standards of literacy for all from the early years to adulthood.”

Literacy Action Plan: an action plan to improve literacy in Scotland

Scottish Government 2010

“Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy numeracy and health and well being.”

Curriculum for Excellence Entitlements, Education Scotland 2011

Edinburgh Children and Families Service Improvement Plan 2011-14

Strategic Objective 2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

Priority – Educational outcomes for the most disadvantaged are improved, with a particular focus on literacy skills

- *Develop and deliver a strategy to improving outcomes for lowest attaining young people*
- *Implement the Integrated Literacy Strategy for the lowest attaining 20%*

Literacy development is a key national and local priority. City of Edinburgh Council's Integrated Literacy Strategy is underpinned by the Scottish Government's Literacy Action Plan as well as by other national guidance, including literacy as the responsibility of all within Curriculum for Excellence.

Edinburgh's overarching vision reflects that of the national action plan: to raise standards of literacy for all learners at all stages, enabling individuals to participate confidently in a wide range of roles in a modern society and to contribute positively to their local communities.

The Strategy

The Strategy is based on multi-disciplinary partnership working across services and sectors. It has two main strands: inclusive universal approaches to support the development of literacy skills and progress of all learners and targeted interventions to meet the needs of those learners who require additional support and opportunities to develop their literacy skills.

It involves the joint identification, development and systematic implementation of evidence-based programmes, supports and resources to promote reading and other literacy skills.

Edinburgh's Integrated Literacy Strategy is inclusive and pervasive, operating across the CEC's *Early Years Framework*, the *Parenting Framework and Getting It Right*. It also encompasses all aspects of literacy within *Curriculum for Excellence*.

Aims

The Edinburgh Integrated Literacy Strategy aims to raise attainment and achievement and improve literacy outcomes for all learners through:

- ensuring access to well-planned literacy programmes and courses across the 4 contexts of the curriculum
- building on inclusive practice
- providing a framework which is designed to improve learners' experiences in literacy

- differentiating learning to meet the needs of all, including those who require additional support and opportunities to progress in literacy
- building the capacity of staff in all sectors to develop appropriate skills and knowledge through career- long professional learning and co-ordinated support to establishments
- effective partnership working
- ensuring a focus on overcoming the link between poor literacy development and barriers to learning such as deprivation
- ensuring all teachers are aware they are responsible for literacy and equipped to develop and extend the literacy skills of learners

Our Expectations

Our expectation for our children, young people and adult learners in Edinburgh is that they are competent readers, able communicators and lifelong learners.

The development of good literacy skills should be a progressive journey through a series of well planned, relevant and engaging and motivating learning experiences, aimed at achieving high levels of literacy for everyone.

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

Curriculum for Excellence Literacy and English Principles and Practice 2009

The development of literacy skills is the responsibility of all teachers in our schools and all professional staff in related education services, including Community Learning and Development.

Integrated Literacy Strategy Improvement Plan 2014-15

<p>Priority – Early Years Implementation of strategies to identify and support the development of early literacy, including interventions, support for transitions and early communication</p>	<p>Overall Responsibility Heather Gorton Eve Lyon Marion Rutherford</p>	<p>QIs 1.1,2.1, 5.1,5.3,5.9</p>
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Outcome: Improved practitioner and parent confidence in developing literacy, improved transition and progression and learning in literacy/reading.

Impact: Children's literacy skills and learning experiences in literacy are enhanced across and beyond the curriculum. Improved meeting of learners' needs in literacy. Raised achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Early Years Centre Literacy Co-ordinators will ensure that the use of <i>Up, Up and Away</i> is consolidated in every early years centre and good practice shared with other early years colleagues	Literacy Co-ordinators, Eve Lyon, Heather Gorton	<i>Up, Up and Away</i> Further training Termly meetings of literacy co-ordinators	From November 2014	All centres have nominated a literacy co-ordinator. This group has now met on three occasions and received further training in <i>Up, Up and Away</i> , the bed time stories intervention and book choices for this age group. Co-ordinators have been given a pack of materials that will enable them to deliver <i>Up, Up and Away</i> training to others.
ASL services, EPs, QIOs and SLTs to support all early years settings in use of up, up and away as a Pathway 1	ASL services, EPs, QIOs, SLTs	<i>Up, Up and Away</i> Further training/ support can be accessed from the early years literacy support group if needed	From August 2014	Further training has been given to key agencies in delivering <i>Up, Up and Away</i> training and a resource pack of training materials passed on. Training continues to be available in the CPD Directory and bespoke training has

and 2 resource for assessing and supporting children at risk of literacy failure.				been organised where it has been requested.
Produce, circulate and evaluate a survey monkey to all early years staff re effectiveness, usefulness and impact of the literacy Assessment and Planning Tracker (APT)	Eve Lyon	ICT support in implementing and evaluating survey monkey Outcome to be fed back to Children and Families committee and taken forward in supporting practice in all settings.	October 2014	The survey monkey has been circulated and the results discussed, with next steps planned. A report on this has been produced.
Review and compress EAL section of APT following review through early years collaborative work	Tessa Humby, Eve Lyon, Heather Gorton	Data from feedback so far. Time to meet and forward plan. Mechanism for disseminating and sharing new format	January 2015	This piece of work is still in progress.
Link Assessment and Planning Tracker with electronic learning journals to ensure a consistent and time efficient approach	Eve Lyon and Lesley McDowell	Ongoing discussion re adaptation of soft ware. Evaluation of impact of this in early years settings	Ongoing since August 2014	A meeting has taken place with the author of the e-learning journals and further adaptations made to the way tracker data is collated and shown. The author is working closely with the authority and the e-learning journals are now being piloted across two primary schools.
Further develop use of Assessment and Planning Tracker as a nursery to P1 transition tool using early years collaborative methodology	Heather Gorton	Staff time to adjust and evaluate	Ongoing since March 2014	Further work was carried out in one city nursery class. Staff were able to use information from the APT to plan more effectively for children with additional support needs and to engage parents in supporting their child. A face to face meeting with the children's P1 teacher to share information and help with initial planning for P1 was found to be helpful. Staff identified some barriers and some new approaches are currently being trialled to over come these.

<p>The quality assurance 0-3 group will moderate 0-3 self evaluative reports within SQIPS and make recommendations as to good practice using the self evaluation tool kit</p>	<p>Quality assurance 0-3 group</p>	<p>0-3 self evaluation tool Time to collate, evaluate and offer feedback on SQIPs</p>	<p>March 2015</p>	<p>This work has begun and is ongoing. Links have been made through the literacy coordinators group. The Quality Assurance group has produced a Birth to Three self-evaluation toolkit and this has been circulated to every early years centre. Staff use the toolkit to identify strengths and areas for development. The toolkit is also used to support self-evaluation in the Standard and Quality report.</p>
<p>Consider ways of further rolling out Visual Support Project across the city</p>	<p>Visual Support Steering Group</p>	<p>Develop a training for trainers pack Consolidate resources Finalise evaluation of tier 1 Link with special schools</p>	<p>From September 2014</p>	<p>In March 2015 training for trainers will be run to support further spread of the project. Liaison has taken place with special schools and a training programme for them is also being planned.</p>

Priority – Early years – Sustainable book gifting and co-ordination of national reading initiatives	Overall Responsibility Aileen Mclean Cleo Jones	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner and parent confidence in developing literacy, improved transition and progression and learning in literacy/reading.

Impact: Children’s literacy skills and learning experiences in literacy are enhanced across and beyond the curriculum. Improved meeting of learners’ needs in literacy, in particular in the lowest 20%. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
<p>Further Evaluation of <i>Reading Rainbows</i> including feedback from Early Years and Library staff as well as parent carers.</p> <p>We also hope to increase the participation.</p>	<p><i>Reading Rainbows</i> Steering group</p> <p>Cleo Jones (Chair)</p>	<p>Staff time for producing suitable questionnaires.</p> <p>Budget for incentive to take part in parent/carer evaluation, this year zoo tickets</p>	<p>Oct 2014</p>	<p>Evaluation complete, feedback reported and improvements made to initiative.</p> <p>Identification of further vulnerable groups who may benefit from the gifting</p>
<p>Further report on the success of <i>Reading Rainbows</i> and its impact on some of the most vulnerable families in the city.</p>	<p><i>Reading Rainbows</i> Steering group</p> <p>Cleo Jones</p>	<p>Time for writing report</p>	<p>March 2015</p>	<p>Joint report submitted to relevant management teams</p>

<p>To roll out <i>Book Bug</i> Assertive Outreach across the city by ensuring that at least 2 members of staff in every Early Years Centre are trained and starting to use BBAO in the home or in small groups.</p>	<p>Cleo Jones, Heather Gorton, Edinburgh Bookbug Assertive Outreach Steering group</p>	<p>Time for meetings Time for further CLPL Time for staff within Early Years Establishments to work with the most vulnerable families using <i>Bookbug</i> Assertive Outreach.</p>	<p>March 2015</p>	<p>That at least 2 members of staff are trained in every Early Years establishment and that families have been supported to help develop their child's literacy and improve their family relationships.</p>
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Priority – Early years – Support for parents and carers in the development of their children’s literacy	Overall Responsibility Dinah Pountain	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner and parent confidence in developing literacy skills

Impact: Children’s literacy skills are enhanced beyond the curriculum. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Secure future funding to develop a focus on literacies and employability work with parents of young children	CLDMs	Funding from ESF (matched with CLD service funding)	April 2015	ESF funding is due to start mid 2016 and CLD has applied for funding for this area of work. 3 staff have been trained in the new PEEP accredited units which now include employability-related work in the course material
Recognise the role of all age literacy learning (National Literacy Action Plan) in discussion around the design of a pilot provision within a local area which aims to provide a coherent approach to literacies learning between parents and children	CLDMs	Support from ALO Education Scotland CLD manager Senior Education Manager (schools) Moray House staff	Start discussion in Autumn 2014	Discussion has started in 2 primary schools in the City on a ‘tests of change’ basis within a context of engaging hardly reached families to identify barriers to children’s learning. The specific linkage to the National Action Plan was not seen by colleagues as useful at this time

To support parents/carer in the use of <i>parent postcards</i> through further piloting of ' <i>It's All About Maths</i> ', co-ordinated through CLD Family Learning/Educational Psychology	Barbara Middleton/Anne Renwick	3-6 week group work sessions with parents/carers in early years settings	October 2014- March 2015	Use of parent carer postcards and further piloting of <i>All About Maths</i> was rolled out to other schools in the City on the basis of successful delivery at Moffat Campus
Contribution from CLD Family Learning to support for parents/carers in the development of their children's literacy through programmes such as Transition from Nursery to Primary	FL workers/CLD manager	Continuation of successful programmes	2014/15	Transition sessions continue to be delivered by family learning in partnership with schools both before and after admission to P1. Take- up of pre-admission sessions averages 80% of parents targeted

Priority –Primary Age – Consistent Approaches to Reading P1/2	Overall Responsibility Janice MacInnes	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner confidence in developing reading skills and supporting individual progress

Impact: Children's reading skills and learning experiences are enhanced beyond Improved meeting of learners' needs in reading. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue delivery of LRE P1 and 2 training	LRE working group JM	Staffing Time for training	Aug/Sept 2014	Completed in line with schedule. Positive feedback received.
Evaluate LRE P1 resources Compile LRE P2 resources and issue to all schools	LRE working group JM	Staffing Time for training	March 2015	Work on going.
Evaluate YARC results for P1 and share key messages with all relevant staff	JM	QIO time	Sept 2014	Completed and messages shared with key leads and networks.
Review LRE P1 and 2 teachers' book for reprint in June 2015	LRE working group JM	Staffing Time for training Reprint cost	Mar-May 2015	Planned once group has finished P1 and P2 resources tasks.

Priority – Early Years/Primary – Consistent Approaches to Writing	Overall Responsibility Evelyn Love-Gajardo	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner confidence in developing writing skills and supporting individual progress. Improved transitions in writing.

Impact: Children’s writing skills and learning experiences are enhanced. Improved meeting of learners’ needs in writing. Improved enjoyment, progress and achievement in writing.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Deliver further training in <i>Big Talk</i> for the early years Organise an Emerging Practice session for Big Talk to allow sharing of good practice and resources	Evelyn Gajardo SLWG- <i>Early Talk</i>	DO time Payment to teaching staff for CPD sessions	By May 2015	Sessions planned for 2015 included in CPD Directory
Deliver further training in Big Writing for teachers new to the approach, either as CPD twilight sessions or whole school training on request Provide an opportunity for sharing good practice in Big Writing through twilight CPD	Evelyn Gajardo Pam Briggs(after April 2015)	DO time	Ongoing throughout session 2104/15	Session undertaken in January 2015 and a further session planned for May 2015 and in CPD Directory.

Provide training for schools who have been using Big Writing for some time and are now ready to take it further	Evelyn Gajardo	Official training session, 'Moving On with Big Writing' led by Anne Glennie booked for 7th November 2014	November 2014	Completed in November 2014. Session attended by 40 teachers and positively evaluated.
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Priority – Primary Age – Targeted P3 reading intervention Read, Write Inc	Overall Responsibility Sandra Milne	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: *Read, Write Inc* successfully embedded in Phase 1, Phase 2 and self-funded schools

Impact: The reading skills of children in the lowest 20% are enhanced. Improved meeting of learners' needs in reading Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Organise training for additional staff in 19 <i>RWInc</i> schools. Organise training for 24 new schools	Sandra Milne Hilary Aitken	Time (Schools self funding)	By end September 2014	Completed
Monitor and support <i>RWInc</i> schools	Hilary Aitken Sandra Milne Support Co-ordinators	Time for meetings, school visits	From end September 2014	Ongoing
Organise and lead Sharing Practice sessions and <i>RWInc</i> Leads' meetings.	Hilary Aitken Evelyn Gajardo	Time for planning and meetings	by end May '15	Continuing
Produce training film to support staff in developing good practice in delivery of the programme's strategies	Hilary Aitken Alistair McArthur Sandra Milne <i>RWInc</i>	Time for planning, filming, editing	By end June 2015	In development

	teachers and children			
Evaluate and report on impact of RWInc programme	Sandra Milne Educational Psychologist	Data collection and report writing time	By September 2015	On -going evaluations being gathered. Data collection planned for end of session to allow time for full impact of programme.

Priority – Primary Age - Targeted P5-7 Reading Intervention Fresh Start	Overall Responsibility Sandra Milne	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome : *Fresh Start* successfully embedded in 39 *Fresh Start* schools

Impact: The reading skills of children in the lowest 20% are enhanced. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Organise training for additional/new staff in 39 <i>Fresh Start</i> schools	Sandra Milne Joan Shelley	Cost of training and resources Time	By end August 2014	Completed
Monitor and support schools through matching, school visits, promotion of self evaluation tool, observation of good practice opportunities, modelling	Joan Shelley Lead <i>Fresh Start</i> practitioners	Time for meetings, visits and organisation	From September 2014	Ongoing
Support maintenance stage of the <i>Fresh Start</i> programme	LIPS steering group	Meeting time and school visits/liaison	September to June 2015	Ongoing
Evaluate and report on impact of <i>Fresh Start</i> session '14 – '15	Sandra Milne Pam McIlwaine	Time for data collection and writing	By September 2015	On schedule. Data collection under way.

Priority – Literacy and Dyslexia	Overall Responsibility Sandra Milne	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome; practitioner confidence in identifying and meeting the needs of children with dyslexia are improved through CPD, sharing practice

Impact: The reading skills of children enhanced. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Organise and deliver training to 5 new teachers seconded to the Literacy and Dyslexia Support Service	Hilary Aitken Sandra Milne	Development and delivery time. Funding to schools for cover. Resources	From September 2014	Recruitment completed and training now under way.
Provide teaching and in school training to pupils and staff. Provide advice to parents. Continue to promote effective use of CEC guidelines	Hilary Aitken LDSS teachers Support Co-ordinators	Development and teaching time Secondments	From September 2014	Under way and on schedule
Evaluate and report on work of the service	Hilary Aitken Seconded teachers	Time for data collection and writing	By mid June 2015	Data collection on schedule

Priority – Targeted Support for Looked after Children	Overall Responsibility Martin Gemmell (subsequently) Sheila Cornes	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Effective development of systems to ensure Looked After Children (at home with carers and out with Edinburgh) have equivalent attainment levels to non-LAC comparators.

Impact: The reading skills of LAC/ pupils are enhanced. Improved meeting of LAC/ pupils' needs in reading. Improved enjoyment and achievement in reading for Looked After pupils.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Address attainment of LAC / pupils through the Corporate Parenting Plan.	All staff	Psychological Services staff	All reviewed June 2015. Ongoing.	All reviewed June 2015. Sheila Cornes, 16+ Manager and former DHT Pupil Support currently leading on raising attainment of LAC. New national P1 literacy assessment and action resource, POLAAR, will be launched on 24 th February. Key early years and primary staff will attend and feedback on next steps.
Continue with work in YPCs and with Out of Authority LAC / pupils.	LAC Literacy group	Psychological Services staff – YPC staff	Ongoing	Profile of LAC living out with Edinburgh being raised through in-school work of educational psychologists.
Distribute 162 books through funding from Scottish Book Trust to all primary aged children who are LAC at home.	Relevant Educational Psychologists	Psychological Services staff	By Dec 2015	All books gifted and positive feedback provided

In schools with high numbers of LAC/ pupils, continue to ask for attainment data for these pupils (age - 6 year old – 16 year old)	Specific psychologists	Psychological Services staff	Ongoing	June 2015. Research shows that the act of asking is what raises the profile. We can get this data from other means (e.g. SEEMIS) but asking schools as Corporate Parents produces the increase in scores that indicates progress.
Track small Primary 1 cohort of LAC / pupils where baseline scores were lower than 85 for literacy, numeracy or both	MG, PMcIL, LM, RC	Psychological Services Attainment Group	Ongoing	June 2015 – though sustainability of gains may also need to be considered.
Continue to provide training in paired reading and <i>Toe by Toe</i> should this be required.	ASL Services – Sandra Milne and specific psychologists	Support Co-ordinators/Literacy Teachers	Ongoing	This training need has not been taken up so much recently.

Priority – Enhanced Vocabulary Teaching	Overall Responsibility	QIs
	Gill Earl (previously Marysia Nash till October 2014)	1.1,2.1, 5.1,5.3,5.9

Outcome: Practitioner confidence in developing children’s vocabulary in schools within positive action areas (and other schools deemed appropriate) is enhanced

Impact: Children’s spoken and written language shows evidence of enhanced vocabulary use. Children’s interest, enjoyment and understanding of the power of words is extended

Monitor approach in SHPS	M Nash/ G Earl	2 monitoring sessions Word Boost ‘support’ Teachers	by October 2015 by June 2015	Whole school and Nursery engaged in Word Boost 100% of words targeted New HT and PT attended Word Boost CPD 19/9/14
Consolidate approach in Forthview Primary (including nursery)	Marysia Nash and Gill Earl Carol Baines (SLT assistant)	Word Boost ‘support’ teachers identified Some further upper school CPD New teacher CPD provided Revised manual	By end October 2014 By June 2015	All teachers in the school following the approach 100% of ‘prescribed’ number of words for each year group, nursery – Primary 7 targeted. Approach integrated into classroom practice. Sustainability plan in place
Extend the approach whole or in part to 10 other schools – 1. Craigour Park 2. Leith Primary 3. Pirniehill Primary 4. St David’s 5. Trinity Primary 6. Canal view Primary	Marysia Nash Gill Earl Carol Baines	<ul style="list-style-type: none"> • CPD – all done by MN • Electronic resources on the cloud complete 22/9/2104 • Manual complete • Books (if necessary) • Staff support for implementation • ongoing 	By September 2014 By June 2015	All required resources provided For classes participating within each school – 100% of words covered Late joiners – schools 9 and 10 (70%) of words covered

<p>7. Craigroyston</p> <p>8. Clovenstone</p> <p>9. Broomhouse Primary</p> <p>10. Castleview Primary</p>				
<p>Language Boost (an approach for lower level vocabulary/ language in nursery trialled and refined</p> <p>Greengables Nursery Stanwell nursery</p>	<p>G Earl, M. Nash/ Carol Baines</p>	<ul style="list-style-type: none"> • Teacher theme sheets with target vocabulary and syntax • some SLT support for nursery 	<p>By February 2015</p>	<p>Approach further defined and trialled Materials complete Implemented in one or two nurseries</p>

Priority – Secondary Age – S1/2 Reading Intervention – SRA Fast track	Overall Responsibility Morag Robertson	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: The programme is implemented consistently and effectively across schools.

Impact: The reading skills of children in the lowest 20% are enhanced. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Improve the Reading skills of learners in S1 and S2 at greatest risk of not achieving functional levels of literacy.	Support Coordinators Anna Gray Morag Robertson	Individual support for each school	Over session 14/15	Schools are effectively implementing the programme and more consistently and effectively across schools.
To share good practice of schools where SRA Fastrack' has had greatest impact on reading improvement	Morag Robertson	CPD session SRA Guidelines for teachers updated and reissued	Sept 14 Aug 14	Completed Completed
Improve the quality of the assessment information carried out by schools that informs data gathering by schools to achieve consistency across the city	Support coordinators Anna Gray	Individual support with assessments	Over session 14/15	On going - quality of schools assessments is improving
Analysis of results 13/14 and report	Martin Gemmell / Morag	Initial assessments are carried out Time / meetings	End Sept 2014 End Sept 2014	These have been carried out and programme under way. Completed and results available. Feedback to SfL leaders October 2014 done.

Final assessments are carried out and returned	Robertson	Individual support	June 15	On going to ensure assessment information is returned on time and is of a quality to allow full analysis of the programme of intervention across the city
Analysis of results 14/15. And Report	Martin Gemmell Anna Gray	Time, meetings	Sept 15	

Priority – Secondary Age – Literacy as the responsibility of all	Overall Responsibility Liz Gray	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: improved practitioner confidence in extending and developing the literacy skills of all learners.

Impact: The literacy skills of all learners are enhanced across learning and their ability to recognise and apply these skills improved.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Identify a lead teacher for literacy as the responsibility of all	LG	Time Lead teacher funding	By September 2014	Joint lead teachers in place and leading the secondary literacy co-ordinator network, including sharing practice and resources and leading network meetings on on going basis.
Share practice on effective working with school librarians to extend and develop literacy skills	Lead teachers	Time	From October 2014	Leading practice from Portobello HS shared at secondary literacy co-ordinator network meeting in October and at a workshop at the National Literacy Network meeting in November.
Refine and develop literacy skills progressions to enhance assessment and tracking of progress	Lead teachers	Time	From October 2014	Ongoing in line with the timescale for all curricular areas. First drafts completed and being reviewed. An overarching skills framework has been drafted to accompany the progressions.

Priority - Inter-authority Literacy Hub - Reading	Overall Responsibility Liz Gray	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Sharing and joint development of practice in reading comprehension and reading for enjoyment across Partner Authorities.

Impact: Partnership working enhances learners' experiences, enjoyment and progress in reading. Learners' needs in reading are better met.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Reading for enjoyment Set up a short life Working Group	Evelyn Love-Gajardo, Cleo Jones, Eileen Littlewood Liz Gray	Time, funding	By Oct 2014	Group has been set up and has now met twice to take key actions forward.
Develop a reading for enjoyment programme for P4 - P7	Short Life Working group, Reading Culture Development group	Time, funding, Costs for production	Draft copy by Feb mid term. To be piloted in summer term in at least 2 schools Feedback and final write up by the end of June Launch August 2015	Draft programme is almost complete and ready to pilot in 3 identified schools in the summer term 2015.

<p>To create a "How-to Guide" in developing a whole school reading culture To include:</p> <p>Rationale</p> <ul style="list-style-type: none"> - Curriculum Connections – links to Literacy Rich Edinburgh, Word Boost, CfE <p>Audit Forthview case study Planning Tools</p> <ul style="list-style-type: none"> - Reading year planner - Outside Agencies - Websites - Reading Templates - Recommended reads - Community Involvement - Environment 	<p>SLWG, RCDG</p>	<p>Time, Funding, Costs for production</p>	<p>Submission for publication for the beginning of May 2015</p> <p>Document published for August 2015</p>	<p>Work on this will begin once the draft programme is piloted. CPD has been planned and is in the directory for 2015/16.</p>
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Appendix 2 - Literacy and Dyslexia Guidelines CPD sessions to date

Month	Schools
August 2010	Clovenstone Primary
September 2010	Fox Covert RC Primary Currie High School
October 2010	James Gillespies Primary Niddrie Mill Primary St Francis' RC Primary Tollcross Primary Portobello High School
November 2010	Bruntsfield Primary Castleview Primary Ratho Primary Sighthill Primary
January 2011	Buckstone Primary Newcraighall Primary St Margaret's RC Primary St Mary's (Leith) Primary St Ninian's RC Primary
February 2011	Abbeyhill Primary Dalry Primary Gilmerton Primary Gracemount Primary Leith Walk Primary Longstone Primary St Catherine's RC Primary St John Vianney RC Primary
March 2011	Rowanfield (Special)
April 2011	St John's RC Primary
May 2011	Carrick Knowe Primary Duddingston Primary Granton Primary Kirkliston Primary Pentland Primary Preston Street Primary WHEC
June 2011	Bonaly Primary Parson's Green Primary
August 2011	Dalmeny Primary Holy Rood High School Oxgangs Primary Leith Academy Brunstane Primary Hillwood Primary Davidson's Mains Primary
September 2011	St Joseph's Primary Broomhouse Primary Craigentenny Primary
October 2011	Sighthill Primary Broughton Primary

October 2011	Gylemuir Trinity Primary
November 2011	Flora Stevenson's Primary
December 2011	Holy Rood High School Trinity Academy
January 2012	Leith Primary St David's RC Primary Dean Park Primary Prestonfield Primary

Appendix 3 - Literacy Interventions in Primary Schools 2012-15

Context

These reading interventions were targeted at Positive Action schools in the first phase, then a further 20 schools with high numbers of children from the lower SMID (Scottish Index of Multiple Deprivation) deciles in the second phase. Beyond this, a number of other schools asked to receive *Fresh Start* (P5-P7 pupils) training on a self-funded basis.

All PA schools were offered *Read, Write Inc* (P3 pupils) training and resources which are self-funded and almost all are now taking part. A number of other schools asked to receive training.

Full evaluations of impact are available.

School	<i>Fresh Start</i> Phase 1 (identified P5-P7 pupils)	<i>Fresh Start</i> Phase 2	<i>Read Write Inc.</i> (identified P3 pupils)
Abbeyhill		√	
Balgreen		√	
Blackhall			√
Bonaly			√
Broomhouse	√		√
Broughton		√	
Brunstane	√		√
Canal View	√		√
Castleview	√		√
Clovenstone	√		√
Corstorphine			√
Craigentenny	√		√
Craigour Park	√		
Craigroyston	√		√
Carrick Knowe			√
Colinton			√
Dalry		√	√
East Craigs			√
Ferryhill		√	√
Forthview	√		√
Fox Covert			√
Fox Covert RC			√
Gilmerton		√	
Gracemount		√	√
Granton	√		√
Hermitage Park		√	
Hillwood		√	
Holy Cross			√
James Gillespie's			√
Kirkliston			√
Leith Primary	√		√
Leith Walk		√	√

School	<i>Fresh Start</i> Phase 1 (identified P5-P7 pupils)	<i>Fresh Start</i> Phase 2	<i>Read Write</i> <i>Inc.</i> (identified P3 pupils)
Longstone			√
Lorne		√	√
Murrayburn		√	√
Niddrie Mill	√		√
Oxgangs			√
Pentland			√
Pirniehall	√		
Prestonfield		√	
Prospect Bank			√
Queensferry			√
Ratho			√
Rowanfield	√		
Royal High Primary		√	
Royal Mile	√		√
Sighthill	√		√
South Morningside			√
Stenhouse	√		√
St Catherine's	√		
St Cuthbert's		√	√
St David's	√		
St Francis'	√		√
St John's			√
St John Vianney		√	
St Joseph's		√	
St Mark's		√	
St Ninian's		√	
Stockbridge			√
Towerbank			√
Trinity			√
Victoria		√	