

# Education, Children & Families Committee

10:00am, Tuesday, 23 January 2024

## Literacy

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the strengths and areas for improvement identified in the findings of the Literacy Thematic review.
  - 1.1.2 Agree next steps at 5.1, 5.2, 5.3, 5.4.

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# Report

## Literacy

### 2. Executive Summary

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- 2.1 This report covers the scope and findings of the Literacy Thematic Review, undertaken in May and November 2023. Phase 1 focused on Writing, in response to concerns around literacy attainment levels in P4 and S3. Phase 2 focused on the Leadership of Literacy, identified through fieldwork evidence from Phase 1, which highlighted a gap in the strategic direction and overview of the learning, teaching, and assessment of Literacy.
- 2.2 The current Integrated Literacy Strategy was written in 2018. Evidence from both phases of the review has supported the direction and content of a new Integrated Literacy Strategy to be implemented from 2024. This strategy is designed to raise attainment in literacy across our schools and outlines key actions to be taken at local authority, learning community and school levels.
- 2.3 It should be noted that the new Integrated Literacy Strategy links directly with our Digital Learning Strategy to ensure that developments in Digital practice enhance approaches to teaching, learning and assessment.

### 3. Background

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- 3.1 The National Improvement Framework and Improvement Plan (NIF), sets out a clear plan for Scottish Education based on delivering Excellence and Equity. Two of the four priorities are improvement in attainment, particularly in literacy and numeracy, and closing the attainment gap between the most and least disadvantaged children and young people. The Edinburgh educational imperatives:- improving attendance, curricular pathways and supporting health and wellbeing, are fully aligned to the National Improvement Framework with a firm commitment to the overall imperative to close the poverty related attainment gap in literacy.
- 3.2 Analysis of local literacy attainment data from Session 2021-22 suggested that while progress had been made there were also some areas of concern. Literacy levels in P4 (particularly in writing), and literacy levels in S3 have been identified as focus areas for improvement. Attainment data also showed that just under two thirds of children living in SIMD Quintile 1 achieved the appropriate level for writing in P1, P4 or P7.

- 3.3 To validate our strengths and areas for improvement in the learning, teaching and assessment of literacy, a Literacy Thematic Review took place over two phases and across the primary and secondary sectors. The Review took the form of a validated self-evaluation and involved a team of officers from across the City and Education Scotland, visiting a total of thirty-one primary and secondary schools.
- 3.4 The Review focused on the themes of Leadership, Professional Learning, Curriculum, Teaching, Learning and Assessment, Universal, Targeted and Intensive Support, Attainment and Achievement and Self-Evaluation.

## 4. Main report

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- 4.1 The key findings from Phase 1 and Phase 2 of the Literacy Thematic Review are included in the attached Appendix 3, including the strengths and areas of improvement for each of the core themes.
- 4.2 A summary of the main themes is detailed below:
- **Leadership** - In most schools there was a clear vision for teaching, learning and assessment including a specific literacy strategy. Across all schools, assessment and tracking approaches were in place, with most schools analysing data to plan appropriate learning and to track learners' progress. There is a need to ensure that all senior leaders and practitioners have a clear understanding of what must be done to raise attainment in Literacy, particularly in writing. This will be achieved through the delivery of strong, consistent messaging to Senior Leaders and Practitioners through the range of forums and networks established. The aims and actions of the Integrated Literacy Strategy should be replicated in school policies as follows:
    - A clear, comprehensive literacy strategy which details the expectations around the learning, teaching, and assessment of literacy across all stages.
    - Communicate an ethos of high ambition and expectation for all learners, including those who are most disadvantaged.
    - Senior leaders should ensure that through the Professional Review and Development process, professional learning needs are identified and linked to school improvement priorities.
    - Greater opportunities for learners to lead learning and to contribute to curriculum design and contexts for learning must be provided and learners should be exposed to a range of literacy learning experiences, including writing for a variety of purposes and audiences.
    - Quality assurance and scrutiny activity of literacy must be included in yearly quality assurance calendars to ensure ongoing leadership of literacy improvement.
  - **Professional Learning**
    - In some schools, teachers used Education Scotland Benchmarks to support teachers' professional judgements relating to learners' progress. However, it is essential that all staff use the Benchmarks consistently to ensure accuracy and rigour in these judgements. Senior leaders should provide opportunities for staff

to engage in professional learning, focused on moderation activity, to further support this.

- In all schools, teachers engaged in professional learning to support effective teaching and learning including literacy. However, a range of pedagogical approaches and resources are used which is not ensuring consistency of practice. The Teachers' Charter and Support Assistants' Charter (under development) will continue to support the delivery of high-quality teaching, learning and assessment of Literacy. This professional learning programme will be improved further through the development of an evidence-based writing programme including clear guidance on effective approaches to the teaching and assessment of writing.
  - Digital professional learning will be delivered, focusing on effective digital practice specific to developing literacy skills.
- **Curriculum** - In most schools there was a clear curriculum rationale for the teaching and assessment of literacy which identified a planned and progressive literacy curriculum. Across all schools there had been some progress in developing an inclusive, equal, and decolonised curriculum reviewing curriculum content, texts, and resources. We will now review and evaluate all current literacy progression pathways, including assessment and reporting arrangements, to ensure developmentally and inclusive appropriate learning for a 3-18 curriculum.
- **Teaching, Learning and Assessment** - Assessment for learning strategies were well used across most schools, making the purpose of learning clear, and providing effective feedback to secure progress in learning. In some schools the use of digital devices was well planned for and included in curriculum pathways. The refreshed Digital Strategy will include explicit reference to how Digital technologies are embedded into the teaching of literacy and used effectively to raise attainment for all learners, including those with Additional Support Needs.
- **Universal, Targeted and Intensive Support** - In most schools, teachers were skilled in providing a range of interventions and supports to support learners with gaps in learning Additional Support Needs. However, Senior leaders must ensure that appropriate support strategies and resources are used to support learners with gaps in learning/Additional Support Needs consistently.
- **Tracking of Attainment and Achievement**
    - In some schools the analysis of attainment and quality assurance data was being used effectively to plan improvements in literacy, through attainment meetings and professional dialogue with staff. In the best examples, some literacy interventions and programmes were monitored and evaluated by identified staff, using structured frameworks to assess their impact on attainment. Some schools had identified a rigorous approach to the tracking and analysis of literacy attainment which is included in their annual calendar. Literacy was also celebrated weekly through a variety of platforms and staff were encouraged to take part in local and national literacy events.
    - All schools now need to develop an effective system, including planned quality assurance activities, to track improvements in attainment in Literacy, particularly

in writing. This will be supported by the new CEC Pupil Tracking system currently being procured. Areas of particular focus should include learners currently in P4/5 and S3/4, learners living in poverty and those who are care experienced. Of further focus, will be to continue to track the positive progress made by learners with Additional Support Needs, and those from Black and Minority Ethnic groups.

- 4.3 As a result of the analysis and fieldwork, the themes identified have been incorporated into the refreshed Integrated Literacy Strategy and Action plan (see Appendix 2)

## **5. Next Steps**

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- 5.1 The Quality Improvement Service will continue to support schools to address identified areas for improvement.
- 5.2 Launch the refreshed Integrated Literacy Strategy and monitor the impact of its implementation.
- 5.3 Continue to monitor the Literacy action plan to ensure a direct alignment with our Digital action plan and modifying, as necessary. Ensure actions are implemented within agreed timescales and the impact evaluated.
- 5.4 Quality Improvement Manager and Edinburgh Learns Team will work with a short life working group of senior leaders and teachers to develop a programme of professional learning to ensure consistently high-quality teaching and assessment of writing across all schools.

## **6. Financial impact**

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- 6.1 There are no financial implications contained in this report.

## **7. Equality and Poverty Impact**

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- 7.1 QIEOs will continue to evaluate Standards & Quality reports and share local knowledge to maintain an accurate Capacity & Risk Register to inform prioritised support. This will include an analysis of quality indicator grades (1.3, 2.3, 3.2, 3.2) which schools self-evaluate. QIEOs will provide intensive levels of support for priority schools, adopting a coaching in context approach. This will include a focus on schools in areas of high deprivation to ensure equity of outcomes for our most disadvantaged learners.
- 7.2 Focused work will continue to provide guidance and support to priority schools, to narrow the poverty-related attainment and attendance gaps. This will be augmented

by partnership working with the Education Scotland Attainment Adviser and Equity Lead officers.

- 7.3 Development a model of professional learning to upskill teachers in the teaching and assessment of writing. This will help to address the need to raise attainment in writing as evidenced in the analysis of data.

## **8. Climate and Nature Emergency Implications**

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- 8.1 There are no identified Climate and Nature emergency implications contained in this report.

## **9. Risk, policy, compliance, governance, and community impact**

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- 9.1 The Edinburgh Learns Improving Quality in Learning Board will continue to consult with a range of reference groups i.e., senior leaders, practitioners, parents/carers, young people & Education Scotland to identify improvement priorities which are aligned to the National Improvement Framework and Council Business Plan priorities. This includes Improvements in Attainment between the most and least disadvantaged learners; improvements which further the commitment to social and climate justice.
- 9.2 The Edinburgh Learns Teaching, Learning & Assessment Board will monitor the impact of the Integrated Literacy Strategy and the development of professional learning to support high quality teaching and assessment of writing. This is detailed in the Board action plan.
- 9.3 The Quality Improvement Service staffing levels create the need for a proportionate model of support. Decisions to provide intensive, targeted, or universal support is informed by a range of data held with the Capacity & Risk Register. This response is focused on Equity and improving outcomes for learners impacted by poverty. However, mitigations are in place to also ensure Excellence in the form of universal support, guidance and sharing of identified practice. This is quality-assured through a sampling approach. Progress reports are provided to the Service Director and Heads of Education weekly.

## **10. Background reading/external references**

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- 10.1 Curriculum for Excellence Literacy and English – Principles and Practice 2009.  
[Literacy and English: Principles and practice \(education.gov.scot\)](https://www.education.gov.scot/publications/curriculum-for-excellence-literacy-and-english-principles-and-practice-2009/Pages/default.aspx)
- 10.2 Education - Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023.  
[National Improvement Framework \(NIF\) - Schools - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/national-improvement-framework-and-improvement-plan-2023/Pages/default.aspx)
- 10.3 Voice 21 – Oracy [Voice 21 | Oracy | United Kingdom](https://www.gov.uk/government/collections/voice-21-oracy)

- 10.4 Oracy Skill Framework [Oracy Skills Framework: Faculty of Education \(cam.ac.uk\)](https://www.cam.ac.uk/oracy-skills-framework)
- 10.5 3-18 Literacy and English review Education Scotland [3-18 Literacy and English Review \(education.gov.scot\)](https://www.education.gov.scot/3-18-literacy-and-english-review)
- 10.6 How Good Is Our School 4<sup>th</sup> Edition. [How good is our school? \(4th edition\) \(education.gov.scot\)](https://www.education.gov.scot/how-good-is-our-school-4th-edition)

## **11. Appendices**

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- 11.1 Appendix 1 – Key Findings from Literacy Thematic Review Phase 1 and Phase 2
- 11.2 Appendix 2 – 2024 Draft Integrated Literacy Strategy

Appendix 1

Literacy Thematic  
Review  
Phase 1 and Phase 2  
Findings  
November 2023



## Rationale

Literacy is a core skill which all children and young people require to become active, responsible learners for life. Language and literacy are of personal, social, and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning, and our sense of personal identity. Language is itself a key aspect of our culture. Children and young people encounter, enjoy, and learn from the diversity of language used in their homes, their communities, digitally and by their peers. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for learners 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.

## National Improvement Framework

The National Improvement Framework and Improvement Plan (NIF) was established in 2015 and set out a clear vision for Scottish Education based on delivering Excellence and Equity. Two of the four priorities are as follows: -

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

## Edinburgh Imperatives

The Edinburgh educational imperatives are fully aligned to the National Improvement Framework with a firm commitment to the overall imperative to close the poverty related attainment gap in Literacy.

## Integrated Literacy Strategy

In 2018, an Integrated Literacy Strategy for All (2018-21) was created including guidance to support Raising Attainment in Writing. Although improvement activity has continued in relation to this strategy, this is now due to be updated.

## Attainment in Literacy- what does our data tell us?

Literacy	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	76%	78%	79%		76%	80%	81%
P4	71%	74%	76%		72%	74%	74%
P7	71%	74%	77%		73%	77%	78%
Combined (P1,P4,P7)	73%	76%	77%		74%	77%	77%
S3 Third Level or better	88%	91%	95%			91%	93%
S4 Fourth Level	53%	61%	70%			63%	71%

From the table above, Literacy levels increased in 2022-23 at P1 (80.5%) and P7 (77.6%), compared to session 2021-22 (by 0.6pp and 0.5 pp respectively). There has been a slight decrease in P4 of 0.1pp to 74.1%. Some improvement in Writing is evident, particularly in P1 and P7.

In Secondary, there has been an increase of 1.6pp to 93.7% at 3rd Level or better compared to 2021-22. Those achieving Fourth Level have increased by 8.6pp to 71.7%.

Attainment in the Broad General Education (P1-S3) Stretch Aims:

Literacy Gap	2020/21	2021/22	2022/23	Stretch Aim
P1,4,7 (Combined)	28%	24%	22%	22%
S3 (3rd+)		13%	7%	
S3 (4th)		33%	27%	

From the table above, we can see that the gap for Literacy is at the lowest level for the last five years and we have achieved the stretch aim for the Literacy gap of 22.0 pp (P1, P4, & P7 combined). We are only 1.2pp short of our ambitious stretch aim of 78.5% for 2022- 23 for all pupils.

### Aims

Our goal is for all Edinburgh’s children to thrive and take their place as highly skilled workers in a world-class city (Edinburgh Learns, 2018). To achieve this, they must develop excellent skills for learning, life, and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

This thematic review aimed to identify what works and what needs to change to improve the leadership of literacy across all Edinburgh schools, through a validated self-evaluation exercise which identified strengths and areas for improvement across a sample of schools.

### Actions 2023-24

Local Authority level:

- Carry out Stage 1 of the Literacy Thematic Review in Session 2022-23 with a focus on the teaching, learning and assessment of Writing.
- Carry out Stage 2 of the Literacy Thematic Review in Session 2023-24 with a focus on the Leadership of Literacy.
- Update our Integrated Literacy Strategy for All in Session 2023-24, considering the finding of Phase 1 and Phase 2 of the Literacy Thematic Review.

### Literacy Thematic Review – Phase 1 Writing- Key findings

For each core theme, areas of strength and areas for development were identified and validated through fieldwork:

#### Core Theme 1- Leadership– how clear is the literacy strategy?

Strengths:

- In most schools there was a clear vision for teaching, learning and assessment including a specific literacy strategy. In the best examples this strategy was led by an identified member

of the Senior Leadership Team and supported collaboratively by the staff team and included specific guidance for the teaching of writing.

- In some schools, systematic approaches to self-evaluation and quality assurance supported overall improvement, including improved attainment in literacy. In the best examples this included whole school self-evaluation processes that identified gaps in learning, analysing data to inform school improvement planning.
- In most schools, school improvement planning processes are effective in identifying literacy improvements to be taken forward and staff responsible for leading this.
- In almost all schools, curriculum design ensured progression in literacy learning including the use of City of Edinburgh (CEC) progression pathways.
- All schools visited identified that assessment and tracking approaches were in place, with most schools using their data well to plan appropriate learning and to track learners' progress effectively. This included identified attainment meetings throughout the session, included in a quality assurance calendar. In the best examples there was a collaborative approach to attainment meetings, involving Support for Learning teachers in identifying and planning appropriate support and interventions for individual learners.

#### Areas for Improvement:

- A need to consistently demonstrate an ethos of high ambition and expectation for all learners, including those who are most disadvantaged.
- A need to ensure that quality assurance calendars identify engagement in self-evaluation activity, to evaluate the progress and impact of approaches to the teaching, learning and assessment of literacy.
- Opportunities for pupils to lead their own learning should be increased.

#### Core Theme 2- How well does our professional learning offer support the effective teaching of literacy?

#### Strengths:

- In all schools, teachers engaged in professional learning to support effective teaching and learning, including literacy. This included teaching staff engaging with aspects of the Teachers' Charter. In the best examples this was a consistent approach across the whole school, with the focus identified as a priority through self-evaluation activity, to ensure high quality teaching and learning.
- Across all schools, teachers used the Education Scotland Benchmarks to develop confidence and rigour in professional judgements relating to progress in learning. In some schools this included staff participation in Engagement with the Benchmarks training.
- Across all schools, staff had engaged in a range of professional learning opportunities related to Literacy. These included: The Raising Attainment in Writing Project, Read Write Inc, Literacy Rich, Fresh Start, James Clements materials, working with the Edinburgh Learns Team on aspects of literacy and writing and Talk for Writing. Professional learning also included engagement with strategies to support learners with Additional Support Needs. These included Dyslexia training, Support for Learning teachers providing support packs and training for Pupil Support Assistants, Hotlisting, supporting learners who have English as an Additional Language through technology.

- In some schools staff collectively identify areas of professional learning during self-evaluation and planning of improvement priorities. Professional learning is also evaluated through attainment meetings with staff and discussions around the needs of learners. It is also identified through the Professional Review and Development (PRD) process.

#### Areas for Improvement:

- Ensure a whole school approach to engagement with aspects of the Teachers' Charter offer to develop skills and confidence in each of the 4 aspects and ensure a consistent approach to developing high quality learning and teaching.
- Where appropriate, staff should engage in professional learning to support learners with Additional Support Needs.
- Senior leaders to ensure that professional learning and moderation activities are planned within the collegiate calendar and through the PRD process, linked to school improvement planning and the needs of learners.
- Edinburgh Learns Teaching and Learning Team to develop a programme of professional learning to upskill teachers in delivering consistently high-quality teaching and assessment of writing.

#### Core Theme 3 – How effective is the Literacy curriculum?

##### Strengths:

- In most schools there was a clear curriculum rationale for the teaching and assessment of literacy which identified a planned and progressive literacy curriculum.
- In most schools, teachers plan progressively, using the CEC progression pathways and benchmarks. In the best examples this included across levels and stages.
- Literacy Rich was used well in some schools to develop early literacy skills including phonemic awareness, phonics, vocabulary fluency, comprehension, and writing. In some examples, this is well-aligned to a play-based curriculum in Curriculum for Excellence (CfE) early/first levels.
- Across all schools there has been some progress in developing an inclusive, equal, and decolonised curriculum reviewing curriculum content, texts, and resources. In the best examples this included pupils and parents in decision making.
- In some schools, digital literacy was well planned for and included in curriculum pathways. This ensured progression of skills as learners moved through stages and highlighted some very effective strategies being used by learners, especially around cyber resilience and internet safety.

##### Areas for Improvement:

- Schools should ensure a secure and deep understanding of the teaching of literacy through a play-based curriculum at identified stages. This should be aligned to intentional learning outcomes, including the aspects developed through Literacy Rich.
- Ensure a coherent, progressive curriculum which provides appropriate pace and challenge in learning.
- Provide greater opportunities for learners to lead learning and to contribute to curriculum design and contexts for learning.

- Ensure the curriculum allows for progression and continuity in learning, exposing learners to a wide range of literacy learning experiences within, and beyond, their place of learning. This should include learning outdoors.
- Ensure the curriculum offers opportunities for personalisation and choice for all learners, including links across learning, real -life applications of literacy skills and the use of digital devices to extend skills in creative approaches to creating content. This should include the critical analysis of digital content.

#### Core Theme 4- Teaching, Learning and Assessment

##### Strengths:

- In most schools, there was a clear vision for the teaching and assessment of Literacy, including planning of learning and tracking of learners' progress.
- In a few schools, learners contributed to the planning of learning, and could articulate well their strengths in literacy and next steps. In the best examples this included benchmarks being shared with learners through self and peer assessment activities.
- In most schools, learning was differentiated to meet the needs of learners. This was evident across most classrooms with the best examples ensuring learning which supported or challenged the needs of individual learners.
- In some schools, literacy learning through play leads to improved outcomes for learners within CfE Early Level.
- Assessment for learning strategies were well used across most schools, making the purpose of learning clear, and to providing effective feedback to secure progress in learning. In the best examples there was a consistent approach to the use of Assessment is For Learning (AiFL) across whole school, with learners well trained in the use and understanding of core strategies.

##### Areas for Improvement:

- Ensure learners are provided with meaningful contexts for learning which includes use of the outdoor environment.
- Approaches to tracking of pupils' progress in learning should be implemented consistently to ensure data is used well to plan learning and interventions to meet the needs of learners.
- Learners should be exposed to a range of literacy learning experiences, including writing for a variety of purposes and audiences. Where appropriate, this should include opportunities for extended writing.
- Within the learning through play context, learners should experience an appropriate balance of independent and intentional, teacher-led learning in literacy.
- Teaching staff should continue to engage in professional learning and moderation activity to support confident and rigorous professional judgements about pupils' progress in learning.
- Ensure that professional judgements are based on a range of evidence of pupils' learning.

## Core Theme 5- What universal, targeted and Intensive supports are in place to address gaps in learning in literacy?

### Strengths:

- Across all schools there was evidence of differentiation in most classes visited. In the best examples, this learning considered the needs of individual learners to ensure that experiences were offering appropriate support or challenge.
- In most schools, teachers were skilled in providing a range of interventions and supports to support learners with gaps/Additional Support Needs. In the best examples, these teachers had engaged in professional learning and training which focused on the needs of individual learners.

### Areas for Improvement:

- Ensure the consistent planning and delivery of differentiated learning experiences in all classrooms, based on analysis of learners' attainment data.
- Appropriate support strategies and resources should be used to support learners with gaps/Additional Support Needs consistently.

### Summary of Phase 1 Findings:

Early analysis of Literacy attainment data as part of the Thematic Review suggested that, while progress had been made, some areas of concern had emerged over recent years. Literacy levels in P4 (particularly in writing), were identified for the first phase of further analysis. Phase 1 focused on five core themes: Leadership, Professional Learning, Curriculum, Teaching Learning and Assessment, and Universal, Targeted and Intensive Support. Focus groups were held with teaching staff, support staff, children, and parents. Criteria for the selection of schools included those where there had been a marked drop or improvement in writing attainment. Analysis of evidence showed that, in the best examples, a clear vision and literacy strategy was in place together with the consistent use of progression pathways to plan learning. Engagement in professional learning, including aspects of the Teachers' charter, was improving teachers' skills and confidence levels. Learners in these schools were provided with a range of opportunities to write for a variety of purposes and audiences. Within the learning through play context, learners experienced an appropriate balance of independent and intentional teacher-led learning in Literacy.

Areas identified for improvement include providing increased opportunities for learners to lead their own learning, including their contribution to curriculum design and contexts for learning. Learners should be provided with meaningful contexts for learning, including use of the outdoor learning environment and professional judgements should be based on a range of evidence of learning, considering the needs of individual learners to ensure that experiences offer appropriate support or challenge.

Further data analysis has been carried out following the publication of Achievement of Curriculum for Excellence Level (ACEL) data 2022-23, which informed Phase 2 of the review (see Phase 2 Scoping Paper and below Phase 2 Findings). Phase 1 and Phase 2 findings have been incorporated into the Literacy Strategy and will be published, together with the full Thematic Review Report, next session. This will include clear advice and next steps for all schools, with a focus on high ambition

and expectations for all learners across all learning and teaching and will closely align with our Digital Learning Strategy.

## Literacy Thematic Review – Phase 2 Leadership of Literacy- Key findings

### Core Theme 1 – Leadership

#### Strengths:

- In most schools, literacy activities and scrutiny are included in the collegiate calendar and embedded into improvement activity throughout each session.
- In some schools there are clear systems in place to ensure that the team have clarity and understanding of the teaching of literacy and expectations at their stage, which ensures consistency for learners.
- Almost all schools use literacy progression pathways to ensure there is a clear progression of literacy skills as learners move through stages. This supports the planning of a broad and balanced literacy curriculum for all learners.
- In the best examples, a wide range of data, alongside professional dialogue during tracking and attainment meetings, is used to identify and decide which literacy interventions and programmes will be implemented.

#### Areas for Improvement:

- Ensure each school curriculum identifies progressive learning opportunities clearly linked to the individual local context.
- Identify who is leading play pedagogy in the early years, which leads and supports the planning of high-quality, developmentally appropriate learning experiences for all children.
- Demonstrate a clear rationale for decision-making processes around the implementation of current literacy interventions and programmes, ensuring an evidence-based approach.
- A need to consistently demonstrate an ethos of high ambition and expectation for all learners, including those who are most disadvantaged. This must be demonstrated at all levels of leadership.

### Core Theme 2 – Professional Learning

#### Strengths:

- In the best examples there is a clear programme of Literacy moderation strategically planned across the school and learning community, which is directly linked to the analysis of literacy data and identifies measurable outcomes for improvement.
- In some schools, the transition teacher has been effectively used to share literacy learning, ensuring models of best practice are consistent across the learning community and shared with secondary staff supporting S1.
- In the best examples, staff have participated in a variety of Career Long Professional Learning (CLPL) activities including James Clements, Literacy Rich P1-P3, Talk for Writing, Read Write Inc and Fresh Start and professional learning through the Teachers' Charter. These themes have been identified through the analysis of attainment data and school self-evaluation processes.

- In most schools, the distributed leadership of literacy improvements within the staff team supports the development of leadership skills and the building of confidence in identified staff.

#### Areas for Improvement:

- Headteachers to ensure that analysis of school attainment data supports the identification and planning of moderation activities within their own school and across their learning community.
- A need for a consistent approach towards the upskilling of all staff in the teaching of literacy, to support high-quality learning and teaching across all stages and for all learners, including those with Additional Support Needs. This should include the analysis of attainment data and high-quality training for staff across all stages, which is continually evaluated as staff move throughout the school.
- Ensure that the use of digital technology to support literacy in the middle and lower stages consistently matches the use of digital technology in the upper stages, with staff supported through the availability of high-quality resources and CLPL to ensure digital learning and teaching is consistent across the school.

### Core Theme 3 – Self Evaluation

#### Strengths:

- Almost all schools have a quality assurance calendar in place which is shared with the staff team and identifies a variety of self-evaluation activities across the session. These include attainment meetings, shared classroom experience, learning walks, data analysis, review of learner evidence and quality assurance of Broad General Education (BGE) tracking reports.
- In the best examples, the self-evaluation of literacy is built into quality assurance scrutiny activities and includes the triangulation of evidence-based information and data, people's views and direct observations of practice involving all school staff, learners, partners, and other stakeholders.
- In the best examples, some literacy interventions and programmes are monitored and evaluated by identified staff, using structured frameworks to assess their impact on attainment.
- In some schools the analysis of attainment and quality assurance data is being effectively used to plan improvements in literacy, through attainment meetings and professional dialogue with staff.

#### Areas for Improvement:

- A need to ensure schools have ongoing systems in place which evaluate and monitor current literacy interventions and programmes, and evidence any impact on improving attainment.
- Ensure there is a clear rationale for the implementation of any whole school or individual literacy interventions, making informed decisions through the gathering and analysis of a wide range of evidence.



## Core Theme 4 – Attainment and Achievement

### Strengths:

- In the best examples, schools have identified a rigorous approach to the tracking and analysis of attainment in Literacy, which is included in their collegiate and quality assurance calendar and is ongoing throughout the session.
- In a few schools there is a strategic approach to the gathering of quality and robust literacy evidence, which helps to support attainment meetings and teacher professional judgements around literacy levels.
- In the best examples, Literacy is celebrated weekly in school through a variety of platforms, and staff are encouraged and supported to take part in local and national Literacy events which are promoted by local libraries and organisations such as The Scottish Book Trust.
- In the best examples, schools value literacy and invest in their school and class libraries, ensuring children and young people have access to these areas weekly and have choice in the texts that they choose, promoting a love of reading. Use of the national HGIOL document has helped to support this work.

### Areas for Improvement:

- Ensure the focused analysis of all literacy attainment data, so that all areas of literacy are a key focus for improvement priorities.
- Implement a consistent and strategic approach to the range and type of evidence gathered and analysed by teaching staff across all stages, to support confident and rigorous professional judgements about pupils' progress in learning.
- Engage with How Good is our School? (HGIOS) performance framework to support the self-evaluation of school and class libraries and the impact these spaces currently have on learner's engagement in literacy.
- Build local and national literacy events into their collegiate calendars to increase the value of literacy across their school communities and engage with families and partners in promoting a love of literacy for all.

### Summary of Phase 2 Findings:

Analysis of attainment data from June 2023, prior to the start of Phase 2, evidenced that Literacy levels had increased in 2022-23 at P1 (80.5%) and P7 (77.6%), compared to session 2021-22. There was a slight decrease in P4 of 0.1pp to 74.1% and some improvement in Writing attainment was evident, particularly in P1 and P7. In Secondary, there was an increase of 1.6pp to 93.7% at 3rd Level or better compared to 2021-22. Those achieving Fourth Level had increased by 8.6pp to 71.7%. Attainment data in the broad general education (P1-S3), also evidenced that the attainment gap for Literacy is at the lowest level for the last five years.

This is an improving picture of literacy attainment. Phase 2 of the review focused on the Leadership of Literacy, identified from fieldwork evidence and findings gathered in Phase 1. Four core themes were identified: Leadership, Professional Learning, Self-Evaluation, Attainment and Achievement. This review followed the same format as phase 1 and focus groups were held with teaching staff, support staff, children, and parents. Phase 2 included schools from both the Primary and Secondary sector.

In the best examples, there was a clear structure for the learning and teaching of literacy across all stages, with literacy quality assurance processes built into annual school calendars and shared with all staff. Literacy strategies and interventions were evidence based and supported by a clear rationale for their use, which was linked to the analysis of school attainment data. Use of CEC progression pathways was embedded into stage planning and staff were confidently using literacy experiences and outcomes to plan learning, and literacy benchmarks to plan for assessment. The distributed leadership of literacy effectively supported building the leadership skills of staff and ensured a consistency of literacy learning and teaching for learners across the school. Where literacy was effectively celebrated and promoted, a love of literacy was evident throughout these schools, with high quality resources being used in classrooms, including digital devices, and motivating learning environments used to engage learners.

Areas identified for improvement include all schools ensuring a Literacy policy is in place, which identifies the structure of Literacy learning and teaching throughout the school, including strategies and interventions used and the rationale behind this. A lead for the development of play pedagogy in the Early Years should be identified, who leads and supports the planning of high quality developmentally appropriate learning experiences for all learners. The use of digital technologies to support literacy, needs to be consistent across all stages, with staff supported through the availability of high-quality professional learning, which has been strategically planned to ensure continuity of learning across stages. There should be a consistent approach to the gathering of literacy evidence across the school to support teacher professional dialogue and judgements made in moderation processes and attainment meetings.

# EDINBURGH LEARNS

## Literacy Strategy (Draft) January 2024



## APPENDIX 2

### Contents

1. Aims
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7. Roles Remits Responsibilities
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10. Appendix 1 – Hyperlinks to Associated Documentation

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### *Aims*

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***Literacy is defined within Curriculum for Excellence as ‘the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful’ (Curriculum for Excellence, Literacy and English Principles and Practices, 2009)***

Our vision is for all of Edinburgh’s children and young people to thrive and take their place as highly skilled workers in a world-class city (*Edinburgh Learns, 2018*). To achieve this, they must develop excellent skills for learning, life, and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive, and our aims which will support us to achieve this are:

- **To raise attainment in all areas of literacy.**
- **To ensure excellence and equity in literacy outcomes for all learners.**
- **To increase practitioners’ confidence in the planning, teaching, and assessment of all areas of literacy, including in the use of digital technology.**
- **To support schools with the development of a clear strategy for the leadership and learning and teaching of literacy.**

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### *Rationale*

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Literacy is a core skill which all children and young people require to become active, responsible learners for life. Language and literacy are of personal, social, and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning, and our sense of personal identity. Language is itself a key aspect of our culture. Children and young people encounter, enjoy, and learn from the diversity of language used in their homes, their communities, digitally and by their peers. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Strong literacy skills increase opportunities for learners in all aspects of life. It lays the foundations for lifelong learning and work and contributes strongly to the development of all four capacities of Curriculum for Excellence.

The National Improvement framework and Drivers support a powerful vision for education in Scotland - [2023 National Improvement Framework and Improvement Plan: Summary Document \(www.gov.scot\)](#):

The Edinburgh educational imperatives are fully aligned to the National Improvement Framework with a firm commitment to the overall imperative to close the poverty related attainment gap in literacy.

Our Edinburgh Literacy Strategy affirms our commitment to the aims of all national policies regarding improvement in literacy, and to raising attainment and achievement for all our learners. It is informed by the analysis of our current data and research.

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*What Does the Research Say?*

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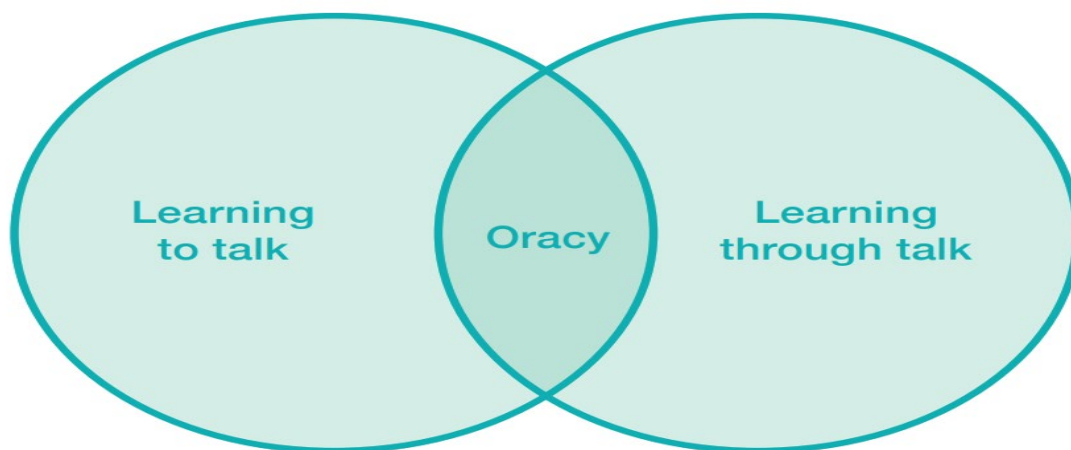
Oracy is the ability to articulate ideas, develop understanding and engage with others, through spoken language. It is what we teach in school to support the development of children and young people's capacity to use speech to express their thoughts and communicate with each other both in education and in life.

Through a high-quality oracy education children and young people learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded, and structured to enable them to learn the skills needed to talk effectively.

*'The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives.'*

*'They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.'*

**(Curriculum for Excellence, Literacy and English Principles and Practices, 2009)**



***The Oracy Benchmarks, Voice 21 2019***

***Learning to Talk:***

The Oracy Skills Framework (*Voice 21 and University of Cambridge, 2018*), divides Oracy into four categories:

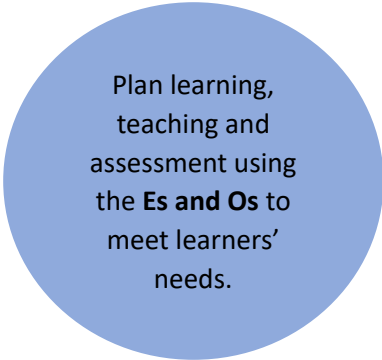
- Physical (voice, body language)
- Linguistic (vocabulary, language, rhetorical techniques)
- Cognitive (content, structure, clarifying & summarising, reasoning)
- Social and Emotional (working with others, listening & responding, confidence in speaking, audience awareness)

This framework supports understanding of the skills that enable successful discussion, inspiring speech, and effective communication.

### **Learning through Talk:**

Effective learning experiences can be used to:

- Generate knowledge – **breadth/depth.**
- Explore new ideas – **challenge.**
- Link areas of learning together – **application.**
- Clarify and solidify prior learning – **depth.**
- Prepare for (and improve) written work – **application.**
- **Apply** new skills in new and unfamiliar settings.



Plan learning, teaching and assessment using the **Es and Os** to meet learners' needs.

### **Decoding**

Most children learn to decode text via good teaching and a systematic phonics-based approach is likely to deliver best results. Some pupils, despite good instruction from class teachers need more input through group-based programmes. Others require one to one assistance to learn how to decode text.

Those children who have English as an Additional language and who have not yet learned to read in their own language, need emphasis on listening and talking and building vocabulary before they start phonics.

Once a child can fluently decode text, they are not required to expend great effort on decoding. This allows them to focus more easily on reading comprehension. Children with English as an Additional language who have already learned to read in their first language, are learning a new sound-symbol correspondence, so they can also progress quickly to focusing on meaning.

### **Reading Comprehension**

*'A solid understanding of the structures and features of English language supports the development of literacy by giving children and young people the tools and vocabulary needed to understand texts and express themselves fluently.'*

#### **3-18 Literacy and English Review, 2015**

Research shows that proficient and confident readers employ several strategies to achieve comprehension of text. The strategies below can be applied to any text and in any curricular area:

- Predicting
- Questioning
- Vocabulary Instruction
- Identifying (clarifying)
- Summarising
- Visualisation

Within Curriculum for Excellence, a text is the medium through which ideas, experiences, opinions, and information can be communicated. The Curriculum for Excellence literacy framework reflects the increased use of multimodal texts, digital communication, social networking, and the other forms of electronic communication encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose.

In planning for learning in any curricular area it is important for practitioners to ensure that children and young people encounter a wide range of several types of text in different media, including digital. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas, and concepts (Curriculum for excellence: Literacy across learning, principles and practice, 2009).

## Writing

Writing and talking are inexplicably linked and activities should take account of this, planning writing as a process. It is important that practitioners ensure planned learning and teaching considers the following:

- Type and purpose of the writing ensuring regular opportunities to write for a variety of purposes, which support the application of skills across the curriculum.
- Agreed criteria for success (in the best practice this should be differentiated to meet the needs of all learners and build on prior learning).
- Support for planning.
- Opportunities for individual or peer evaluation.
- Time for learners to review and edit their writing.
- Sufficient evidence of learning across all genres to support teachers' professional judgements.

The City of Edinburgh has developed a visual representation of ten research-based strategies to support the effective teaching of writing. This approach ran as a pilot across several schools:

## Writing Strategy Visual



Feedback was positive, with practitioners reporting increased confidence in children and young people when writing, increased focus on extended writing across secondary departments, improved feedback and teaching the process of writing from planning to editing.



Current support and advice

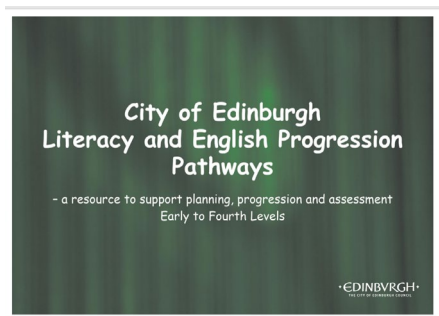
Within the Broad General Education (BGE), the Experiences and Outcomes provide the basis for progression. City of Edinburgh Progression pathways provide greater detail and support with progression and benchmarking through the BGE. Schools should use these documents as a basis to develop pathways which support children and young people to build on prior learning and meet the needs of all their learners. All teachers should use the progression pathways to plan progressive teaching and learning in all aspects of Literacy, within the BGE.

To support Early Communication and Literacy development, we have developed Edinburgh’s Communication and Literacy with Children guidance. This focuses on the progression of children’s learning and offers practical guidance for practitioners on how we can support children 0-5 years with communication and literacy.

Edinburgh’s Literacy Rich Programme is a synthetic phonics programme for Primary 1 and Primary 2. Schools should use this programme to deliver the teaching of phonics at Early/First levels.

The Edinburgh Learns Literacy and English progression pathway supports practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in **Listening and Talking, Reading, or Writing**.

(hyperlinks to all documentation below can be found in Appendix 1).



Progression Pathways (early to fourth level)

City of Edinburgh Literacy and English Progression Pathways		
Writing Overview – First Level		
Writing Outcomes	Experiences and Outcomes – First Level	Progression Pathways
<p><b>Register and Style</b></p> <ul style="list-style-type: none"> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>use a range of words and phrases</li> <li>use a range of words and phrases</li> <li>use a range of words and phrases</li> <li>use a range of words and phrases</li> <li>use a range of words and phrases</li> </ul>	<p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> </ul>
<p><b>Tasks for Writing</b></p> <ul style="list-style-type: none"> <li>write a range of texts</li> <li>write a range of texts</li> <li>write a range of texts</li> <li>write a range of texts</li> <li>write a range of texts</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>use a range of words and phrases</li> <li>use a range of words and phrases</li> <li>use a range of words and phrases</li> <li>use a range of words and phrases</li> <li>use a range of words and phrases</li> </ul>	<p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> <li>write in a range of registers and styles</li> </ul>

Progression Pathways (early to fourth levels)  
Progressive “I can” statements for each outcome with interim (early to second) and end of level (early to fourth) benchmarks for Guidance

APPENDIX 2

Sample page from Literacy Rich Edinburgh P1 Phonics Programme

Activity	Year 1	Year 2	Year 3
Phonics	...	...	...
Reading	...	...	...
Writing	...	...	...

Sample page from Literacy Rich Edinburgh P2 Phonics Programme

Activity	Year 1	Year 2	Year 3
Phonics	...	...	...
Reading	...	...	...
Writing	...	...	...

Edinburgh Literacy Rich P1 Phonics Programme

Edinburgh Literacy Rich P2 Phonics Programme

**Literacy and English: assessing progress and achievement**

The progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attitudes and capabilities provided by learners as they progress through the national levels of Learning and Talking, Reading or Writing.

The significant aspects of learning identified in the associated professional learning paper relate to the standards for each level within this progression framework. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a word in Learning and Talking, Reading or Writing, the learner provides a range of evidence related to the experience and activities which are set out in the relevant part of the framework.

Although learning and talking will often take place across more than one significant aspect of Learning and Talking, Reading or Writing, progress and achievement will have three significant aspects of learning in Learning and Talking will be measured as follows and using progress related across the following key terms (as illustrated in Figure 1):

- engage with a broad range of increasingly complex texts, including Scottish and British texts
- analyse and apply knowledge and understanding of language
- find, use and organise information, including developing critical literacy skills
- use reading and talking strategies to understand, analyse and evaluate texts
- create texts of increasing complexity using more sophisticated language

Children and young people will increasingly become personal literacy scribes as they develop and use higher-order thinking skills within and across these key terms. Creating texts and using higher-order thinking skills will allow different aspects encompassing a range of active and non-active communication skills and writing with increasing accuracy, making effective use of spelling, grammar and punctuation.

The literacy learning outcomes that are the responsibility of all are shown in tables.

Figure 1

Literacy and English October 2015

Literacy Progression framework to assess progress and achievement

City of Edinburgh Council  
Early Learning and Childcare  
Communication and Literacy Guidance

EDINBURGH  
THE CITY OF EDINBURGH COUNCIL

Communication and Literacy Guidance to support children 0 – 5 years.

When working to specifically support learners with complex additional support needs, teachers can access the Education Scotland ‘Milestones to Support Learners with Complex Additional Support Needs.’ These are to support learning, teaching and assessment for learners who will spend all/almost all of the BGE on pre-early/early.

Education Scotland  
Foghorn Alts

**Milestones:**  
Supporting learners with complex additional support needs

Updated September 2019 to include aspects of Health and Wellbeing

For Scotland's learners, with Scotland's educators

Education Scotland milestones for Literacy and English (pre-early level)

## APPENDIX 2

The Edinburgh Learns Teaching and Learning framework gives guidance to schools and establishments on high quality teaching and learning. The four key components are formative assessment for learning, differentiation, skills, and leadership of learning. Schools or establishments which identify a need to improve in these areas should look at the teaching and learning framework and source relevant professional learning as appropriate.

### What Does our Data Tell Us?

LITERACY	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
P1	76%	78%	79%		76%	80%	81%
P4	71%	74%	76%		72%	74%	74%
P7	71%	74%	77%		73%	77%	78%
Combined (P1,4,7)	73%	76%	77%		74%	77%	77%
S3 third level or better	88%	91%	95%			91%	93%
S4 Fourth level	53%	61%	70%			63%	71%

Analysis of local Literacy attainment data, as per the table above, shows that literacy levels increased in 2022-23 at P1 (80.5%) and P7 (77.6%), compared to session 2021-22 (by 0.6pp and 0.5 pp respectively). There has been a slight decrease in P4 of 0.1pp to 74.1%. Some improvement in Writing is evident, particularly in P1 and P7.

In Secondary, there has been an increase of 1.6pp to 93.7% at 3rd Level or better compared to 2021-22. Those achieving Fourth Level have increased by 8.6pp to 71.7%.

#### Attainment in the Broad General Education (P1-S3) Stretch Aims:

Literacy Gap	2020/21	2021/22	2022/23	Stretch Aim
P1,4,7 (Combined)	28%	24%	22%	22%
S3 (3rd+)		13%	7%	
S3 (4th)		33%	27%	

As the data in the above table shows, the gap for Literacy is at the lowest level for the last five years and we have achieved the stretch aim for the Literacy gap of 22.0 pp (P1, P4, & P7 combined). We are only 1.2pp short of our ambitious stretch aim of 78.5% for 2022- 23 for all pupils.

APPENDIX 2

**Primary Attainment In Literacy:**

Literacy	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	62%	87%	26%	63%	89%	26%	64%	91%	27%	59%	88%	28%	63%	90%	28%	71%	89%	18%
P4	54%	84%	30%	59%	86%	27%	59%	85%	26%	55%	82%	27%	63%	84%	21%	58%	85%	27%
P7	52%	83%	31%	54%	87%	33%	61%	88%	28%	58%	85%	27%	62%	87%	24%	65%	87%	21%
Combined (P1,P4,P7)	56%	85%	29%	59%	87%	29%	59%	87%	29%	57%	85%	28%	62%	87%	24%	64%	87%	22%

**S3 Attainment in Literacy:**

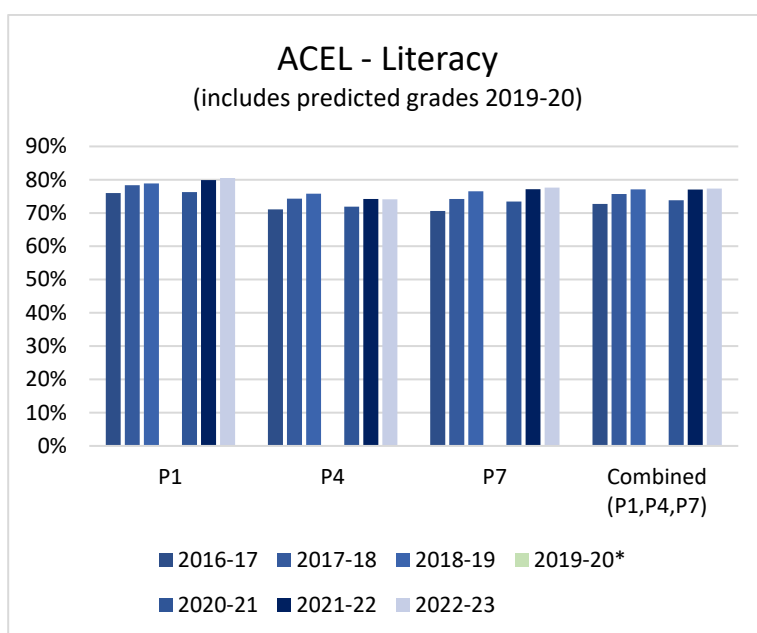
Literacy	2017-18			2018-19			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	85%	96%	11%	89%	99%	10%	84%	97%	13%	91%	98%	7%
Fourth Level	45%	77%	32%	51%	82%	32%	49%	83%	33%	60%	88%	27%

The above data shows that the literacy attainment gap between our Quintile 1 and Quintile 5 learners is currently at its lowest level. Primary attainment data from the previous six years shows a narrowing of the attainment gap by 8%. S3 attainment data from the previous 4 years shows a narrowing of the attainment gap by 4% at third level and 5% at fourth level.

**ACEL Data**

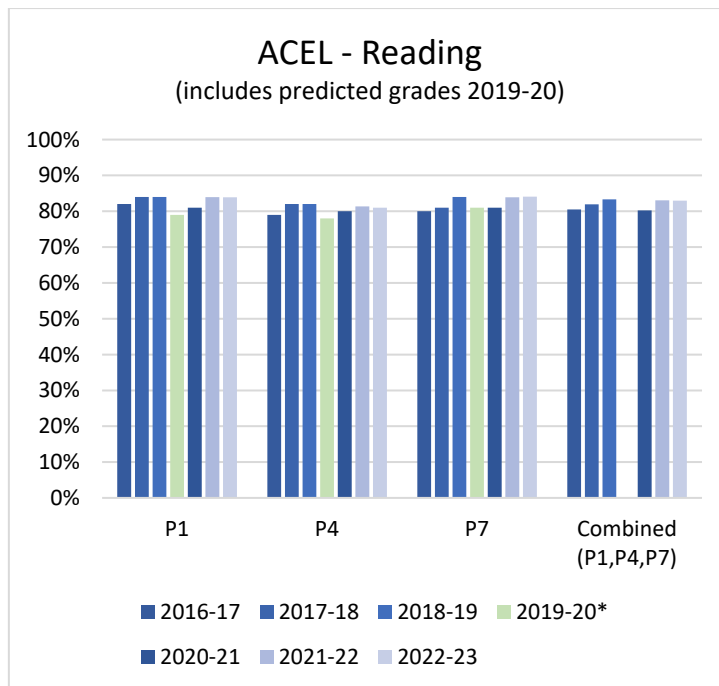
Analysis of local Literacy attainment data below shows that while progress has been made, some areas of concern have emerged over recent years:

**Primary Attainment in Literacy:**



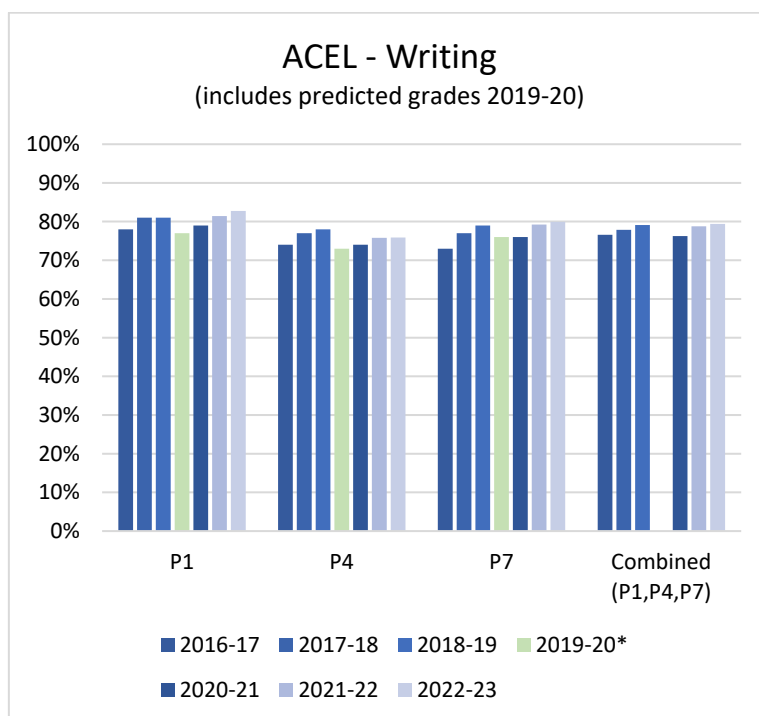
Literacy	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	76%	78%	79%		76%	80%	81%
P4	71%	74%	76%		72%	74%	74%
P7	71%	74%	77%		73%	77%	78%
Combined (P1,P4,P7)	73%	76%	77%		74%	77%	77%

**Primary Attainment in Literacy: Reading**



Reading	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	82%	84%	84%	79%	81%	84%	84%
P4	79%	82%	82%	78%	80%	81%	81%
P7	80%	81%	84%	81%	81%	84%	84%
Combined (P1,P4,P7)	80%	82%	83%		80%	83%	83%

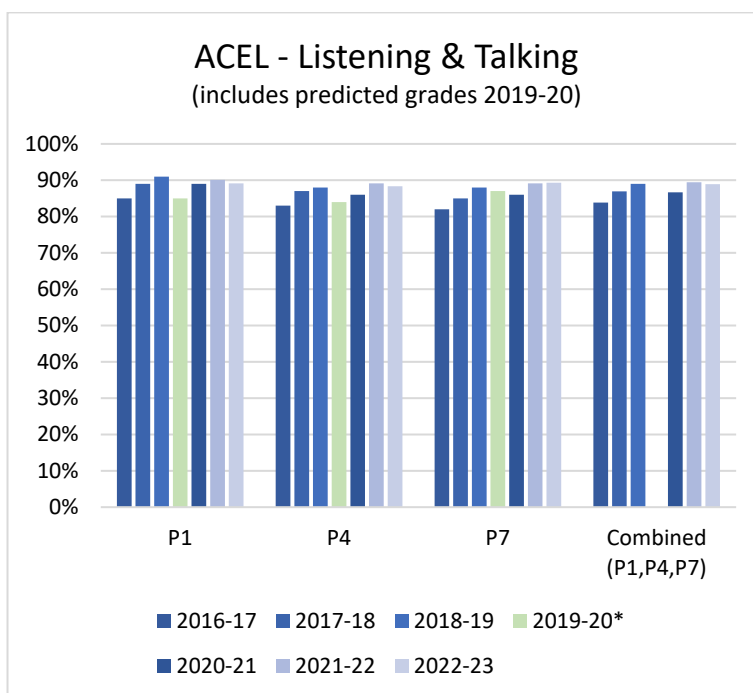
**Primary Attainment in Literacy: Writing**



APPENDIX 2

Writing	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	78%	81%	81%	77%	79%	81%	83%
P4	74%	77%	78%	73%	74%	76%	76%
P7	73%	77%	79%	76%	76%	79%	80%
Combined (P1,P4,P7)	77%	78%	79%		76%	79%	79%

**Primary Attainment in Literacy: Listening & Talking**



L&T	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	85%	89%	91%	85%	89%	90%	89%
P4	83%	87%	88%	84%	86%	89%	88%
P7	82%	85%	88%	87%	86%	89%	89%
Combined (P1,P4,P7)	84%	87%	89%		87%	89%	89%

Combined Literacy attainment from 2022-23 shows a static picture, sitting at 77% in both 21-22 and 22-23. Literacy attainment in P1 and P7 has increased by 1%, while in P4 this remains the same as the previous session, sitting at 74%. Reading attainment from Session 22-23 also remains static across P1, P4 and P7, when compared with Session 21-22, sitting at 83%, 76% and 80% respectively.

Writing attainment from Session 22-23 shows improvement in P1 and P7, with an increase of 2% in P1 to 83%, and an increase of 1% in P7 to 80%. P4 writing levels remain static at 76%. Attainment in Listening and Talking shows a dip of 1% in P1 and P4, while P7 and combined attainment remains the same as in Session 21-22, sitting at 89% for both.

**S3 Attainment in Literacy:**

	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22	2022-23
<b>Secondary ACEL</b>								
<b>Literacy - Third Level or better</b>	86%	88%	91%	95%	91%	89%	91%	93%
<b>Literacy - Fourth Level</b>	37%	53%	61%	70%	62%	59%	63%	71%

Analysis of S3 literacy attainment at SCQF levels 4 and 5 in the table above, positively highlights that the percentage of pupils achieving literacy at Third and Fourth Level has increased year-on-year.

We remain committed to continually improving our literacy data.

**ACEL Data and the Poverty Related Attainment Gap:**

Tables 1.1 to 1.6 below provide the literacy ACEL data from 2016 to 2023, broken down to compare the percentage of children from the most deprived areas of the city (SIMD quintile 1) achieving the relevant level, to those from the least deprived areas of the city (SIMD quintile 5). The gap between these two figures is shown for each level:

**Table 1.1 – Primary Literacy: Reading ACEL data for SIMD quintiles 1 and 5**

Reading	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	71%	92%	20%	72%	94%	22%	66%	90%	24%	70%	93%	23%	74%	92%	18%
P4	65%	90%	25%	67%	92%	24%	68%	90%	22%	64%	88%	24%	72%	90%	18%	67%	90%	22%
P7	65%	90%	25%	65%	91%	26%	71%	93%	22%	67%	89%	22%	72%	92%	20%	74%	91%	17%
Combined (P1,P4,P7)	67%	91%	24%	68%	91%	23%	70%	92%	22%	66%	89%	24%	71%	91%	20%	72%	91%	19%

**Table 1.2 –Primary Literacy: Writing ACEL data for SIMD quintiles 1 and 5**

Writing	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	66%	91%	25%	67%	92%	25%	64%	90%	26%	65%	91%	26%	73%	91%	18%
P4	57%	86%	28%	62%	87%	26%	62%	86%	24%	56%	83%	27%	66%	85%	19%	59%	86%	27%
P7	57%	85%	29%	58%	88%	30%	65%	89%	24%	62%	87%	25%	65%	88%	23%	69%	88%	20%
Combined (P1, P4,P7)	61%	88%	26%	69%	91%	21%	65%	89%	24%	60%	87%	26%	65%	88%	23%	67%	88%	22%

**Table 1.3 – Primary Literacy: Listening & Talking ACEL data for SIMD Quintiles 1 and 5**

Listening & Talking	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	74%	93%	19%	80%	95%	15%	85%	96%	11%	78%	94%	16%	80%	96%	16%	83%	94%	11%
P4	72%	92%	19%	76%	94%	18%	78%	95%	17%	73%	93%	20%	83%	95%	12%	78%	95%	17%
P7	68%	92%	24%	71%	94%	23%	77%	95%	18%	74%	93%	19%	79%	95%	16%	83%	94%	11%
Combined (P1,P4,P7)	72%	92%	20%	76%	94%	18%	80%	95%	15%	75%	93%	19%	81%	95%	15%	81%	94%	13%

**Table 1.4 – Secondary S3 Literacy: Reading ACEL data for SIMD quintiles 1 and 5**

Reading	2016-17			2018-19			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	83%	96%	13%	88%	98%	10%	83%	97%	13%	90%	98%	8%
Fourth Level	43%	77%	34%	52%	83%	31%	49%	83%	34%	60%	88%	28%

**Table 1.5 – Secondary S3 Literacy: Writing ACEL data for SIMD quintiles 1 and 5**

Writing	2017-18			2018-19			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	83%	96%	13%	89%	98%	9%	82%	96%	14%	90%	97%	7%
Fourth Level	43%	76%	33%	48%	80%	32%	45%	82%	36%	57%	86%	29%

**Table 1.6 – Secondary S3 Literacy: Listening and Talking ACEL data for SIMD quintiles 1 and 5**

Listening & Talking	2017-18			2018-19			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	85%	96%	11%	89%	99%	10%	84%	97%	13%	91%	98%	7%
Fourth Level	45%	77%	32%	51%	82%	32%	49%	83%	33%	60%	88%	27%

The drop in attainment for 2020-21, compared to 2018-19, is greater for those living in areas of high deprivation, compared to those living in areas of low deprivation. Just under two-thirds of children living in SIMD Quintile 1 achieve the appropriate level for writing in P1, P4 or P7.

In secondary schools, the gap has widened since it was last measured in session 2018-19. Of particular concern is that fewer than 50% of young people living in SIMD Quintile 1 achieved any of the elements of literacy at Fourth Level.

#### **National 5 English v L4 Literacy CfE Levels:**

Comparison of 2023 National 5 English (A-D) with the previous year's Level 4 Literacy Curriculum for Excellence levels shows that out of twenty-three schools, sixteen have higher National 5 pass rates than the Level 4 Literacy from the previous year – in nine of these schools, the difference is in double figures.

It could be concluded that we are under reporting literacy levels at the end of S3 in the majority of secondary schools. Practitioners will point to the mismatch between the Benchmarks in the BGE and the assessment arrangements in National 5 English. This must be addressed as we need accurate ACEL data to provide us with the information that will allow us to plan future pathways.

#### **Literacy Thematic Review:**

Evidence from the Literacy thematic review phase 1 (Writing), and phase 2 (Leadership of literacy), identified strengths and improvement needs across schools visited:

#### **Strengths:**

- Engagement in professional learning, including aspects of the Teachers' Charter, is improving teachers' skills and confidence levels in making judgements about pupils' progress.
- Within the learning through play context, most learners experienced an appropriate balance of independent and intentional teacher-led learning in Literacy.
- In most schools there was a clear vision for the teaching and assessment of Literacy, including the planning of learning and tracking of learners' progress.
- Assessment for learning strategies were well used across most schools, making the purpose of learning clear, and providing effective feedback to secure progress in learning.
- Current 2022-23 data for the poverty related attainment gap shows that the gap for literacy is at its lowest level for the last 5 years. The effective and consistent use of assessment for learning strategies should help to support the reduction of this gap.



**Areas for Improvement:**

- All schools must ensure that they have a clear, comprehensive literacy strategy which details the expectations around the learning, teaching, and assessment of literacy across all stages.
- Schools need to consistently demonstrate an ethos of high ambition and expectation for all learners, including those who are most disadvantaged.
- Senior leaders should ensure that through the Professional Review and Development process, professional learning needs are identified and linked to school improvement priorities.
- Greater opportunities for learners to lead learning and to contribute to curriculum design and contexts for learning must be provided and learners should be exposed to a range of literacy learning experiences, including writing for a variety of purposes and audiences.
- Quality assurance and scrutiny activity of literacy must be included in yearly quality assurance calendars to ensure ongoing leadership of literacy improvement.

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*What Do We Need to Do Next?*

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Analysis of current data identifies that an action plan for improving literacy attainment is needed. This action plan will have a specific focus on the following:

- Raise attainment in literacy, with a focus on P4 and S3.
- Ensure high quality leadership of literacy across all Edinburgh schools and ELC settings.
- Improve writing attainment for all learners in SIMD quintile 1, including those learners who are not achieving literacy at fourth level and identifying reasons why.
- Review and evaluate all current literacy progression pathways, including assessment and reporting arrangements, to ensure developmentally appropriate learning for a 3-18 curriculum.
- Create a progression pathway for the teaching of literacy comprehension skills.
- Provide guidance for all teachers and practitioners on the teaching of evidence-based literacy pedagogy, through a programme of high quality CLPL, with a particular focus on the teaching of oracy.
- Develop an evidence-based, structured writing programme which focuses on high quality pedagogy, to be implemented across all school and Early Years settings.
- Support all schools and ELC settings to ensure literacy interventions and strategies are evidence-based and data informed.
- Ensure that a range of appropriate digital tools are effectively embedded to support the high-quality teaching and learning of literacy across all schools.
- Ensure all schools participate in high quality moderation within school and withing Learning Communities, adhering to the EL Moderation Cycle.
- Share high quality and effective leadership of literacy through the sampling of school Literacy Policies.
- Carry out a literacy follow-through, to evidence the impact of the new Literacy Strategy.

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*How Will We Do It?*

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Below sets out our action plan for improvement:

Outcome	Action	Who	When	Evidence
<p>All Senior Leaders have a strategic understanding of actions to raise attainment in literacy.</p> <p>School staff across all sectors understand what must be done to raise attainment in literacy.</p> <p>Every school has implemented a high-quality Literacy Strategy.</p>	Share findings of Literacy Thematic Review.	Head of Education/Quality Improvement Manager	Dec 23	Quality Improvement scrutiny activity Discussions through Tracking and Monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits.
	Share draft literacy strategy with consultation groups.	Head of Education/Quality Improvement Manager	Nov 23	
	Launch City of Edinburgh new Literacy Strategy.	Head of Education/Quality Improvement Manager	Jan 24	Use of recognised pedagogy, strategies, and interventions in all schools, which positively impacts on literacy attainment.
	Exemplar Policy provided to all schools.	Head of Education	Jan 24	High quality, evidence-based literacy policies used in all schools and known by staff.
	Sampling of school literacy policies.	Edinburgh Learns Team  Quality Improvement Team	Jan 25	
City of Edinburgh 3-18 Literacy pathways ensure developmentally appropriate learning.	Review current progression pathways for literacy.	Working group - Senior Officers Literacy leads. School staff	Jan 24	Quality Improvement scrutiny activity through tracking and monitoring meetings, shared classroom experience, supported self-evaluation and follow through visits.

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<p>Progressive literacy comprehension skills taught in all schools.</p>	<p>Create progression pathway for the teaching of literacy comprehension. Identification of effective reading comprehension strategies and interventions shared with all schools.</p>	<p>Working group – senior officers, school staff.</p> <p>Edinburgh Learns and Literacy &amp; Dyslexia Team</p>	<p>Jan 24</p>	<p>Quality Improvement scrutiny activity through tracking monitoring meetings, shared classroom experience, supported self-evaluation and follow through visits.</p>
<p>Improved Writing attainment across all sectors.</p> <p>Improved writing attainment for learners in Scottish Index of Multiple Deprivation Quintile 1.</p> <p>Improved writing attainment in Primary 4 across all primary schools.</p>	<p>Provide professional learning to practitioners across all sectors through the provision of an evidence-based writing programme, focused on high quality pedagogy.</p> <p>Provide team teaching and coaching in context sessions, with a focus on the teaching of writing, to identified schools.</p>	<p>Quality Improvement Manager and short life working group</p> <p>Edinburgh Learns and English as an Additional Language Teams/Literacy Development Officer</p>	<p>Jan 24</p> <p>ongoing</p>	<p>Achievement of Curriculum for Excellence Levels data June 24</p>
<p>Digital technologies used effectively and embedded into the teaching of literacy.</p>	<p>Update previous guidance issued, linking in with Edinburgh Learns Teaching &amp; Learning Team/Additional Support for Learning Service around best practice and identified resources.</p>	<p>Digital Learning Co-ordinators</p> <p>Edinburgh Learns Digital team</p>	<p>June 24</p>	<p>Quality Improvement scrutiny activity Discussions through tracking and monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits.</p> <p>School Quality Assurance activity</p>

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	<p>Provide Professional learning to practitioners across all sectors, focusing on effective digital practice, specific to developing literacy.</p> <p>Provide team teaching and coaching in context sessions, with focus on evidence-based approaches in use of digital technologies.</p> <p>Implement the updated Digital Learning Strategy</p>			
<p>Local Authority and schools consistently analyse and use learners' Broad General Education attainment data to inform conversion to senior phase attainment.</p> <p>Increased awareness of English as an Additional Language learners' progression through the Stages of English.</p>	<p>Quality Improvement Managers/Quality Improvement Education Officers to include Broad General Education data analysis and conversion to Senior Phase, in school engagement calendar.</p> <p>Headteachers to include this within Quality Assurance calendars as part of tracking and monitoring procedures.</p>	<p>Quality Improvement Managers</p> <p>Headteachers</p> <p>Curriculum Leaders</p>	<p>June 24</p>	<p>Quality Improvement scrutiny activity. Discussions through tracking and monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits.</p> <p>School Quality Assurance activity</p>

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	All Curriculum Leaders to include this as part of tracking and monitoring meetings with staff.			
Improved use of literacy attainment data in planning appropriate experiences and interventions for all learners.	<p>Ongoing tracking and monitoring of literacy data built into all scrutiny activity, including robust monitoring of stretch aims.</p> <p>Ongoing tracking and monitoring of literacy data and monitoring of stretch aims included in each school Quality Assurance calendar.</p> <p>Provide coaching in context sessions to identified schools following Nov and March predictions to ensure rigour in Achievement of Curriculum for Excellence Levels data.</p>	<p>Quality Improvement Managers/Quality Improvement Education Officers</p> <p>Headteachers/Senior Leadership Teams</p> <p>Quality Improvement Managers/Quality Improvement Education Officers</p>	June 24	<p>Quality Improvement scrutiny activity</p> <p>Discussions though tracking and monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits.</p> <p>School Quality Assurance activity</p>
Shared understanding of attainment levels across all sectors, for all learners.	School and learning community literacy moderation activity built into Quality Assurance calendars.	<p>Headteacher/Senior Leadership Team</p> <p>Class teachers</p>	June 24	Achievement of Curriculum for Excellence Levels data June 24

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<p>Confident professional judgements of learner attainment submitted in November and March.</p>	<p>Ongoing literacy moderation activity built into planning of learning.</p> <p>Coaching in context support through tracking and monitoring meetings. Moderation professional learning provided for identified schools.</p>	<p>Quality Improvement Manager/Quality Improvement Education Officers</p> <p>Edinburgh Learns Team</p>		
<p>Progression from Curriculum for Excellence to Senior Phase supported by professional judgements.</p>	<p>Broad General Education attainment data and conversion to senior phase included in tracking and monitoring discussions.</p>	<p>3.2 Depute Headteachers</p>	<p>Nov 23</p>	
<p>Strategic platform sharing key literacy messages.</p> <p>Skilled and knowledgeable Literacy co-ordinators.</p>	<p>Literacy Co-ordinators Network meet regularly to support and share key literacy messages from Local Authority and Nationally (e.g., Scottish Book Trust).</p> <p>Support and continuous professional learning provided to Literacy co-ordinators.</p>	<p>Literacy Co-ordinators Lead</p> <p>Senior Leadership Team</p>	<p>Dec 23</p>	<p>Annual calendar of Literacy Co-ordinator meetings and improvement work.</p> <p>Quality Improvement scrutiny through supported self-evaluation, follow-through visits and shared classroom experience.</p>

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<p>Strong and effective strategic leadership of literacy across all schools.</p> <p>Consistent and progressive high-quality literacy learning across all schools.</p>	<p>Literacy follow-through visits across identified schools.</p> <p>Literacy survey distributed to all staff.</p>	<p>Quality Improvement Team/Edinburgh Learns</p>	<p>Jan 25</p>	<p>Quality Improvement scrutiny activity, literacy follow through fieldwork team, supported self-evaluation, shared classroom experiences.</p> <p>Collation of staff survey data.</p>
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*Roles, Remits, Responsibilities*

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To meet our four aims, the following actions will be undertaken:

(The Learning and Teaching Board will have governance over Edinburgh’s Literacy Strategy)

***Senior Officers (Central Team, Edinburgh Learns Team, Chairperson of Learning Teaching Assessment Board) will:***

- Promote Edinburgh’s Literacy Progression Pathways.
- Continue to build the capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools.
- Support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.
- Increase the effectiveness of literacy networks to promote national messages and local partner providers (Southeast Improvement Collaborative, Literacy & English Collaborative Network).
- Launch an evidence-based Writing programme to all schools, which focuses on the pedagogy of writing.
- Relaunch ‘Literacy Rich’ to all primary schools.
- Collaborate with Speech & Language Service to improve the effectiveness of the Service Level Agreement in improving outcomes for all.
- Share high quality learning identified through quality assurance processes (supported self-evaluation visits, HMIE Inspections, Practitioner Enquiry).
- Promote the use of effective digital practice in Literacy and English to enhance learners’ skills, experiences, and independence, updating previously issued guidance to directly support schools’ delivery of digital literacy and how it can support and enhance literacy skills.

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### ***Specialist Staff (EAL Team, Literacy and Dyslexia Team, Speech & Language) will:***

- Provide advice to schools on appropriate strategies, interventions, and resources, to support learners' needs and promote greater access to the curriculum, including Language Boost for early years and Vocabulary Boost for primary.
- Promote the use of the Addressing Dyslexia Toolkit as appropriate for identified learners, and support schools in the use of this to ensure timely planning and interventions to support learners and their families.
- Engage with and promote relevant professional learning to understand the potential impact of specific digital supports and accommodations.

### ***Head Teachers will:***

- Strategically lead their school's Literacy Vision to improve outcomes for all learners ensuring they are prepared for lifelong learning and the world of work in the 21<sup>st</sup> Century.
- Build a positive, aspirational approach to Literacy, which has clear guidance on the school's vision to the teaching of reading, writing, listening, and talking including the development of Oracy skills.
- Take responsibility for their own professional learning to support and enable them to lead their school literacy strategy.
- Continue to improve outcomes for learners, parents and families as laid out in in the National Action Plan on parental involvement, engagement, family learning and learning at home (2018-21).
- Strengthen literacy pedagogy within their school, providing professional learning for teachers and support staff, promoting the effective use of digital tools to support individual needs.
- Ensure effective quality assurance processes are in place which include attainment meetings and tracking and monitoring processes outlined in Quality Assurance calendars, maintaining rigorous analysis of literacy attainment data from all stages, with particular focus on key data from Primary 1, Primary 4, and Primary 7.
- Use the Edinburgh Learns 'Model for Moderation' to plan and provide high quality moderation events across school and learning communities.
- Use a range of approaches and resources to encourage and advise parents/carers as to how to engage with their children in ways that develop language and pre-literacy skills and include them in self-evaluation and identification of literacy improvements.
- Identify leadership of play pedagogy in the early years, which leads and supports the planning of high-quality literacy learning experiences for all children.



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### *Literacy Co-ordinators will:*

- Work with the Headteacher to produce, coordinate, and implement the school Literacy Strategy which takes account of national and local policy guidance.
- Be informed by the overview of literacy attainment tracking and progress for their school.
- Support class teachers in the implementation of best evidence-based practice in literacy.
- Undertake professional learning provided by partner agencies and external organisations to be able to support others.
- Facilitate the sharing of positive evidence-based practice within the school and learning community.
- Consult with the Edinburgh Learns Digital Team to ensure best and current practice in the use of digital technologies.
- Maintain their own professional learning through involvement in local authority networks and learning community meetings.
- Promote the development of effective literacy across learning through their own professional learning, supporting the training of staff and by being in class.

### *Curriculum Leaders for English will:*

- Work with the Literacy Co-ordinator to ensure the school literacy strategy is shared and implemented across all departments.
- Liaise with the school librarian to promote a literacy rich culture within their school.
- Ensure rigorous tracking and monitoring procedures are in place across all classes within the English department.
- Rigorously analyse literacy attainment data from the Broad General Education for all young people, to ensure expected conversion to Senior Phase qualifications.
- Work closely with Digital Learning Co-ordinators to leverage best use of digital technologies to improve accessibility and independence, particularly for learners with additional support needs.
- Ensure effective digital practice is embedded in the delivery of high quality learning, teaching and assessment.

### *All Curriculum Leaders will:*

- Understand the school literacy strategy to implement school priorities within their subject/faculty.
- Ensure Literacy Experiences and Outcomes are planned for appropriately within their subject/faculty.
- Lead self-evaluation processes within their subject/faculty and to seek appropriate support to inform teacher judgements.
- Ensure rigorous tracking and monitoring procedures are in place for literacy, across all classes within their faculty, to support the gathering of literacy attainment evidence across all subjects and departments.

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### *Teachers and Practitioners will:*

- Implement the school's Literacy Strategy
- Use Literacy and English Experiences and Outcomes, Edinburgh's Literacy Progression Pathways, and the Benchmarks to plan, deliver, moderate, and assess learning, ensuring an appropriate balance of literacy learning across the curriculum.
- Plan an appropriate range of assessment activities that allow children and young people to demonstrate their learning in different contexts, which includes EAL Trackers for EAL learners.
- Ensure parents and carers are informed and knowledgeable of their child or young person's literacy progress and attainment.
- Make use of a wide range of learning environments and creative teaching approaches, including digital technologies, the use of Higher Order Thinking Skills and Oracy skills.
- Ensure a literacy rich environment for learning with a clear focus in Early Years on the use of Up, Up and Away Literacy Toolkit and the Circle Document across all sectors.
- Gather appropriate evidence of learners to endorse their professional judgement in each aspect of literacy, across the breadth, challenge, and application of literacy.
- Plan and use an appropriate range of assessment to inform next steps and maintain pace and challenge.
- Ensure parents and carers are informed and knowledgeable of their child's literacy progress and attainment.
- Attend relevant professional learning activities to develop current skills and understanding.
- Set appropriate home learning tasks in line with school policy on home learning.
- Make use of Literacy and Dyslexia Guidance (2019), to ensure the needs of all learners are being met, and the use of strategies to support EAL learners.
- Support the development of literacy through the effective use of digital technology to engage learners and further develop literacy skills.
- Engage with professional learning focused on the use of digital tools to support specific literacy needs, e.g., accessibility, translation and literacy support tools such as Immersive Reader, Reader Coaching etc.
- Contribute positively to the development of a whole school Literacy culture, including the sharing and analysis of literacy attainment across all stages and faculties.
- Use information provided by Early Years establishments on individual children's literacy development, to inform next steps in their literacy learning.

### *Support for Learning Teachers will:*

- Attend relevant professional learning to develop current skills and understanding in supporting learners to develop skills in literacy.
- Make use of digital features to best support the needs of individuals, with an understanding of the accommodations that can be made on 1:1 and shared iPads.

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- Liaise with class teachers to identify best evidence-based practice to support learners.
- Provide a range of specialist services, including use of the Dyslexia Toolkit, liaison with Psychological Services and other agencies, and supporting during transitions, as required.
- Provide direct teaching to individual pupils and small groups (where appropriate), using evidence-based interventions and strategies to develop and sustain literacy skills.
- Work in partnership with class teachers to support inclusion, and through differentiation, support the learning of all children and young people.
- Promote all relevant professional learning provided by the ASL Service.

### ***Early Learning and childcare settings will:***

- Identify a literacy co-ordinator who will lead and provide guidance for staff.
- Ensure appropriate and relevant professional learning opportunities are available for all staff to ensure that they are knowledgeable and skilled in the effective delivery of literacy experiences. Using the CEC Communication and Literacy Guidance, ensure appropriate and relevant professional learning opportunities are available for all staff. To ensure that they are knowledgeable and skilled in supporting and the effective delivery of communication and literacy experiences.
- Focus on child observations and the gathering of evidence on individual children, to track their progress in communication and literacy.
- Have rigorous assessment approaches for gathering information on children's literacy learning skills.
- Provide clear, concise, and purposeful information regarding children's pre and early level literacy skills to Primary 1 teachers.

### ***Partners will (Scottish Book Trust, Literacy and English Curriculum Network, National literacy Trust, SEIC Literacy Network):***

- Support schools through identified literacy programmes, to celebrate and promote the benefits of good literacy skills to their communities.
- Offer resources, programmes, research and best practice to help all schools deliver high quality literacy provision, including resources and tools for early language development and parental engagement.
- Promote all national literacy developments through the appropriate communication channels, including the involvement of identified staff in literacy improvement working groups.

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### *Governance*

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The Edinburgh Learns Teaching, Learning and Assessment Board will be responsible for monitoring the impact of the new Literacy Strategy 2023.

The impact of the Literacy Strategy 2023 will be measured through all Quality Improvement scrutiny activity (supported self evaluation, follow through processes, shared classroom experiences, coaching in context discussions), including a literacy follow through in session 2024-25 to review the impact of the new strategy.

The impact of the Literacy Strategy 2023 will be shared through Committee reports, including Attainment in the Broad General Education and Senior Phase and reports on individual school follow-through visits.

The City of Edinburgh annual Standards and Quality report will include progress on the impact of the Literacy Strategy 2023, identifying what is working well and what is ongoing improvement.

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### *Arrangements for Quality Assurance*

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#### ***Quality Assurance At Local Authority Level:***

- The Quality Improvement Team will regularly review a range of performance data in literacy, in order to identify improvements in attainment and to highlight and share good practice. This will include attainment predictions submitted annually by all schools in November and March, end of year attainment submitted to Scottish Government, national qualifications data and EAL Stage of English.
- Scrutiny activity undertaken regularly by the Quality Improvement Team will include supported self-evaluation visits, follow through visits, coaching support in context with the headteacher and senior leadership team, attainment and tracking meetings and involvement in shared classroom experiences.

#### ***Quality Assurance at school level:***

- All schools will have a Quality Assurance calendar in place at the start of each new academic session, which sets out all scrutiny activity for the year.
- Scrutiny activities will ensure the triangulation of evidence-based information and data, people's views and direct observations of practice, and involve all school staff, learners, partners and other stakeholders, as referred to in the diagram below.
- Identified activities across all schools will include learner conversations, observations of practice and shared classroom experience visits, tracking and monitoring meetings of

predictions/Curriculum for Excellence levels, tracking of literacy interventions and planned assessment activities as part of the school's corporate assessment policy.

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.



**Direct observations** of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

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*Appendix 1 – Hyperlinks to Associated Documentation*

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The 2023 National Improvement Framework and Drivers:

[2023 National Improvement Framework and Improvement Plan: Summary Document \(www.gov.scot\)](https://www.gov.scot/publications/nif-2023-2026/pages/summary-document.aspx)

Early Communication and Literacy Development:

[Communication and Literacy with Children guidance](#)

Edinburgh's Literacy Rich Programme:

[Literacy Rich Edinburgh – The City of Edinburgh Council](#)

Education Scotland Milestones for Literacy and English (pre-early level):

[Milestones to support learners with complex additional support needs.](#)

Assessing Progress and Achievement in Literacy and English

[literacyplpoc15\\_tcm4-744807.pdf \(wordpress.com\)](#)