

12 August 2014

EDUCATION SCOTLAND – TODAY’S NEWS

Tuesday 12 August 2014

FROM NATIONAL EDUCATION ORGANISATIONS

Education Scotland

1) Primary One Literacy Assessment & Action Resource (POLAAR)

The Primary One Literacy Assessment & Action Resource, aimed at helping P1 teachers and support staff to identify learners at risk of developing later difficulties with their reading and writing, is now published on the Education Scotland website. The resource was developed collaboratively by educational psychology professional bodies, the Scottish Government and Education Scotland and is based on research commissioned by the Scottish Government and undertaken by Professor Keith Topping on the key factors which underpin successful literacy development in learners. POLAAR meets a commitment made in the SG’s [Literacy Action Plan](#) to encourage all local authorities to introduce personalised (literacy) assessments and diagnosis at P1, and to encourage practitioners to be aware of and act on this assessment information.

Application for non-competitive action

Application for Non Competitive Action Procurement

NCA Procurement Guidance must be read prior to submitting a request.

Please complete the application form and email it to:

- Your Deputy Director if the value of the contract is below £10,000 ex Vat; or
- Scottish Procurement if the value of the contract is above £10,000 ex Vat

using the buttons below.

Customer Details

[Redacted: Section 38(1)(b)]

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Proposed Contract Details

[Redacted: Section 38(1)(b)]

Literacy Early Intervention National Online Resource

Goods

3 September 2012

7 months

£3,500

Scope of Contract

Work with the five literacy 'hub' authorities and national partners (Educational Psychology Services, Scottish Government and Education Scotland) to write all text and other material for a new online national resource to support quality, evidence-based interventions by local authorities with learners at risk of underachieving in literacy. The resource should focus on the key transition point of nursery to P1, and provide practical advice and tools that local authorities can use in the identification/assessment, intervention, tracking and monitoring of progress of learners with literacy difficulties, and evaluation of approaches used.

The outcomes against which progress in achieving objectives/expected outcomes shall be monitored are:

1/ More effective approaches across local authorities towards personalised literacy identification, assessment and diagnosis of literacy difficulties in early primary, responsive to the needs of individual learners.

2/ More consistent use across the country of high-quality, evidence-based interventions with learners in early primary who are struggling to master early core literacy skills and therefore at risk of under-achieving in literacy longer term.

3/ Increased professional capacity among the range of local authority staff, including teachers, support staff and educational psychologists, working to improve literacy outcomes for learners.

4/ In more general terms, better sharing and partnership working among local authorities of successful approaches towards improving literacy outcomes for learners, based on previously-identified common success criteria.

Is the request an amend/change to an existing contract?

Yes No

If so, was the contract competitively tendered?

Yes No

If so, has the contract previously been amended?

Yes No

Is the request for [consultancy services](#)?

Yes No

If so, do SG consultancy procedures apply?

Yes No

I confirm that the contract cannot be delivered from a [collaborative procurement](#).

Yes No

Justification for NCA

Following a meeting on 4 July with representatives of the Scottish Government, Education Scotland and Educational Psychology Services in Scotland, it was decided to offer this work externally as none of the bodies present had the necessary level of expertise in house to undertake this task. Professor Topping was, in the view of the meeting, ideally placed to undertake this work given his academic background in literacy and educational psychology in the early years, and his specialist knowledge of successful approaches in this area adopted within the UK and internationally. He has also worked with most of the literacy hub authorities on elements of their literacy work in the early years and early primary settings, so is well placed to build on the literacy development work currently being grant-aided by the SG in these authorities to improve literacy outcomes for young people.

Consultancy Offer Letter

Professor Keith Topping
[Redacted: Section 38(1)(b)]
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[Redacted: Section 38(1)(b)]
[Redacted: Section 38(1)(b)]

Our ref: A3842429
10 September 2012

Dear Professor Topping

OFFER OF CONSULTANCY WORK FOR LITERACY HUB/CONSORTIA BASED APPROACHES TO IMPROVING LITERACY OUTCOMES PROJECT 2012-13

Following our meeting on 2 August 2012 I am pleased to offer you, for a fee of £3,500, the following consultancy work for the Scottish Government concerning the creation of a new literacy early intervention online resource.

The main objectives of the task are to work with the literacy hub authorities and national partners (Educational Psychology Services, Scottish Government and Education Scotland) to write the text for a new online national resource to support quality, evidence-based interventions by local authorities with learners at risk of underachieving in literacy. The resource should focus on the key transition point of nursery to P1, and provide practical advice and tools that local authorities can use in the identification/assessment, intervention, tracking and monitoring of progress of learners with literacy difficulties, and evaluation of approaches used.

Your key contacts for liaison and sign off purposes for the project will be [Redacted: Section 38(1)(b)] [Redacted: Section 38(1)(b)] and [Redacted: Section 38(1)(b)]

The intended outcomes against which the success of the project will be evaluated are as follows:

1/ More effective approaches across local authorities towards personalised literacy identification, assessment and diagnosis of literacy difficulties in early primary, responsive to the needs of individual learners.

2/ More consistent use across the country of high-quality, evidence-based interventions with learners in early primary who are struggling to master early core literacy skills and therefore at risk of under-achieving in literacy longer term.

3/ Increased professional capacity among the range of local authority staff, including teachers, support staff and educational psychologists, working to improve literacy outcomes for learners.

4/ In more general terms, better sharing and partnership working among local authorities of successful approaches towards improving literacy outcomes for learners, based on the common success criteria outlined in Schedule 1.

The key deliverables associated with the project are as follows:

By 21 December 2012:

Review of best practice elsewhere i.e. within the rest of the UK and selected international comparator countries completed and short progress report submitted to the Scottish Government.

By 15 March 2013:

All text material (advice, guidance, tools, instruments etc) for the online resource completed and supplied to the Scottish Government.

Invoices should be submitted on company letterhead in line with the following schedule:

	Indicative amount	Claim date	Payment date
Payment 1	£1,750	10 December 2012	24 December 2012
Payment 2	£1,750	15 March 2013	29 March 2013

Annex A describes the project and wider context for this work.

I would be grateful if you could confirm in writing (by post or email) that you are willing to undertake this work on our behalf on the basis described in this letter and annex.

Yours sincerely

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[Redacted: Section 38(1)(b)]
Scottish Government

ANNEX A – THE LITERACY HUB-BASED APPROACHES TO IMPROVING LITERACY OUTCOMES PROJECT 2012-13

The Scottish Government's Literacy Action Plan (October 2010) signalled Ministers' commitment to a heightened, more targeted focus for improving literacy skills in Scotland through better co-ordination and partnership working focused on clear objectives. The Plan states that improvements cannot be confined to a particular sector or point in a learner's journey.

The overarching vision is, therefore, to raise standards of literacy for all from the early years to adulthood. This requires sustained commitment and continuing action at all levels of Government, and through support at all points of the education system and wider public services. There is a particular focus on those with the lowest levels of literacy.

The Plan also highlighted the need for more strategic guidance for local authorities to support their planning and development of their own literacy improvement strategies which meet local priorities. Scottish Government officials have since then been working with a small number of local authorities recognised for sustaining a particularly proactive and authority-wide approach to raising literacy levels within their own areas.

Work is ongoing with these 'hub' authorities to support sharing of successful approaches and resources across other local authorities in Scotland in order to improve authorities' own literacy strategies and outcomes for young people. Our work with these local authorities, and other key partners such as Educational Psychology Services, suggests that the key elements of a successful literacy strategy at local authority level are as follows:

- a sustained approach to improving literacy from early years through to the senior phase, and beyond;
- a focus on constantly striving to raising the bar in terms of what young people can achieve;
- early identification, monitoring/tracking and interventions where and when any literacy difficulties become apparent, and the key role of educational psychology services in this area;
- more personalisation and targeted support for individual and small groups of children in danger of under-achieving;
- an approach to CPD/professional learning & development which focuses on sharing best practice and innovation, and achieving a shared understanding of standards;
- evaluation, including effective self-evaluation practices; and
- leadership and commitment at every level, including through distributed models of leadership that encourage and nurture effective leadership qualities at all levels.

This specific project - the creation of an online resource for use by all local authorities in the identification, intervention, monitoring and tracking of literacy difficulties in early primary school and evaluation of the effectiveness of intervention approaches - represents the next step in the process of sharing what works re raising literacy standards and improving the literacy skills of young people more widely and systematically across the country, through

complementing the funding already awarded to local authority literacy hubs to support the systematic development of this work.