

**City of Edinburgh
Scottish Government Return on Literacy – January 2012.**

The Scottish Government's Literacy Action Plan signals its commitment to a heightened, more targeted focus for improving literacy skills in Scotland. The overarching vision is to raise standards of literacy for all from the early years to adulthood. To that end, the following questionnaire is aiming to gather information on local authority activity in line with the actions contained within the plan.

Can you please give details of your current policy/policies to improve literacy?

Literacy Strategy group in place at a strategic level with Director and elected member support for literacy as a key priority for improvement.

Project initiation document and literacy action plan currently being refined.

- Literacy across learning implementation plans – strategic documents at EarlyYears/Primary and Secondary.
- All sectors – extensive support for Literacy across Learning over the last 3 years including active learning and teaching approaches, curriculum development, resources and extensive CPD. There are Literacy coordinators in all schools.
- A Common assessment framework 3-18
- The Edinburgh Framework for Literacy and Dyslexia 3-18 guidance and assessment materials
- The development and implementation of a systematic programme of intervention for children at greatest risk and requiring protection.
- Primary – the delivery of consistent and sustained reading interventions using structure phonics programmes including the development and implementation of a new phonics reading programme Literacy Rich Edinburgh: a P1 Phonics programme.
- Primary Reading intervention for P6/7 children in positive action schools (Fresh Start initiative)
- Further development and extension of paired reading approaches
- Progressive Vocabulary Teaching pilot led by Speech and Language therapists from NHS Lothian involving a primary and a secondary.
- Big Writing – roll out across all Primary schools and school support services
- Additional Literacy support for looked after children including targeted support and appointment of a Literacy Champion for Looked after children and young people in partnership with Edinburgh City Libraries.
- Secondary – a programme of sustainable interventions for improving reading for S1 and S2 – Fast track reading
- Secondary – consultancy and CPD on aspects of literacy across learning.
- Literacy support for school leavers who are facing negative destinations
- Parents and carers – roll-on, roll-off adult literacy, numeracy and ESOL provision accessible in the City centre and in local neighbourhoods
- Parents –targeted health literacy in antenatal care
- Parents - Family Learning intervention in positive action schools and early years establishments for parents of children ages 3 – 6years
- Parents – specific provision of literacy and core skills which aims to remove

barriers to employability

Please detail particular areas (if any) you are focussing activity on, and why? (ie Early Years, Adult literacies.)

See **Update on the Edinburgh Integrated Literacy Strategy Oct 2011** below.

Please give a short description of the approaches you have adopted to raise literacy standards.

Schools

We have focused on adopting consistent approaches to initiatives:

- All schools delivering the same P1 Phonics programme
- All positive action primary schools involved in delivery of Fresh Start intervention.
- Big Writing – a strategic approach to improving writing being delivered across all primary schools.

Early Years

A range of initiatives have been promoted across the early years sector. The development, training and delivery of these programmes have involved successful partnership working with educational psychologists, speech and language therapists, and parents.

- Up, Up and Away, a resource developed in partnership with speech and language therapists from Queen Margaret University that provides strategies to support staff and parents to develop early language and communication skills from 0-5. We are currently rolling out training across all nursery schools, classes and partner provider nurseries.
- 0-3 training linked to the pre-birth to three national guidelines and includes a focus on early language and communication. This has been well attended by partner provider nurseries.
- PEEP –Implementation of a city wide approach to parenting with an emphasis on supporting early literacy. There are currently approx 50 groups running per term. 150 staff are trained including 4 parents and we have 3 PEEP trainers.
- Play@home project has run in targeted neighbourhoods in partnership with NHS.
- Involvement in delivery of roadshows linked to the Play, Talk, Read campaign
- Two clusters of nursery settings submitted a bid to become involved in a music programme aimed at developing early phonological awareness and using a book produced by a primary school. This will become a Wee, Big Noise performance and a resource for future use.

Adult Literacies

- Adult literacy for employability is part of the Council's Employability Skills Pipeline Project .Learners' progress will be tracked through CaseLink

See **Update on the Edinburgh Integrated Literacy Strategy Oct 2011** below.

Please describe how you have worked with external partners to achieve your aims. (ie Educational Psychologists, Community Learning links, Parental involvement, schools cluster working.)

There is very close working with a range of partners many of whom are members of our Literacy Reference group.

Examples of partnership working are contained within the **Update on the Edinburgh Integrated Literacy Strategy Oct 2011** below.

Edinburgh Literacies Partnership (Membership includes West Edinburgh Action (WEA), College Sector, Lothian Health, City Libraries)

Please describe how you have ensured the skills and knowledge of practitioners (ie teachers, volunteers, nursery assistants) are current and developed. What CPD opportunities have you provided?

A wide range of CPD activities to support the roll out of all new initiatives and new programmes. See **Update on the Edinburgh Integrated Literacy Strategy Oct 2011** below.

There is a wide range of CPD activities directly involving teachers including literacy curriculum, active learning in literacy, developing higher order skills, assessment and moderation etc.

Showcase events have taken place in early years on literacy, health and well being attended by schools, classes, centres and partner providers.

The Quality Improvement Officer for Literacy is involved at a national level in literacy work and is also an Associate HMIE in English and Literacy.

Please give details of how you are evaluating current practices.

Quantitative measures –

- Attainment data
- Achievement data
- Partnership working
- Parental engagement
- CPD activities and attendance
- HMIE reports

Further work is being developed on pupil voice and in revisiting measures of success as identified in our project plan.

Evaluations are also made using the following key frameworks for self-evaluation:

- HMIE How Good is Our School 3?
- HMIE Child at the Centre 2
- HMIE How Good is our CLD?

- Literacy across learning Implementation Plan strategic document
- HMIE Quality Management in Education 2
- Literacies in Communities Scotland
- HGIOS How good is our Educational Psychology
- Pre-birth-3 guidelines
- Up, Up and Away resource
- Adult Literacies in Scotland Guidance

Any additional comments.

Further information is available from

Karen Prophet

Senior Education Manager (Quality & Curriculum) City of Edinburgh

0131 469 3048 Project Leader for Literacy

karen.prophet@edinburgh.gov.uk

liz.gray@edinburgh.gov.uk – Quality Improvement Officer Literacy

aileen.mclean@edinburgh.gov.uk; Senior Education Manager (Early Years)

Update on the Edinburgh Integrated Literacy Strategy (EILS) October 2011

Context and rationale

Reflecting the vision and principles of the National Literacy Action Plan, the EILS delivers targeted interventions to meet the needs of learners who require additional opportunities and support to address a range of barriers to success in reading and writing (the lowest attaining 20%). It is driven by multi-disciplinary teams of practitioners from the Children and Families department and from a wide range of partners.

1. A common assessment framework

Standardised tests in reading at the beginning and end of P1, end of P4 and P7 and end of S2 provide schools with data to identify those pupils who require additional support in developing their literacy skills. Schools then use the guidance contained within *The Edinburgh Literacy and Dyslexia Guidelines* to support young people with additional needs. Schools also work in partnership with Speech and Language Therapists and Educational Psychologists to achieve improved outcomes for children and young people.

2. The Edinburgh framework for Literacy and Dyslexia 3-18. Guidance and assessment materials,

including the comprehensive publication, *The Edinburgh Literacy and Dyslexia Guidelines*, are in all establishments. The *Guidelines* reflect best practice in literacy assessment and an approved approach for schools and services when identifying and meeting additional needs in literacy. For more information, please contact Sandra Milne, Head of Service Supporting Learning Services, at sandra.milne@ea.edin.sch.uk.

3. The development and implementation of a systematic programme of intervention for children (0-5) at greatest risk and requiring protection.

3.1 In 2010-11 a literacy survey was carried out in early years' settings in Positive Action areas to audit existing programmes, approaches and practices. Findings and good practice were shared with head teachers at a briefing event.

3.2 A new resource for practitioners and carers, working with children from 0-5, was launched in 2011. The *Circle Collaboration (City of Edinburgh Council, Queen Margaret University and NHS Lothian) Up, Up and Away* resource provides strategies to help practitioners identify and address potential barriers to language development. The resource provides clear guidance on early literacy development for all children and includes strategies to engage with parents to promote literacy and learning at home. A full training programme for practitioners is now under way.

The team is currently progressing 2 streams of work

1) additional measures to support literacy and language development for use with foster carers, family based care, child and family centre staff, Family Literacy Workers and parents/carers

2) action programmes for each early years establishment in positive action areas to ensure all children have access to a full range of effective approaches and interventions.

More information is available from Heather Gorton, Depute Principal Psychologist, at heather.gorton@ea.edin.sch.uk.

3.3 The pilot of **Bookbug** for 4 year olds in 2010-11 targeted the lowest 20% of children in their pre school year. It involved Scottish Book Trust and a range of colleagues across

the Children and Families department, including Family Learning Workers and Information and Learning Resource staff. For more information contact Cleo Jones, ILR Manager, at cleo.jones@ea.edin.sch.uk

4. Primary

The delivery of consistent and sustained reading interventions using structured phonics programmes to improve the decoding and comprehension skills of primary learners.

- 4.1 The development and implementation of a new phonics reading programme for P1 learners - *Literacy Rich Edinburgh: a P1 phonics programme*.** The new resource, supporting materials and approaches, reflect the very latest practice in early years' active learning. It was launched in Sept 2011 with comprehensive training for all P1 teachers and has been very well received.

The team is now developing reading programmes for P2/3. For more information, contact primary QIO, Janice MacInnes at janice.macinnes@edinburgh.gov.uk

4.2 Primary Reading Intervention for P6/7 children in Positive Action schools.

An extensive audit of primary literacy practice was undertaken in June 2011. Initial actions include the implementation of the *Fresh Start* literacy intervention programme for identified P6/7 pupils. The programme encompasses phonics, reading comprehension and writing. This was launched to PA HTs on 30th September. Training for key staff takes place in November and implementation is planned from January 2012. For more information, contact Sandra Milne at sandra.milne@ea.edin.sch.uk.

- 4.3 Further extension and development of paired reading** based on the *Scotland Reads* model developed by the former Learning and Teaching Scotland (now Education Scotland) literacy team. CPD for learning assistants took place in September with more sessions planned throughout the session. For more information, contact Morag Robertson, ASL Development Officer at morag.robertson@edinburgh.gov.uk

4.4 Progressive Vocabulary Teaching

A pilot programme is currently being developed through collaboration between Speech and Language Therapists and a Positive Action primary school to evaluate a structured whole-school approach to learning and teaching higher order vocabulary. If successful, it will be extended to other establishments to complement effective use of phonics programmes. For more information, contact Marysia Nash, Specialist Speech and Language Therapist, at marysia.nash@luht.scot.nhs.uk

4.5 Big Writing

Big Writing, a coherent programme and consistent approaches for teaching writing from P1 to S2, continues to be rolled out across primary schools and promoted as an effective approach to developing writing across learning in secondary schools.

CPD was delivered to lead practitioners from all PA schools and a number of other selected primary schools on 7th October. Further CPD sessions, open to all practitioners, are planned for November 2011. For more information, contact Literacy and English Development Officer, Michelle Moore at michelle.moore2@edinburgh.gov.uk

5. Looked after Children.

- 5.1 Additional Literacy Support** for this group aims to ensure that, where appropriate, LAC receive early effective support in school as part of wider EILS

developments. This is complemented by personalised support in the community. A programme is now being prepared to provide an effective support programme for all LAC drawing upon the findings of a successful pilot project led by educational psychologists. For more information, contact Martin Gemmell, Principal Psychologist, at martin.gemmell@ea.edin.gov.uk

- 5.2 Literacy Champion for Looked after Children and Young People in partnership with Edinburgh City Libraries.** The Champion's role is to develop reading programmes with looked after children, carers, library staff and other partners and provide training to care staff. The new Reading Champion is Niall Walker who has just taken up post. He can be contacted at niall.walker@edinburgh.gov.uk

6. Secondary

A rolling programme of sustainable interventions for improving reading in S1 and 2

- 6.1** This involves working with Support for Learning staff to improve the reading skills of identified groups of learners through the delivery of phonics-based reading programmes and other interventions for those who have additional needs in reading. A second strand builds on established partnership work with Speech and Language Therapists in place in the 4 Edinburgh secondary resource schools and focuses on vocabulary acquisition across learning as part of developing reading skills. Target schools to date include Broughton HS, Castlebrae CHS, Craigroyston CHS, WHEC and Tynecastle HS.
- 6.2 Consultancy and CPD** to staff in the target schools, to other secondary schools and groups such as secondary literacy co-ordinators, are also provided. CPD sessions have been delivered in a wide range of secondary schools and at cluster level. Extensive support materials are also available. For more information, contact, Literacy and Languages QIO, Liz Gray, at liz.gray@edinburgh.gov.uk
- 6.3** All secondary schools are being supported to purchase and implement a phonics-based programme, the **SRA Corrective Reading Programme**, (commonly known as *Fast Track*), or appropriate alternative resources. Contact Morag Robertson for further information.
- 7. Action plans** for all the work streams above are contained in **CEC Integrated Literacy Strategy Improvement Plan 2011-12** available from Martin Vallely, Senior Manager Additional Support Needs, at martin.vallely@edinburgh.gov.uk

Liz Gray QIO Literacy and Languages
October 2011