

REPORT TO: Education Committee

MEETING DATE: 18 June 2014

BY: Depute Chief Executive - Resources and People Services

SUBJECT: Literacy in East Lothian Schools

1. PURPOSE

1.1 The purpose of this report is to inform the Committee of the work going on within schools, clusters and across the local authority to raise attainment in Literacy.

2. RECOMMENDATIONS

2.1 The Committee is asked to note the report.

3. BACKGROUND

3.1 Approaches to learning and teaching in schools in East Lothian demonstrate commitment to the four capacities, the four contexts for learning and the seven principles of Curriculum for Excellence. These are:

Curriculum for Excellence		
Four Capacities	Four Contexts for Learning	Seven Principles
<ul style="list-style-type: none"> • Successful learners • Effective contributors • Confident individuals • Responsible citizens 	<ul style="list-style-type: none"> • Ethos and life of the school as a community • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 	<ul style="list-style-type: none"> • Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance

- 3.2 Inspection reports and evaluation visits based on HMIE documents 'How Good is Our School', 'Journey to Excellence' and, more recently, inspection advice notes show that there is high quality Learning and Teaching in the majority of East Lothian schools.
- 3.3 In secondary schools, there is a particular focus on Looked After Children at the school hub meetings to consider appropriate pathways for vulnerable young people. Community Learning and Development colleagues provide targeted support in literacy for students in the senior phase.
- 3.4 There continues to be a firm commitment to partnership working to enhance the attainment and achievements of children and young people. Strong partnerships exist with a number of neighbouring local authorities. Amongst other developments this includes the Literacy Hub, an inter-authority collaborative forum, in partnership with City of Edinburgh, Midlothian, West Lothian, Dumfries and Galloway and Scottish Borders Councils. The South East Literacy Hub is one of a number that have been funded across Scotland as part of the Scottish Government's Literacy Action Plan to raise levels of literacy from Early Years into Adulthood. This has enabled the 'Dunbar Reads Together' project to happen, and this model is now being adopted by the Tranent cluster, as well as by clusters in other local authorities.

A list of good practice was also developed by all Hub partners to provide a shared directory including key contact details. The East Lothian directory entries were showcased at the East Lothian Literacy Festival in October 2013.

More recently it was agreed to use the remaining funding to take forward 'Muckle Reading' across Hub partner authorities. 'Muckle Reading' has been developed specifically for Scottish schools and provides a clear and coherent approach to literacy from Primary 1 to Primary 7, aimed at improving reading attainment and motivation in reading for all. Following staff training in June this development will be introduced in East Lothian over the coming school session. However this Government funding is unlikely to continue in session 2014/15.

- 3.5 Partnership with other services and sectors continues to be an important element in the Council's strategy to improve outcomes for all learners, particularly the most vulnerable. The authority is currently considering ways in which it will meet the requirement to increase the hours from 475 to 600 per year for Early Learning and Childcare for 3 & 4 year olds and 'looked after 2 year olds' from August 2014 – as set out in the Children and Young People (Scotland) Bill. This is an important opportunity to enhance early literacy learning across East Lothian. www.scotland.gov.uk/earlyyears

Four additional Literacy teachers have been deployed for this year to schools identified through analysis of attainment data, the Scottish Index of Multiple Deprivation (SIMD) and Free Meal Entitlement (FME) with a view to raising attainment. Place2B currently provides a nurturing ethos focussed on the most vulnerable children in six of our primary schools (St Gabriel's Primary School, Prestonpans Infant School, Prestonpans Primary School, Sanderson's Wynd Primary School, St Martin's Primary School and

Wallyford Primary School). Plans are in place to expand, such a service, to a larger number of schools.

3.6 *Literacy achievement in early years 0-5*

3.6.1 From ages 0 to 5, much of the work done in the very early years supports children and their families to make the most of the learning opportunities available to them in nursery and beyond. It is also recognised that where very good relationships exist between home and school children attain better across all areas, including literacy. To support early attainment and achievement, we work in partnership to ensure that support is needs led within the local context. This work starts at 0-3 before children reach nursery where there is a strong focus on literacy and numeracy and the role parents/carers have in ensuring that children receive the best start. Central to this is the importance of play to promote social and emotional development in young children as well as communication, language and early literacy skills. The parenting support programmes we offer through Community Learning and Development, Support from the Start, schools and partner agencies recognise the important role parents/carers must play. A range of programmes and initiatives are in place, including Raising Children with Confidence, PEEPS (Parent Early Education Partnership) Tots and Teens, Tunes and Tales, Bookbugs.

Our nursery provisions have a clear focus on children's early achievement in literacy, numeracy and health and well-being. The needs of children requiring additional support and vulnerable families are met in a variety of settings for example, Kidzone, 2 year old provision, Olivebank and First Step.

The Early Development Instrument (EDI) is an internationally recognised tool used to gather information on children's readiness to learn. This has heightened awareness of needs within communities and information is being increasingly used by schools and communities to identify areas where they can support parents in helping young children to be ready to learn, for example, 'Dunbar Reads Together' - developing early reading skills.

3.7 *Strategies to raise literacy achievement in the Early Years*

Early Years Collaborative

East Lothian Council, Midlothian Council, NHS Lothian and voluntary sector services within both East and Midlothian have all agreed to work in partnership for the national Early Years Collaborative. Tests of change are piloted to promote better outcomes for children and parents. Examples include improved engagement with treatment services for pregnant substance users, and bedtime reading which started in Midlothian and is now about to be tested in East Lothian. www.eycollaborative.co.uk

Support from the Start (SFTS) is a network which works in partnership with local communities and agencies to facilitate a range of positive parenting & play experiences and opportunities, as well as sharing good practice in early years learning. Local parents and services can access on a 'simple rules'

basis small development grants through the SFTS local network. This has led to a range of opportunities for parents and children from local bursary schemes to baby massage and promotion of free play and learning experiences in community parks or open space settings.

Tots and Teens is a pre-school Playgroup run within Knox Academy, Haddington and in Preston Lodge High School, Prestonpans. This provides positive pre-school experiences for young children and provides opportunities for up to eighteen S3 pupils each academic year to work alongside staff. Pupils have gained confidence in their own abilities and learned about the importance of attachment, taking on responsibility, working as part of a team, observing children, understanding child development and why children behave the way they do, including what constitutes 'normal' behaviour and learning strategies to manage behaviour - all of which provide firm foundation for our future parents.

3.8 *Literacy attainment in primary schools*

- 3.8.1 We use Performance Indicators in Primary Schools (PIPS) data with all our Head Teachers at P1, P3, P5 and P7 to measure children's progress in reading and maths. PIPS is a standardised assessment system offered by the Centre for Evaluation and Monitoring at Durham University that is designed to monitor pupils' educational progress throughout the Primary phase. PIPS provides an annual assessment of attainment in the core curriculum areas of reading and mathematics. In addition there is an assessment of developed abilities, which may be regarded as a measure of each child's academic potential. Comparison of academic attainment with academic potential, and also with previous academic performance, allows teachers to build a powerful profile of individual progress for every child throughout the Primary phase. A value added report is provided for individual schools to assist them in identifying areas for development.

In terms of performance in reading, East Lothian's total pupil average has been above the National Average for prior value added for the previous 3 years and for context value added for the previous 2 years. We recognise that there is a gender split. Girls consistently perform at a higher level than boys. However, for the previous 3 years, the gap in performance between girls and boys has reduced as the girls maintain their strong performance and the boys continue to improve. We are continuing to take steps to address the gender split through the use of approaches such as Accelerated Reader and the developing nature of improved monitoring and tracking in these key areas.

- 3.8.2 Through regular evaluation visits Quality Improvement Officers are able to support schools in developing their approaches to planning, monitoring, assessing and tracking children's progress through the broad general education. Currently primary schools in East Lothian use a range of data to inform planning to meet children's learning needs, including the SEEMIS tracking of Curriculum for Excellence levels, the On Track with Learning tracking tool, and standardised spelling and reading tests. An important

support for schools in ensuring effective planning and assessment is the moderation processes at school and cluster level.

3.9 Literacy attainment in secondary schools

- 3.9.1 PIPs data, Curriculum for Excellence levels and Primary 7 profiles are used by our secondary schools to inform teachers about attainment and achievements of primary 7 children moving into S1. All schools are planning and assessing using Curriculum for Excellence. All secondary schools are tracking progress in Curriculum for Excellence levels at S1 to S3. There are examples of very good practice at departmental level including one to one learning conversations with identified young people. There is currently work underway to ensure a consistent approach within and across schools.

All schools use a standardised assessment, MidYIS (Middle Years Information System), to measure ability and aptitude for learning. This is used so that teachers can judge how much 'effort' will be required to take pupils to external examinations. All 6 schools performed higher than their predicted results from the S2 MidYIS tests in the 5+ Level 4 and 5+ Level 5 measures with the exception of Ross High School which performed just below their predicted score in 2012/13.

With regard to progress in literacy in relation to national levels of performance (SQA), by the end of S4, East Lothian continues to equal or perform above both the national and comparator authorities. Over the last 5 years at S4, English at level 3, a key indicator for literacy, has remained the same. It is above both national and our comparator authority averages. By the end of S6, with regard to English at level 3 East Lothian performs significantly above the comparator and the national averages.

3.10 *Strategies for raising attainment in Literacy in Primary and Secondary schools 5-18*

East Lothian has a Literacy Action Plan for session 2013/4 which includes partners (appendix 2). Key developments from the Action Plan and additional measures are detailed below:

3.11 Accelerated Reader

The vast majority of schools in East Lothian, both primary and secondary, implement Accelerated Reader. Accelerated Reader is a tool for monitoring and managing independent reading practice. Using information generated by the software, teachers can help students select books that are difficult enough to keep them challenged, but not too difficult to cause frustration. In addition, it helps teachers to monitor students' vocabulary growth, literacy skills development and reading skills taught through other reading strategies. Feedback from schools strongly indicates that pupils using Accelerated Reader make good progress in their reading. It has encouraged a greater interest in reading, especially with boys.

3.12 **Moderation**

We have now developed a very good model for moderation across all three key curriculum areas. This is especially true in areas of literacy and numeracy. The aims of this model are to ensure that moderation:

- Is robust and rigorous and gives confidence in teachers' judgements.
- Provides the opportunity for teachers to collaborate and participate in professional dialogue.
- Ensure fairness to all learner and young people and is open and transparent to all staff.
- Is fit for purpose and proportionate with processes articulating across stages and sectors.
- Fosters mutual trust, openness to different ideas and respect for the different skills, experience and understanding that all participants bring.
- Ensures that learning, teaching and assessment are planned in a coherent way and that assessment is valid and reliable.
- Provides opportunities for feedback and planning for improvement.
- Is manageable and the methods used are accessible and easily arranged with ongoing professional dialogue as a key component.
- Promotes learner engagement through learners discussing criteria, sharing and reviewing samples of their work and identifying strategies they found helpful to their learning.
- Promotes capacity building of assessment expertise, professional learning and development and quality improvement as integral to quality assurance processes.

The sharing of standards across the local authority ensures that teachers are making good judgements about children's progress across the curriculum. Teachers are now more able to plan programmes of work for children that are more matched to their needs. It also ensures that teachers' expectations are increased and that there is an appropriate level of challenge.

Comment by HM inspectors on this model in the Musselburgh cluster:

*'Approaches to **moderation** are sector leading. Led by the headteacher, staff have developed a practice for moderation in the school that is now being put in place across the Musselburgh cluster. This demands that staff not only have a sound working knowledge of the relevant experiences and outcomes at their own teaching level but also that they have a secure knowledge at the level at which they are moderating.'*

3.13 **Improved use of data**

All schools are increasingly making good use of standardised information to support children's learning. For example, the Single Word Spelling Test is used in every primary school alongside Accelerated Reader Star reading assessments and PIPs. Some schools supplement this information with additional standardised assessments from commercial providers such as GL Assessment of progress in English. In addition to using standardised information, all schools have procedures in place to monitor and track

progress at individual pupil level. This allows schools to provide appropriate interventions for those children where progress is deemed to be insufficient. Schools and clusters are using the range of assessment evidence to set shared targets to improve attainment for example increasing the number of children who will have a reading age of 10 by the end of P7.

3.14 **Strategies at school level**

Primary schools are using a range of strategies across the local authority to improve attainment in reading. These include Read, Write, Inc, Softstart, Parents for Reading, Parent Homework Clubs. Most notable has been 'Dunbar Reads Together' which has been a very successful community approach to improving the level of children's literacy. At its centre was the aim to engage children in reading more and to engage the whole school community to foster a love of reading in children. This approach has been recognised as innovative and has led to a similar whole cluster development within the Tranent cluster. The reading attainment in Dunbar has shown a marked improvement in PIPs results across the school.

Working with CLD and East Lothian Works secondary schools provide a number of programmes to target young people with low levels of literacy, for example young people in the 16+ age group who are reluctant readers are successfully taking the 'six book challenge'. Targeted individuals are taking part in the Healthy Reading Scheme, where appropriate, and those at risk of not achieving employment are supported to produce CVs. East Lothian Works provides one to one tutoring in literacy for 16-19 year olds involved in Activity Agreements. Through Youth Employment Scotland the Scottish Government also fund paid work experience for 16-24 year olds for six months. 32 participants currently have placements with East Lothian Waste Services. Part of this programme addresses individuals' literacy and numeracy learning needs through the Council's Adult Literacy and Numeracy service.

In addition, many young people in secondary schools successfully achieve SQA lifeskills and employability awards which encompass the core skills of literacy and communication.

3.15 ***Future developments for raising attainment in Literacy***

Schools are working together at cluster level to ensure that Cluster Development Plans are more robust and focussed on a collective responsibility to raise attainment. This includes shared expectations across sectors, shared targets and shared learning and teaching approaches.

This collaborative approach involves a clear focus on improving arrangements for effective curricular transitions. For example, staff from the secondary English department along with associated primary schools are now starting to share expectations in relation to expected standards of literacy for children moving into S1. These standards relate to knowledge and skills. This will

ensure that children will make the best start possible to their secondary education.

In the Musselburgh cluster, the cluster action plan includes working with a range of partners. It is based on the notion that it takes a community to raise a child. It is used to share pedagogy across literacy, numeracy and maths, and health and wellbeing. The Musselburgh learning community is not just seen as a group of schools, but includes partners from Children's Wellbeing, NHS, CLD and shares one development plan with priorities based on a shared understanding of data. This type of joint working is happening in a number of our clusters. The aim now is for it to happen in all our clusters.

3.16 Conclusion

There is much good work going on within schools, clusters and across the local authority to raise attainment in Literacy. This is based on current research and sound pedagogy. In most areas, this is now impacting positively on the attainment of children. The focus for this is the Literacy Action Plan (Appendix 2) which clearly details key actions being undertaken over the course of this session. The progress and priorities will be reviewed at the end of the current academic session. This review will influence future planning and priorities in relation to Literacy across East Lothian.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial – None

6.2 Personnel – None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 East Lothian PIPS Attainment Data (Appendix 1) and Literacy Action Plan (Appendix 2).

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Appendix 1 East Lothian PIPS Attainment Data

General Observations re P1 Baseline (On-Entry) and Follow-up (End) Scores

On entry, East Lothian pupils score higher than the standardised average of 50 in reading. On average, approximately 75% of pupils are making progress as expected or quicker than expected which is in line with or higher than national norm by the end of P1. Girls generally score higher than boys in both on-entry and end scores in reading.

General Observations re P1 Value Added

In Reading, the value added has fluctuated over the last 5 years with the 3 and 5 year average typically above the National Average. 2012-13 shows a drop below the national average for the first time since 2009-10.

General Observations re P3-P7 PIPS Assessments

In Reading, the value added is typically close to or above the National Average.

P3-P7 PIPS ASSESSMENTS

General Observations P3 – P7 PIPS Context Value Added:

Reading

Overall – There has been an improving trend in reading in East Lothian for the past 5 years. The East Lothian average has been higher than the National Average for the previous 2 years (2012/13 and 2013/14). There has been an improving trend for all boys for the previous 3 years. East Lothian has maintained higher than National Average for girls (although their most recent average has dropped slightly in 2013/14).

P3 – Overall there has been an improving trend in reading at P3 for the previous 3 years and East Lothian has been above the National Average for the previous 2 years. There has been a continually improving trend over the last 3 years for girls, and over the last 2 years for boys. Both boys and girls were above the National Average in the most recent data (2013/14).

P5 – East Lothian has maintained above the National Average performance although there has been a decrease in 2013/4 to below average performance for the first time in 4 years. There is a fluctuating trend for boys with 2013/14 seeing a decrease, and a decreasing trend for girls. Girls still remain higher than the National Average. P5 boys have a consistently lower average compared to the National Average.

P7 – There has been an improving trend for the previous 4 years and East Lothian has maintained above the National Average performance for the previous 3 years. There is a continually improving trend over the last 3 years for girls. The previous trend of improvement has ended with a very slight decrease for P7 boys. P7 Boys consistently have a lower average compared to the National Average.

Gender Split – There is a significantly and consistently higher % of girls whose performance is in line with expectations or better than expected given their developed ability compared with boys in Reading and in comparison to the National Average.

General Observations re P3-P7 PIPS Prior Value Added:

Reading

Overall - A recent increase in performance in 2013/14 maintains the above National Average performance in reading for all pupils for previous 3 years. Only 1 year in previous 6 years, was below National Average.

P3 -There are fluctuating trends at P3 for all pupils and for the performance of both boys and girls. East Lothian has maintained above the National Average for all pupils in 4 of the previous 6 years. Girls consistently perform above the National Average and boys consistently have a lower average compared to the National.

P5 – Although a slight decrease in 2013/14, the East Lothian average has remained above National Average for the previous 3 years. P5 boys have a higher than National Average for the previous 2 years and girls for the previous 4 years.

P7 - Pupils have maintained a higher than National Average for 5 of the previous 6 years of data. 2013/14 was significantly higher than national norm. P7 Girls have been higher than the National Average every year and boys for the previous 3 years.

Gender Split – there is a consistently higher % of girls whose performance is in line with expectations or better than expected given their previous assessment compared with boys in Reading. Girls in all stages typically have a higher average than the national norm, whereas over the previous 2/3 years, P5 and P7 boys have also shown a higher than National Average.

Appendix 2



East Lothian
Education Department
Services for People

Literacy Action Plan
Session 2013-2014

East Lothian Literacy Action Plan

Introduction

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

The East Lothian Literacy Action Plan:

- sits within the same framework as that of our partners in the Literacy Hub – Edinburgh City Council, Midlothian, West Lothian and Scottish Borders’ authorities.
- is organised under the following four headings: early years; primary; secondary; adult literacies.
- is underpinned by successful local partnerships, including those with Health, CLD, Edinburgh College, Libraries and Third Sector providers.
- enables practitioners to fulfil key recommendations of *Teaching Scotland’s Future* by encouraging reflection on teaching approaches in literacy and impact on learners and by facilitating the sharing of good practice and collaboration within and beyond the authority.

The East Lothian Literacy Action Plan is also informed by the national plan - **Literacy Action Plan: An Action Plan to Improve Literacy in Scotland**.

The national plan identifies a number of priorities across learning:

- *Breaking the link between poor literacy levels and deprivation*
- *Improving skills of the few who have difficulties with basic literacy, particularly those who are vulnerable*
- *Ensuring young people progress successfully from basic to advanced literacy skills*
- *Raising advanced literacy skills for all*

Effective lifelong learning strategies

In light of their key role in raising literacy standards, we expect all local authorities to have effective literacy strategies in place... these strategies should reflect a sustained ongoing commitment to raise standards through local service provision and should be informed by good practice elsewhere... all effective strategies should encompass:

- **Targeted approaches** - using proven teaching methods to develop an appropriate approach for each learner (GIRFEC)
- **CPD** – local authorities should lead in developing programmes to support their literacy strategies
- **Evaluation** - local authorities should evaluate the impact of their strategies and to modify them in light of findings ... some have involved educational psychologists to good effect in developing, evaluating and modifying their strategies. Practitioners should be encouraged to reflect on the impact of their teaching approaches on their learners’ literacy and, in light of this, adapt and refine practice.
- **Working together** – a wide variety of organisations and agencies are needed to make appropriate and timely interventions, particularly at local level. Involving a wide range of partners would benefit local literacy strategies.

East Lothian Literacy Action Plan 2013 – 2014: Early Years

Priority	Key Actions	Success Criteria	Timescales	Lead/s
<p>To address inequalities in health and educational outcomes through <u>Support from the Start</u>. Three key themes: Leadership – Early Years Engagement – Community Learning – Parents and Community</p>	<ul style="list-style-type: none"> • Facilitate and support local communities in identifying priorities and development of 'Equally Well' • Continue to use PEEP 	<ul style="list-style-type: none"> • Communities have individual action plans • Market-Place events in each cluster • Modelling to Parents e.g. 'Stay and Play' (Burgh) • 'Tots n Teens' (Knox) • 'Young Mums' Group' (Dunbar) • 'Soft Start Fridays' (Wallyford) • 'Book Bug' Sessions (Libraries) 	<p>2013 – 2014</p> <p>Ongoing</p>	<p>Public Health Practitioner Cluster Support from the Start Champions</p> <p>Early Years staff CLD Library staff</p>
<p>To continue to use a range of effective approaches and interventions to support early literacy and communication in all early years' settings (Nursery to P1)</p>	<ul style="list-style-type: none"> • Continue to provide literacy-rich environments • Participate in the Scottish Book Trust gifting scheme • Participate in the Scottish Children's Book Awards • Continue to use a variety of approaches across early years' settings • Continue the 'Music and Me' programme in Nurseries 	<ul style="list-style-type: none"> • All aspects of literacy learning are embedded with Nursery activities, a natural part of learning through play • Bookbug bags – book gifting (e.g. Pirate bookstart) • Children and families engage with the three books, discuss and vote for Awards • Children are making appropriate progress in pre-literacy and literacy, learning through communication and play and - when appropriate - the use of more formal teaching such as Jolly Phonics, Big Writing, a HOTs approach to reading and reciprocal reading • An improved readiness to learn by the development of early reading skills/emotional wellbeing 	<p>Ongoing</p> <p>Annual</p> <p>Annual</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2013</p>	<p>Nursery and Primary HTs Early Years staff</p> <p>Library staff Primary HTs</p> <p>ESO QIO</p> <p>Dunbar Primary School</p>

Early Years' practitioners engage in continuing professional learning	<ul style="list-style-type: none"> • Sharing and Learning from good practice • Contribute to any organised Cluster/Authority Events • Sharing and learning from good practice 	<ul style="list-style-type: none"> • Edinburgh's 'Up, Up and Away' Resource for Early Years has been issued. • Each school will contribute and participate in the Literacy Festival at Dunbar Primary School. • All schools contribute at least one example to the East Lothian Literacy Directory 	<p>March 2013</p> <p>Friday 25 October afternoon session 2013</p> <p>March 2013</p>	QIO
To continue to assess readiness to learn and target support to Clusters, using the Early Development Instrument	<ul style="list-style-type: none"> • Use the EDI in P1 to assess readiness to learn and to identify areas of need for support and intervention strategies 	<ul style="list-style-type: none"> • The EDI has been used with all P1 classes • An analysis has been issued to schools, Clusters and the Education Department • Appropriate strategies and support put in place 	2013-2014	Primary HTs
To continue to facilitate the transition from Nursery to P1	<ul style="list-style-type: none"> • Transition activities in each school • Transfer and use made of Learning Stories 	<ul style="list-style-type: none"> • Transition visits and activities have taken place e.g. teddy bears' picnic • Learning Stories inform P1 teachers and parents and allow 'ownership' by children. Smoother continuity and progression 	Summer term 2013 and summer term 2014	Nursery and Primary HTs
To use e-PIPS in P1 to provide a benchmark	<ul style="list-style-type: none"> • e-Pips assessment of all P1 children 	<ul style="list-style-type: none"> • Results issued to schools to establish benchmark and inform strategy 	Autumn 2013	MIS team Primary HTs
To ensure effective participation in national and inter-authority initiatives	<ul style="list-style-type: none"> • To continue to participate in the Literacy Hub with Edinburgh, Scottish Borders, Midlothian and West Lothian • To participate in the 'Away team' with Midlothian in the Early Years' Collaborative 	<ul style="list-style-type: none"> • To share good practice and resources in effective approaches to Literacy • East Lothian Representatives to deliver workshops at the Inter-Authority Literacy Event: 'Building bridges to close the gap' • East Lothian delegates to attend the above event 	<p>2013-2014</p> <p>August 31st 2013</p> <p>August 31st 2013</p>	<p>QIO Team</p> <p>(DPS) (CLD)</p> <p>Education: 16 delegates</p> <p>Early Years Team</p>

East Lothian Literacy Action Plan 2013 – 2014: Primary

Priority	Key Actions	Success Criteria	Timescales	Lead/s
Continue to raise attainment in Literacy and English	<ul style="list-style-type: none"> • Analyse data from the Early Development Instrument in P1, e-PIPs in P1, P3, P5 and P7 and Accelerated Reader in relevant schools • Support and challenge to schools • Support approaches to assessment and moderation through school and cluster meetings. Develop use of the Local Authority Assessment Resource (LAAR) 	<ul style="list-style-type: none"> • All schools continue to measure and monitor progress • Clusters will discuss data in cluster workbooks and this will inform the Cluster Improvement Plan • Support and challenge provided to identified schools/stages • All schools and cluster literacy co-ordinators take part in school and cluster moderation. Schools contribute to and use evidence on the LAAR for moderation 	<p>Cluster Meetings 2013 – 2014</p> <p>Evaluation visits First and Second Terms 2013–2014</p> <p>2013 – 2014</p>	<p>Primary HTs</p> <p>QIO Team</p> <p>School and Cluster co-ordinators QIO team</p>
Continue to implement consistent approaches to reading in line with best practice in active learning, formative assessment and meeting learning needs through CfE	<ul style="list-style-type: none"> • Monitor and evaluate impact of different approaches • Sharing and learning from good practice • Organise CPD/Sharing practice and contribute to cluster/authority events 	<ul style="list-style-type: none"> • All schools continue to monitor and evaluate the success of reading approaches e.g. reciprocal reading, jolly phonics and so on. • All schools contribute at least one example to the East Lothian Literacy Directory • All staff are aware of relevant CPD opportunities • Each school will contribute and participate in the East Lothian Literacy Festival at Dunbar Primary School • All staff are aware of ideas and resources on Education Exchange e.g. Directory; Routes to Reading; Sue Ellis materials ... 	<p>On-going</p> <p>March 2013</p> <p>Ongoing</p> <p>October 25 2013, afternoon</p>	<p>Primary HTs</p> <p>Staff Development Officer/Team</p> <p>Dunbar Primary School</p>

Continue to work with partners to improve literacy for all children	<ul style="list-style-type: none"> • Continue to work with communities, NHS and CLD 	<ul style="list-style-type: none"> • Families increasingly engaging with children's literacy through partnership working such as Support from the Start, Soft Start (Wallyford); Dunbar Reads Together 	2013 – 2014	Primary HTs Public Health Practitioner CLD Service
	<ul style="list-style-type: none"> • Continue to work with the Library Service and the Scottish Book Trust 	<ul style="list-style-type: none"> • Pupils access the public library to use Accelerated Reader • Pupils participate in events organised by the Libraries: Summer Reading Challenge: Tyne/Esk writing competition (P4 up); Lennox Author Award; Bookbug; Scottish Children's Book Awards. 	2013 – 2014	Library service
	<ul style="list-style-type: none"> • CPD Sessions provided by the Library Service 	<ul style="list-style-type: none"> • All staff are aware of training and project boxes provided by the Public Library Service and able to access AR Training 	2013 – 2014	Library service
Continue to promote consistent approaches to teaching writing in primary in line with best practice	<ul style="list-style-type: none"> • Continue to organise CPD/Sharing Practice 	<ul style="list-style-type: none"> • All Staff are aware of relevant CPD, for example on cursive script; Big writing etc • All staff are aware of ideas with impact on Education Exchange and the East Lothian Literacy Directory 		Staff Development Officer/Team
Continue to implement intervention targeting the lowest attaining 20% and those with identified difficulties	<ul style="list-style-type: none"> • Continue to identify needs and use appropriate interventions including technology 	<ul style="list-style-type: none"> • All staff are aware of advice and guidance (including the resource <i>Literacy and Dyslexia: Identifying and meeting needs</i>) • Staff use appropriate strategies e.g. SRA, Toe by Toe, Fresh Start etc • Staff are aware of and can access appropriate technology 		Inclusion Team Primary HTs ESO

East Lothian Literacy Action Plan 2013 – 2014: Secondary

Priority	Key Actions	Success Criteria	Timescales	Lead/s
Continue to raise attainment in Literacy and English	<ul style="list-style-type: none"> • Analyse data (PIPS, MidYis, AR, STACs) and relevant interventions planned • Support and challenge to departments • Support approaches to assessment and moderation through school and cluster meetings. Develop use of the Local Authority Assessment Resource (LAAR) on Education Exchange • Organise CfE Subject Support meetings, with input from local authority writers and verifiers. • Continue to raise advanced level literacy skills for all (including higher order thinking skills) • Provide support with planning for progression/national qualifications 	<ul style="list-style-type: none"> • Data analysed – progress identified; interventions in place for target individuals/groups • Support and challenge provided to identified departments • All school and cluster literacy co-ordinators take part in school and cluster moderation. Schools contribute to and use evidence on the LAAR for moderation • Each department represented - at least two subject support meetings. • All English departments will receive appropriate support in planning for progression/NQs. East/Midlothian writing teams will provide plans and materials developed for the NQs. Authority nominees for verification will be trained and will share this training across all departments. English departments will be kept up to date on developments with National qualifications by dissemination of information and attendance at CPD/SQA events where possible. 	<p>From August 2013 – June 2014</p> <p>By June 2014</p> <p>October 2013 – May 2014</p> <p>August 2013 – June 2014</p> <p>August 2013</p> <p>By October 2013</p> <p>August 2013 – June 2014</p>	<p>PTCs Literacy and English PTs SfL</p> <p>Secondary HTs QIO team</p> <p>Literacy co-ordinators</p> <p>Secondary HTs/QIO team</p> <p>SQA co-ordinators</p>
Further embed effective approaches to literacy across learning (LAL) in Secondary	<ul style="list-style-type: none"> • Meetings of Literacy working groups within schools 	<ul style="list-style-type: none"> • Literacy groups meet at least twice 	2013 – 2014	School Literacy Co-ordinators

Schools and engage in continuing professional learning	<ul style="list-style-type: none"> • Contribute to any organised Cluster/Authority Events • Identify and organise high quality CPD for staff • Sharing and learning from good practice 	<ul style="list-style-type: none"> • Each school will contribute and participate in the Literacy Festival at Dunbar Primary • All are aware of relevant <u>authority</u> CPD events (for example Cursive Writing) <u>inter-authority</u> events (for example the Literacy Hub Festival at Napier University); <u>Education Scotland</u> CPD events (for example National Literacy Network Meetings; LAL CPD; Literacy through Outdoor Learning; GLOW resources and how to access these.) • All departments contribute at least one example to the East Lothian Literacy Directory. 	<p>October 25, afternoon 2013</p> <p>On-going</p> <p>August 31st 2013</p> <p>On-going</p> <p>March 2013</p>	<p>Dunbar Primary School</p> <p>Staff development officer</p> <p>Staff development officer QIO Team</p> <p>QIO team</p>
Improve the reading skills of learners in S1/S2 at risk of not achieving functional levels of literacy	<ul style="list-style-type: none"> • Implement intervention programmes for identified learners • Evaluate targeted support • All secondary schools using Accelerated Reader 	<ul style="list-style-type: none"> • Use of SRA or programmes for identified learners (e.g. Toe by Toe) • Appropriate CPD e.g. Accelerated Reader • Star Reader results are improving • Progress for identified learners shown in relevant MidYis scores/NQs 	<p>2013 – 2014</p> <p>2013 – 2014</p> <p>Spring 2014</p> <p>Spring 2015</p>	<p>English Literacy PTs Support for Learning PTs</p> <p>Secondary school librarians</p>
Improve literacy levels at 16+ transition for LAC, LAAC and the lowest attaining 20%	<ul style="list-style-type: none"> • Identify need and put in place necessary support; a transition plan is in place • Work with partners to refer individuals for literacy programmes (including 1:1) 	<ul style="list-style-type: none"> • Need identified and transition plans in place, where appropriate • Referrals made to the East Lothian Works; CLD; Third Sector; Edinburgh College for individuals needing further literacy support 	<p>Autumn 2013</p> <p>2013 – 2014</p>	<p>Pupil Support, Guidance, 16+ Hub</p> <p>Pupil Support, Guidance, 16+ Hub</p>
Improve attainment for learners with an identified need which impacts on literacy and their ability to access the curriculum	<ul style="list-style-type: none"> • Identify need and put in place appropriate support/strategies • Advise schools in the use of technology to support learners and provide relevant CPD 	<ul style="list-style-type: none"> • Identified learners have a plan tailored to their needs • Strategies are shared with all practitioners in the school • Technology used to provide appropriate support • Relevant staff aware of CPD available 	<p>Autumn 2013</p> <p>2013 – 2014</p>	<p>Pupil Support PTs</p> <p>ESO</p>

	<ul style="list-style-type: none"> • Advice and support e.g. in implementing relevant legislation; latest dyslexia research; SQA assessment arrangements • Provide advice and follow-up support, if needed, including evaluation of impact of interventions 	<ul style="list-style-type: none"> • Relevant staff are aware of changes/developments and how to implement these (including access to the resource <i>Literacy and Dyslexia: Identifying and meeting needs</i>) • Support in evaluation of impact on an individual casework level, as arranged with individual schools • Barriers to learning for individuals are overcome, as far as possible, and attainment is improved 	<p>2013 – 2014</p> <p>2014</p> <p>2014</p>	<p>Educational Psychologists and Inclusion Team</p> <p>Educational Psychologist Team</p> <p>Pupil Support PTs</p>
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East Lothian Literacy Action Plan 2013 – 2014: Adult Literacies

Priority	Key Actions	Success Criteria	Timescales	Lead/s
To further develop literacy core skills for those in the 16-24 group at risk of not progressing into a positive destination	Work with partners to expand the number of young people who participate in literacy programmes to help them to achieve a positive destination	<ul style="list-style-type: none"> • More young people on tailored programmes through East Lothian Works which equip them with literacy skills/qualifications for employment. (Literacy 1:1; employability awards; lifeskills; Activity Agreements; GRFW) • More referrals to CLD by secondary schools • Participation in programmes e.g. 16+ football and literacy; employability; motorcycle project; making time count (CLD) • CLD representative on Literacy Hub. Deliver workshop at the Literacy Hub event • 16 – 24 reluctant readers successfully taking the ‘six book challenge’ • Targeted individuals taking part in the Healthy Reading Scheme, where appropriate • Those at risk of not achieving employment helped to produce CVs. • Provision of College places for Christmas leavers • Baseline literacy and progression in literacy qualifications for young people • Continue participation in the LEAPS programme and an increasing number of young people accessing HE. 	<p>By Christmas 2013</p> <p>Autumn 2013</p> <p>August 31st 2013</p> <p>2013 – 2014</p> <p>Ongoing</p> <p>Ongoing</p> <p>By January 2014</p> <p>2013 – 2014</p> <p>Summer 2014</p>	<p>East Lothian Works</p> <p>PTs Guidance</p> <p>CLD</p> <p>CLD</p> <p>Library Service and CLD</p> <p>Library Service and CLD</p> <p>PTs Guidance in consultation with Edinburgh College</p> <p>PTs Guidance in consultations with LEAPS</p>
Development of family learning approaches to support children’s learning and adult literacies	Work with partners to develop family learning activity in nurseries, schools, community	<ul style="list-style-type: none"> • Continue Support from the start across ELC – Cluster market-place events for communities (e.g. play activities/stay and 	2013 – 2014	Public Health Practitioner Childcare Officer Cluster Support from the

	venues and libraries	play) Including participation in:- PEEP (e.g. Burgh) Young mums' groups (Dunbar) Bookbug Sessions (Libraries) Soft Start (Wallyford) Tots n Teens (Haddington/Knox)		Start Champions Adult Literacy & Numeracy team Library service Wallyford Primary / CLD Knox Academy
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