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| **Improvement Priority title:**  Raising Attainment in Literacy, Language and Communication: Taking a Developmental Approach to Emerging Literacy |
| **Linked to QI/Theme:**   * Q.I 1.3 – Leadership of change * Q.I 2.3 – Learning, teaching and assessment * Q.I 2.5 – Family learning * Q.I 2.7 – Partnerships * Q.I 3.2 – Raising attainment and achievement |
| **Linked to National Improvement Framework Priority (check all that apply):**   * Improvement in attainment, particularly in literacy and numeracy ☒ * Closing the attainment gap between the most and least disadvantaged children ☒ * Improvement in children and young people’s health and wellbeing ☐ * Improvement in employability skills and sustained, positive school leaver destinations for all young people ☐   **Linked to National Improvement Drivers (check any that apply):**  School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children’s Progress ☒ School Improvement 🗵 Performance Information 🗵 |
| **What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes):**  **Pupils as learners will:**   * experience a developmentally appropriate curriculum in early literacy, language and communication * develop the foundational skills required to achieve Early Level in listening & talking, reading and writing.   **Staff as learners will:**   * have confidence in their approach to early literacy, language and communication * understand how children are making progress in literacy, language and communication. |
| **Success criteria (how will we know if the change has been an improvement?):**  **Pupils as learners will:**   * have secure foundational skills which enable them to listen, talk, read and write * make appropriate progress within and through the Early Level in listening and talking, reading and writing. * Increasingly use BSL to communicate   **Staff as learners will:**   * be able to articulate the progress of each learner, based on robust evidence. * be able to articulate the impact the professional learning and collaboration is having on their practice. * Increasingly use BSL to communicate |

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| **Monitoring and evaluation procedures (how will we know if our success criteria have been met?):** | **Who will lead this? (detail of responsibilities and timescales)** |
| * Use Emerging Literacy Overview of Pre-School (4 year old) skills as a prompt for discussion as part of teacher transition meetings from nursery-school. | * KM / AS June 2018 / June 2019 |
| Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor progress | * AS and in discussion with JS |
| End of Level Teacher Judgements for Primary 1 – Achievement of Early Level | * AS and in discussion with JS |
| Evidence of family engagement – information given to parents on how to support their child with certain aspects of emerging literacy e.g. Concepts of Print | * AS / JS |
| Progress of embedding the approach monitored through the Emerging Literacy Audit Tool and the ADKAR **(awareness, desire, knowledge, ability, reinforcement)** evaluation model | * AS / JS |
| Monitoring of learning experiences which take a developmental approach across the Early Level | * AS / JS |
| Monitoring of adult/child interactions using the Words Up Early Matrix across the Early Level | * AS / JS |
| Moderating the learner’s key learning within the profile | * AS / JS |
| Monitor ongoing progress of children who have transitioned from P1 into P2 in August 2018 | * KM / JS |
| Following training, monitor the learning experiences through the school’s approach to language and communication | * AS / KM / JS |
| Through observations, dialogue around planning, self-evaluation of the school improvement plan and monitoring and tracking conversations, identify the impact of a whole-school approach to literacy, language and communication | * School team |
| Pupils and staff can use more BSL signs in conversation and song. | * KW / All |

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| **What exactly are we going to do? (detail of specific actions)** | **Who will lead this? (detail of responsibilities and timescales)** |
| Attend whole day training for Emerging Literacy | Term 4 of 2017/2018 session – P1 Teacher/ SMT |
| Deliver introductory family learning workshop on Emerging Literacy | 5/9/18 – AS / JS |
| Complete initial Emerging Literacy assessments with P1 children | August 2018 – AS |
| Attend 6 Local Networks during the 2017/2018 session | September 2018 – June 2018 – AS / JS |
| Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, tracking progress | Ongoing: 2018/2019 – AS / JS |
| Ongoing universal and targeted support is given to families on the progress children are making and ways which they can support at home | Ongoing 2018/2019 session – AS / JS |
| Information to be passed from the Primary 1 teacher (2018/2019) to Primary 2 teacher (2019/2020) on the progress that learners have made within the key skill areas of Emerging Literacy | Term 4 of 2018/2019 session – P1 Teacher/ P2 Teacher |
| Words Up Early – Level 1 adult/child interaction training – displayed in nursery and made available to parents | KM / DB / MR / JS |
| Deliver whole-school Emerging Literacy training to share: \* the approach \* how this is developed in the early stages \* how to support children with gaps in their foundational literacy skills beyond the Early Level. (2 hours) | AS / JS – During the 2018/2019 session |
| Continue learning 4 BSL signs of the week and songs when appropriate in school. Weekly visits to the nursery to learn signs and songs. Promote BSL with parents via bulletins, Glow, assemblies and open morning. BSL ambassadors. | KW / BSL Ambassadors |

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| **Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project? Briefly mention any relevant points from your Pupil Equity Fund planning.)**  Taking a developmental approach to Emerging Literacy ensures that the developmental gaps in foundational reading and writing skills for all children are addressed to ensure that literacy learning is built upon a solid foundation. The [**Northern Alliance Emerging Literacy Interim Report (March 2018)**](https://highlandliteracy.files.wordpress.com/2018/02/northern-alliance-raillc-interim-report-march-2018-final.pdf) detailed:  *From the analysis of the ‘Achievement of CfE Levels’ data for Early Level Literacy in Highland (P1 in 2016/2017), it would be reasonable to summarise:*   * Children in Highland Emerging Literacy Network (ELN) schools outperformed those in non-network (Non-ELN) Highland schools in all three organisers of Literacy – Listening & Talking, Reading and Writing:   + Children in ELN schools were 30% more likely to attain at least Early Level in all 3 areas, 50% more likely in Listening and Talking, 60% in Reading and 40% in Writing than children in Non-ELN schools. * Taking a developmental approach to Emerging Literacy is closing the poverty related gap between children living in the most deprived areas (SIMD 1-3) and children living in the least deprived areas (SIMD 8-10):   + The most deprived children (SIMD Deciles 1-3) were twice as likely in Emerging Literacy Network schools in Highland to achieve at least Early Level in each area.   + In the Highland Emerging Literacy network schools, deprived children were much more likely to achieve Early Level in at least one of the three organisers than in non-ELN schools. Overall, 19% of children in ELN schools achieved no level in any organiser as opposed to 46% of children in non-ELN schools.   + Children in the least deprived deciles did as well or better in Highland Emerging Literacy Network schools, showing that the approach did not “hold them back” in any way. |
| **Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)**  The Emerging Literacy Networks support staff through collaborative Career Long Professional Learning (CLPL), supporting the planning learning, teaching and assessment cycle. The time implications reflected in the ‘Expected resource needs’ is reflected in the Working Time Agreement/ personal CLPL. The school is developing a whole-school approach to Emerging Literacy through the collegiate support materials provided through the Emerging Literacy networks. |

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| **Creativity opportunities:**  Taking a developmental approach to Emerging Literacy equips practitioners to develop early literacy, language and communication skills through their environment and interactions. The Emerging Literacy Networks provide the collaborative platform for practitioners to share approaches to planning of learning, teaching and assessment. Creativity skills are core to early literacy through the five key components of concepts of print, oral language, pencil control, phonological awareness and working memory & executive function, e.g.   * providing children with resources in the environment which support children’s gross and fine motor skills, allowing children to demonstrate their skills of curiosity and problem solving whilst developing pincer and tripod grasp * developing quality role-play areas which promote open-mindedness and role play, supporting children’s language and communication skills through quality adult/child interaction. |
| **Expected resource needs:**  * [**Highland Council - Emerging Literacy**](http://www.highlandliteracy.com/emerging-literacy) **– Support Resources** * Network Twilights – 11 hours (4 x 2 hours and 2 x 1.5 hours) * Time to complete initial assessments/ screens * Ongoing dialogue – Nursery/P1 Teacher/P2 Teacher / SMT * Whole-school collegiate sessions (2 hours) |