

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE21 June 2017Report by Director of EducationDRAFT LITERACY STRATEGY**PURPOSE**

1. To seek elected member approval for the draft Literacy Strategy.

RECOMMENDATIONS

2. Education Committee is asked to :
 - a. approve the draft Literacy Strategy;
 - b. instruct the Director of Education to bring reports to Education Committee on the impact of its implementation.

BACKGROUND

3. In Scotland we have well established policy frameworks through which action to improve literacy across the key life stages in Scotland is focused: *The Early Years Framework* and *Curriculum for Excellence* being of central importance. Getting it right for every child (GIRFEC) is the national programme for all who work with children and young people which underpins these and broader related frameworks.
4. Within these frameworks, as well as building reading, writing and talking and listening skills, learners are supported to progress towards the development of advanced literacy skills, such as critical thinking, analysing, evaluating and interpreting.
5. The Council's vision is for East Renfrewshire to be a modern ambitious council, which works to create a fairer future with all. It is committed to improving the lives of local people, promoting equality and fairness and enhancing the area in which we live, now and for the future. The five capabilities of **prevention; community engagement; data, evidence and benchmarking; modernising how we work; and, digital** are embedded throughout the work of the strategy. The draft strategy will also ensure that learners have the necessary literacy skills they need to be successful in the workplace
6. The Education Department's vision is one of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. We believe that this vision can and will be realised through raising standards of literacy for all, from early years to adulthood:
 - Early Years Literacy
 - School Aged Literacy
 - Youth and Adult Literacies

REPORT

7. The attached strategy has been written by officers from the Education Department, led by the Head of Education Service (Equality and Equity).
8. The strategy links clearly to East Renfrewshire's current Single Outcome Agreement with the Scottish Government and will particularly contribute to Strategic Outcomes 1 and 2:
 - All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed; and
 - East Renfrewshire residents are fit and active and have the skills for learning, life and work.
9. The East Renfrewshire Council (ERC) literacy strategy aims to improve:
 - outcomes and reduce inequalities in literacy development;
 - attainment in literacy throughout the years of the broad general education and senior phase;
 - the employability skills of pupils, school leavers and adults;
 - teacher confidence and competence in teaching literacy and English; and
 - the quality of learning and teaching.
10. The strategy will build on existing good practice in East Renfrewshire and ensure that literacy will have a central and continuing focus in education. The strategy is supported by a set of principles which provide strategic direction to all staff involved. It recognises the need to work with parents and partners to improve literacy across East Renfrewshire's population.
11. Critical Indicators and outcomes are set out and will measure the impact of the activities which we will undertake to deliver the strategy.
12. The Literacy Strategy will be monitored on an ongoing basis within the Education Department, with progress reported to the Education Committee on an annual basis through yearly presentations on attainment and through the department's and schools' Standards and Quality Reports.

CONSULTATION

13. In formulating this Literacy Strategy, East Renfrewshire Council Education Department has demonstrated its commitment to taking into account the views of the workforce. Staff from early years, primary and secondary schools, Adult Learning Services, East Renfrewshire Culture and Leisure Trust (ERCLT) and HSCP (Speech and Language Therapy and Health Visiting) contributed during this process.

FINANCIAL AND EFFICIENCY IMPLICATIONS

14. To support attainment and achievement the Council has allocated an Early Years Pupil Equity Fund for session 2017/2018. The Literacy Strategy was awarded £107,000 from this fund which will be used to support early literacy in our Early Learning and Childcare establishments.

15. The Council allocated the department £50k to support the introduction of a Reading Intervention Programme – Reading Recovery.
16. Any other financial related matters relating to this paper will be met from the department's devolved budget.

CONCLUSION

17. The strategy invites services, agencies and families to work in partnership to raise the bar in terms of what all our children, young people and adults can achieve if we are to:
 - break the link between poor literacy levels and deprivation;
 - improve the skills of the few who have difficulties with basic literacy, particularly those who are vulnerable;
 - ensure young people progress successfully from basic to advanced literacy skills; and,
 - increase advanced literacy skills for all.

RECOMMENDATIONS

18. Education Committee is asked to :
 - a. approve the draft Literacy Strategy;
 - b. instruct the Director of Education to bring reports to Education Committee on the impact of its implementation.

Mhairi Shaw
Director of Education
8 June 2017

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Background papers

1. The Early Years Taskforce: Shared Vision and Priorities
2. East Renfrewshire Early Years Strategy
3. East Renfrewshire Parenting Strategy

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EAST RENFREWSHIRE

EDUCATION DEPARTMENT

LITERACY STRATEGY

2017 - 2020

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INTRODUCTION

1. This strategy outlines East Renfrewshire Council's commitment to a heightened, more targeted focus on improving literacy skills.
2. Curriculum for Excellence provides the following definition of Literacy:

'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.'
3. Literacy development starts at birth; therefore improvements cannot be confined to a particular sector or point in a learner's journey. Parents are at the beginning of that journey, nurturing and promoting their children's language acquisition and development. Early Learning and Childcare establishments and schools develop children and young people's basic and advanced literacy skills and in adulthood the ongoing development of literacy skills supports learners to progress on to sustainable destinations.
4. The overarching aim of the strategy is, therefore, to raise standards of literacy for all from early years to adulthood.
5. The strategy will build on existing good practice in East Renfrewshire and ensure that literacy will have a central and continuing focus in education and other related corporate policies. The strategy is supported by a set of principles and is meant to provide strategic direction to our early years and school staff. It recognises the need to work with parents and partners to improve literacy across East Renfrewshire's population.

CONTRIBUTION TO SINGLE OUTCOME AGREEMENT

6. The Literacy Strategy contributes to the Single Outcome Agreement, Strategic Outcomes 1 and 2.
 - All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed.
 - East Renfrewshire residents are fit and active and have the skills for learning, life and work.

CONTEXT

7. In Scotland we have well established policy frameworks through which action to improve literacy across the key life stages in Scotland is focused: *The Early Years Framework* and *Curriculum for Excellence* being of central importance. Getting it right for every child (GIRFEC) is the national programme for all who work with children and young people which underpins these and broader related frameworks.

8. Within these frameworks, as well as building reading, writing and talking and listening skills, learners will be supported to move on to the development of advanced literacy skills, such as critical thinking, analysing, evaluating and interpreting.
9. The Council's vision is for East Renfrewshire to be a modern ambitious council, which works to create a fairer future with all. It is committed to improving the lives of local people, promoting equality and fairness and enhancing the area in which we live, now and for the future. The five capabilities of **prevention; community engagement; data, evidence and benchmarking; modernising how we work; and, digital** will be embedded throughout the work of the strategy.
10. The Education Department's vision is one of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. We believe that this vision can and will be realised through raising standards of literacy for all from early years to adulthood:
 - Early Years Literacy
 - School Aged Literacy
 - Youth and Adult Literacies

AIMS

11. The East Renfrewshire Council (ERC) literacy strategy aims to improve:
 - outcomes and reduce inequalities in literacy development;
 - attainment in literacy throughout the years of the broad general education and senior phase;
 - the employability skills of pupils, school leavers and adults;
 - teacher confidence and competence in teaching literacy and English; and
 - the quality of learning and teaching.
12. East Renfrewshire's Literacy Strategy 2017 – 2020 links the wider context of a range of local and education priorities and plans that affect children and families. These are detailed in the following:
 - Parenting Strategy
 - Early Years Strategy
 - Early Learning and Childcare Strategy
 - Inclusion Strategy
 - Developing the Young Workforce Implementation Plan.

WHAT WE WANT TO DO AND HOW WE WILL DO IT

Population Outcome
The outcome we want is....

SOA 1: All children in East Renfrewshire experience a secure and stable start to their lives and are supported to succeed.
SOA 2: East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Intermediate Outcome
We will know we are making good steps along the way **WHEN....**

Our children are healthy, active and included.

Children and young people raise their educational attainment and achievement developing the skills they need during their school years and into adulthood.

Critical Indicators

1. Increase % of pupils achieving CfE early level literacy or better by the end of Primary 1.

2. Increase % of pupils from SIMD 1 & 2 achieving CfE early level literacy or better by the end of Primary 1.

3. Increase the number of educational establishments with accreditation in the promotion and nurture of early communication and language.

4. Increase the number of parents reporting that attending workshops improved their confidence and ability to support their children's literacy.

Our contribution
So we need to ...

Improve the curriculum to help all children and young people develop the literacy knowledge and skills required for learning, life and work.

Enhance learning and teaching.

Improve partnership working.

Provide effective interventions for children who require targeted support.

Critical Activities
By.....

- Ensuring literacy experiences are firmly embedded in children's play experiences both indoors and outdoors.
- Introducing, in partnership with HSCP (SALT) an internally accredited programme to promote and nurture early communication and language.
- Supporting Early Years practitioners to use *Curriculum for Excellence* as the basis for supporting a child's development of early literacy skills.
- Introducing an early years tracking database to ensure children's progress in literacy is recorded and used to plan next steps in learning.

- Supporting staff to develop an understanding of how children learn and develop.
- Providing a Career Long Professional Learning programme.
- Working with colleagues in the Leisure Trust to ensure regular access to stories and, high quality books and to develop and embed a 'love of literacy'.

- Strengthening connections with Health Visitors, promoting the importance of literacy to parents.
- Continuing to support National initiatives:
 - Bookbug
 - Bedtime stories
 - Play, Talk, Read
 - Read, Write, Count
 - First Minister's Reading Challenge

- Reviewing the allocation of resources to ensure additionality is deployed to support prevention and early intervention.
- Working with Adult Learning Service to ensure that parents have the literacy skills to support their children.
- Introducing an Early Years Pupil Equity Fund (2017/2018).
- Sharing successful interventions which have been tested through School Improvement Partnerships and action research/professional enquiry.

Population Outcome
The outcome we want is....

SOA 2: East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Intermediate Outcome
We will know we are making good steps along the way WHEN....

Children and young people raise their educational attainment and achievement developing the skills they need during their school years and into adulthood.

Residents have the skills to maximise employment opportunities.

Critical Indicators

1. Increase % of pupils achieving CfE first level literacy or better by the end of Primary 4.
2. Increase % of pupils achieving CfE second level literacy or better by the end of Primary 7.
3. Increase % of pupils achieving CfE third level literacy or better by the end of Secondary 3.
4. Increase % of pupils from SIMD 1 & 2 achieving expected levels or better across P4, P7 and S3.
5. Increase % of S6 Pupils achieving Level 5 Literacy.
6. Increase the number of staff reporting that literacy CLPL has impacted positively on classroom practice.

Our contribution
So we need to ...

Improve the curriculum to help all children and young people develop the literacy knowledge and skills required for learning, life and work.

Enhance learning and teaching.

Improve partnership engagement.

Provide effective interventions for children who require targeted support.

Critical Activities
By.....

- Supporting schools to develop clear and coherent pathways of progression in the skills of reading, writing and talking and listening.
- Providing strategic guidance on literacy and English development.
- Reviewing the ERC skills framework taking cognisance of the CfE benchmarks to ensure teachers are effectively planning learning, teaching, assessment and moderation.
- Promoting literacy as a skill for learning life and work while supporting the aims and rationale of Developing the Young Workforce.

- Providing professional learning for staff focused on evidence-based approaches to raising attainment in literacy.
- Developing online resources to support the teaching of :
 - Reading
 - Writing
 - Talking & listening

- Developing a strategic approach to partnership working to ensure a broad, balanced and relevant approach to literacy across the curriculum.
- Working with partners to support children and young people at key stages in their literacy development.
- Engaging parents to support literacy development and achievement.

- Exploring Scotland's Primary One Literacy Assessment and Action Resource (POLAAR) to identify children who are most at risk of developing later difficulties with reading and writing.
- Supporting and challenging schools to analyse attainment data and identify children requiring targeted support.
- Sharing successful interventions which have been tested through School Improvement Partnerships and action research/professional enquiry.
- Providing support and challenge to schools on their use of the Pupil Equity Fund.
- Investing in accredited teacher leader of Reading Recovery and introducing an authority wide approach to early reading intervention.
- Reviewing ERC guidance and practice on Dyslexia.

Population Outcome
The outcome we want is....

SOA 2: East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Intermediate Outcome
We will know we are making good steps along the way WHEN....

Residents have the skills to maximise employment opportunities.

Critical Indicators

1. Increase the % of adult learners working towards a literacy goal.

2. Increase the % of adult learners achieving literacy goals.

3. Increase the % of adult learners achieving SQA accreditation for their literacy learning.

Our contribution
So we need to ...

Improved access to literacies learning opportunities.

Enhance learning and teaching.

Improve partnership engagement.

Provide opportunities for learners to achieve.

Critical Activities
By.....

- Developing an adult literacies action plan.
- Promoting adult literacies and ESOL across ERC.

- Establishing baselines for literacy goals based on adult learners' strengths and assets.
- Implementing an Individual Learning Planning approach using the Social Practice Model.
- Ensuring learners have access to appropriate learning environments and access to high quality resources including e-learning technology.

- Increasing communication and collaboration between local partners including early years establishments, schools, ERCLT, Criminal Justice and employment and employability agencies (to develop action plan).
- Developing partnerships between local businesses and literacies learning providers.
- Working with parents to improve their literacy skills enabling them to support their child's development and progress.

- Establishing systems, involving practitioners and learners, for capturing and measuring learning achievement and progression.
- Improving quality assurance systems to ensure the national standards are consistently applied to the creation of tools for assessment and making assessment decisions.
- Providing opportunities for learners to gain formal recognition / accreditation of their achievements.

ADDITIONAL INFORMATION

Consultation

13. In formulating this Literacy Strategy, East Renfrewshire Council Education Department has demonstrated its commitment to taking into account the views of the workforce. Staff from early years, primary and secondary schools, Adult Learning Services, East Renfrewshire Culture and Leisure Trust (ERCLT) and HSCP (Speech and Language Therapy and Health Visiting) contributed during this process.

Equalities

14. An Equalities Impact Assessment has been undertaken as part of this strategy process.

Finance and efficiency

15. To support attainment and achievement the Council has allocated an Early Years Pupil Equity Fund for session 2017/2018. The Literacy Strategy was awarded £107,000 from this fund which will be used to support early literacy in our Early Learning and Childcare establishments.

16. The Council allocated the department £50k to support the introduction of a Reading Intervention Programme – Reading Recovery.

17. Any other financial related matters relating to this paper will be met from the department's devolved budget.

Partnership working

18. The strategy invites services, agencies and families to work in partnership to raise the bar in terms of what all our children, young people and adults can achieve if we are to:

- break the link between poor literacy levels and deprivation;
- improve the skills of the few who have difficulties with basic literacy, particularly those who are vulnerable;
- ensure young people progress successfully from basic to advanced literacy skills; and,
- increase advanced literacy skills for all.

(Literacy Action Plan: An Action Plan to Improve Literacy in Scotland, October 2010)

PERFORMANCE MANAGEMENT ARRANGEMENTS

19. The Literacy Strategy will be monitored on an ongoing basis within the Education Department with progress reported to the Education Committee on an annual basis through yearly presentations on attainment and through the department's and schools' Standards and Quality Reports. Appendix 1 illustrates the performance targets set for 2017 – 2020.

Mhairi Shaw
Director of Education

January 2017

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SUPPORTING MATERIALS

Links to all relevant supporting documents detailed in this strategy are detailed below:

- [Parenting Strategy](#)
- [Early Years Strategy](#)
- [Early Learning and Childcare Strategy](#)
- [Inclusion Strategy](#)
- [Developing the Young Workforce Implementation Plan.](#)

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Indicator	2015 – 16 Value	2017 – 18 Target	2018 – 19 Target	2019 – 20 Target
1. Increase % of pupils achieving CfE early level literacy or better by the end of Primary 1. (3 year average target 2017-20).	90%	92%		
2. Increase % of pupils from SIMD 1 & 2 achieving CfE early level literacy or better by the end of Primary 1. (3 year average target 2017-20).	74%	85%		
3. Increase the number of educational establishments with accreditation in the promotion and nurture of early communication and language.	-	35%	70%	100%
4. Increase the number of parents reporting that attending workshops improved their confidence and ability to support their children's literacy.	Baseline to be established	-	-	tbc
5. Increase % of pupils achieving CfE first level literacy or better by the end of Primary 4. (3 year average target 2017-20).	88%	90%		
6. Increase % of pupils achieving CfE second level literacy or better by the end of Primary 7. (3 year average target 2017-20).	83%	87%		
7. Increase % of pupils achieving CfE fourth level literacy or better by the end of Secondary 3 (3 year average target 2016-18).	66%	84%		
8. Increase % of pupils from SIMD 1 & 2 achieving expected levels or better across P4, P7 and S3. (3 year average target 2017-20).	68%	85%		
9. Increase % of S6 Pupils achieving Level 5 Literacy. (3 year average target 2017-20).	90%	92%		
10. Increase the number of staff reporting that literacy CLPL has impacted positively on classroom practice.	Baseline to be established	-	-	tbc
11. Increase the % of adult learners working towards a literacy goal.	-	5%	5%	5%
12. Increase the % of adult learners achieving literacy goals.	-	5%	5%	5%
13. Increase the % of adult learners achieving SQA accreditation for their literacy learning.	-	5%	5%	5%

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