EDINBURGH LEARNS

Literacy Strategy
January 2024
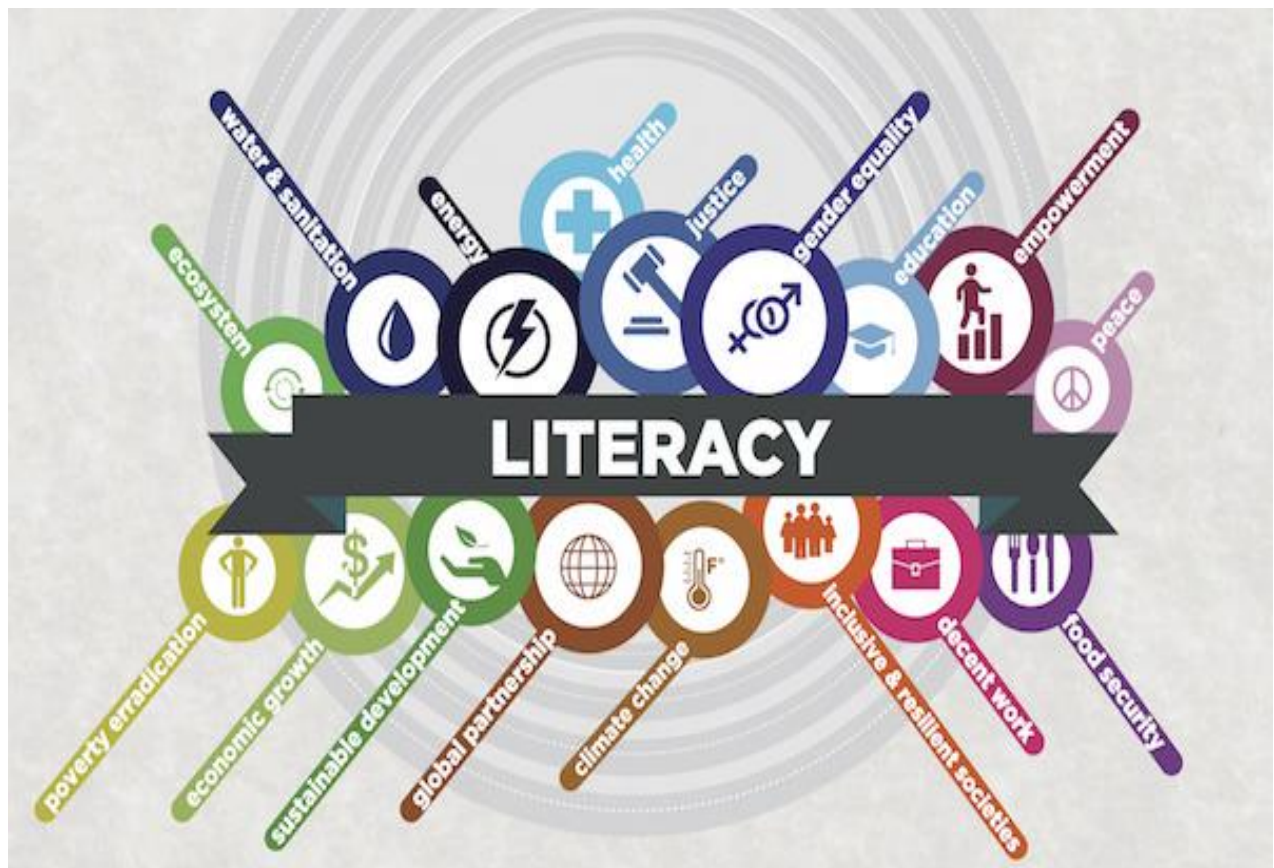
Contents

Literacy is defined within Curriculum for Excellence as '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' (Curriculum for Excellence, Literacy and English Principles and Practices, 2009)

Our vision is for all of Edinburgh's children and young people to thrive and take their place as highly skilled workers in a world-class city (*Edinburgh Learns, 2018*). To achieve this, they must develop excellent skills for learning, life, and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive, and our aims which will support us to achieve this are:

- **To raise attainment in all areas of literacy.**
- **To ensure excellence and equity in literacy outcomes for all learners.**
- **To increase practitioners' confidence in the planning, teaching, and assessment of all areas of literacy, including in the use of digital technology.**
- **To support schools with the development of a clear strategy for the leadership and learning and teaching of literacy.**

Literacy is a core skill which all children and young people require to become active, responsible learners for life. Language and literacy are of personal, social, and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning, and our sense of personal identity. Language is itself a key aspect of our culture. Children and young people encounter, enjoy, and learn from the diversity of language used in their homes, their communities, digitally and by their peers. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Strong literacy skills increase opportunities for learners in all aspects of life. It lays the foundations for lifelong learning and work and contributes strongly to the development of all four capacities of Curriculum for Excellence.

The National Improvement framework and Drivers support a powerful vision for education in Scotland - [2023 National Improvement Framework and Improvement Plan: Summary Document (www.gov.scot)](www.gov.scot):

The Edinburgh educational imperatives are fully aligned to the National Improvement Framework with a firm commitment to the overall imperative to close the poverty related attainment gap in literacy.

Our Edinburgh Literacy Strategy affirms our commitment to the aims of all national policies regarding improvement in literacy, and to raising attainment and achievement for all our learners. It is informed by the analysis of our current data and research.

Listening and Talking

Oracy is the ability to articulate ideas, develop understanding and engage with others, through spoken language. It is what we teach in school to support the development of children and young people's capacity to use speech to express their thoughts and communicate with each other both in education and in life.

Through a high-quality oracy education children and young people learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded, and structured to enable them to learn the skills needed to talk effectively.

'The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives.'

'They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.'

(Curriculum for Excellence, Literacy and English Principles and Practices, 2009)
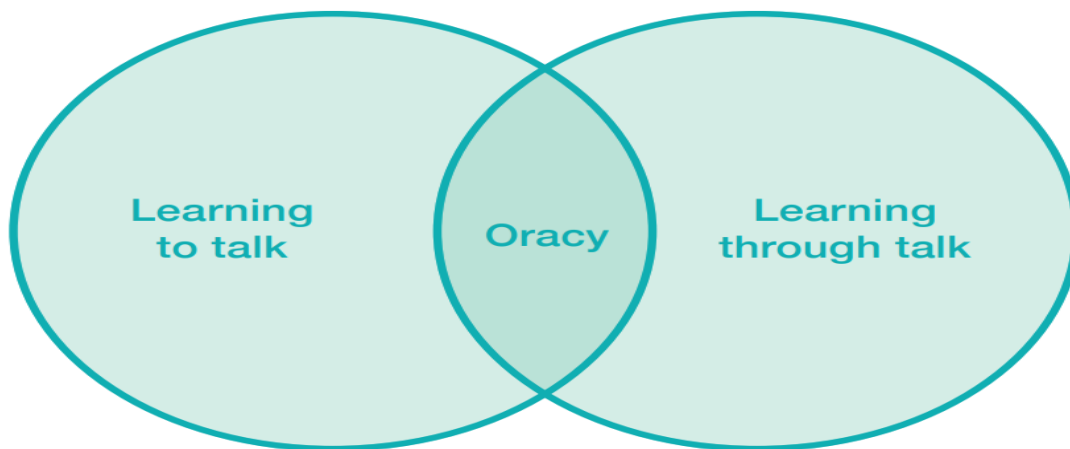
The Oracy Benchmarks, Voice 21 2019

Learning to Talk:
The Oracy Skills Framework (*Voice 21 and University of Cambridge, 2018*), divides Oracy into four categories:

- Physical (voice, body language)
- Linguistic (vocabulary, language, rhetorical techniques)
- Cognitive (content, structure, clarifying & summarising, reasoning)
- Social and Emotional (working with others, listening & responding, confidence in speaking, audience awareness)

This framework supports understanding of the skills that enable successful discussion, inspiring speech, and effective communication.

Learning through Talk:
Effective learning experiences can be used to:

- Generate knowledge – **breadth/depth.**
- Explore new ideas – **challenge.**
- Link areas of learning together **– application.**
- Clarify and solidify prior learning **– depth.**
- Prepare for (and improve) written work – **application.**
- **Apply** new skills in new and unfamiliar settings.

Reading

Decoding
Most children learn to decode text via high-quality teaching and a systematic phonics-based approach is likely to deliver best results. Some pupils, despite good instruction from class teachers need more input through group-based programmes. Others require one to one assistance to learn how to decode text.

Those children who have English as an Additional language and who have not yet learned to read in their own language, need emphasis on listening and talking and building vocabulary before they start phonics.

Once a child can fluently decode text, they are not required to expend great effort on decoding. This allows them to focus more easily on reading comprehension. Children with English as an Additional language who have already learned to read in their first language, are learning a new sound-symbol correspondence, so they can also progress quickly to focusing on meaning.

Reading Comprehension
'A solid understanding of the structures and features of English language supports the development of literacy by giving children and young people the tools and vocabulary needed to understand texts and express themselves fluently.'

3-18 Literacy and English Review, 2015

Research shows that proficient and confident readers employ several strategies to achieve comprehension of text. The strategies below can be applied to any text and in any curricular area:

- Predicting
- Questioning
- Vocabulary Instruction
- Identifying (clarifying)
- Summarising
- Visualisation

Within Curriculum for Excellence, a text is the medium through which ideas, experiences, opinions, and information can be communicated. The Curriculum for Excellence literacy framework reflects the increased use of multimodal texts, digital communication, social networking, and the other forms of electronic communication encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose.

In planning for learning in any curricular area it is important for practitioners to ensure that children and young people encounter a wide range of several types of text in different media, including digital. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas, and concepts (Curriculum for excellence: Literacy across learning, principles and practice, 2009).

Writing

Writing and talking are inextricably linked and activities should take account of this, planning writing as a process. It is important that practitioners ensure planned learning and teaching considers the following:

- Type and purpose of the writing ensuring regular opportunities to write for a variety of purposes, which support the application of skills across the curriculum.
- Agreed criteria for success (in the best practice this should be differentiated to meet the needs of all learners and build on prior learning).
- Support for planning.
- Opportunities for individual or peer evaluation.
- Time for learners to review and edit their writing.
- Sufficient evidence of learning across all genres to support teachers' professional judgements.

The 'City of Edinburgh Writing Strategy' states ten research-based strategies to support the effective teaching of writing.

Writing Strategy Visual

| Teach children to think like a writer – model the writing process explicitly | Teach children about the process rather than the product PLAN DRAFT EVALUATE EDIT/IMPROVE | Sustain a focus on spelling and handwriting to give children greater fluency | Inspiration and purpose are important – real purposes and real events give real reasons to write | Look at how real authors use words and language in quality fiction/ non-fiction | The importance of talk – effective spoken language teaching is the bedrock of effective writing The work of Pie Corbett – Talk For Writing | Grammar and punctuation are crucial for good communication – keep them high on the agenda | Get the children to write lots – provide plenty of opportunities to produce extended writing, with diagnostic feedback, across the curriculum | Continue to develop vocabulary – through talk up to age 7 and through reading beyond | Provide high quality feedback for improvement throughout the writing process |

Within the Broad General Education (BGE), the Experiences and Outcomes provide the basis for progression. City of Edinburgh Progression pathways provide greater detail and support with progression through the BGE. Schools should use these documents as a basis to develop pathways which support children and young people to build on prior learning and meet the needs of all their learners. All teachers should use the progression pathways to plan progressive teaching and learning in all aspects of Literacy, within the BGE.

CEC Extended Early Level Progressions provide smaller stepped progressions through Early Level to inform planning of learning and teaching for learners with more complex additional support needs.

To support Early Communication and Literacy development, the City of Edinburgh have developed the Communication and Literacy with Children guidance. This focuses on the progression of children's learning and offers practical guidance for practitioners on how to support children 0-5 years with communication and literacy.

Edinburgh's Literacy Rich Programme is a synthetic phonics programme for Primary 1 and Primary 2. Schools should use this programme to deliver the teaching of phonics at Early/First levels.

The Edinburgh Learns Literacy and English Progressive Benchmarks support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in Listening and Talking, Reading, or Writing.

(hyperlinks to all documentation below can be found in Appendix 1).

Extended Early Level Progression Pathways

Progression Pathways (Early to 4th Level)

Progressive Benchmarks to Achieving The Level (Early to 2nd Level)
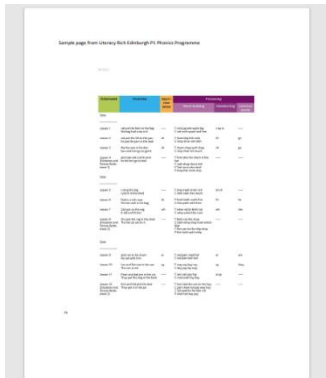
Edinburgh Literacy Rich P1 Phonics Programme
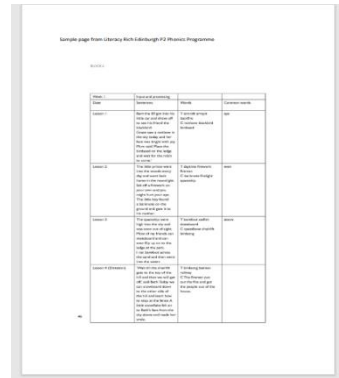
Edinburgh Literacy Rich P2 Phonics Programme

Communication and Literacy Guidance to support children 0 – 5 years.

For learners with complex additional support needs, planned learning should continue to be based on Curriculum for Excellence Experiences and Outcomes. Teachers can access the Education Scotland 'Milestones to Support Learners with Complex Additional Support Needs' to:

- support the tracking of progression for learners with complex additional support needs who are working at a Pre-Early Level
- promote consistency of language used in reporting progress.

Education Scotland milestones for Literacy and English (Pre-Early Level)

The Edinburgh Learns Teaching and Learning framework gives guidance to schools and establishments on high quality teaching and learning. The four key components are formative assessment for learning, differentiation, skills, and leadership of learning. Schools or establishments which identify a need to improve in these areas should look at the teaching and learning framework and source relevant professional learning as appropriate.

LITERACY	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
P1	76%	78%	79%		76%	80%	81%
P4	71%	74%	76%		72%	74%	74%
P7	71%	74%	77%		73%	77%	78%
P1,4,7 combined	73%	76%	77%		74%	77%	77%
S3 (3rd Level or better)	88%	91%	95%			91%	93%
S3 (4th Level)	53%	61%	70%			63%	71%

Analysis of local Literacy attainment data, as per the table above, shows that literacy levels increased in 2022-23 at P1 (80.5%) and P7 (77.6%), compared to session 2021-22 (by 0.6pp and 0.5 pp respectively). There has been a slight decrease in P4 of 0.1pp to 74.1%. Some improvement in Writing is evident, particularly in P1 and P7.

In Secondary, there has been an increase of 1.6pp to 93.7% at 3rd Level or better compared to 2021-22. Those achieving Fourth Level have increased by 8.6pp to 71.7%.

Attainment in the Broad General Education (P1-S3) Stretch Aims:

Literacy Gap	2020/21	2021/22	2022/23	2022/23 Stretch Aim
P1, 4, 7 combined	28pp	24pp	22pp	22pp
S3 (3rd Level or better)		13pp	7pp	
S3 (4th Level)		33pp	27pp	

As the data in the above table shows, the gap for Literacy is at the lowest level for the last five years.
We achieved the stretch aim for the Literacy gap of 22pp for 2022/23 (P1, P4, & P7 combined).
We are only 1.2pp short of our ambitious stretch aim of 78.5% for 2022- 23 for all pupils).

Primary Attainment In Literacy:

Literacy	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	62%	87%	26pp	63%	89%	26pp	64%	91%	27pp	59%	88%	28pp	63%	90%	28pp	71%	89%	18pp
P4	54%	84%	30pp	59%	86%	27pp	59%	85%	26pp	55%	82%	27pp	63%	84%	21pp	58%	85%	27pp
P7	52%	83%	31pp	54%	87%	33pp	61%	88%	28pp	58%	85%	27pp	62%	87%	24pp	65%	87%	21pp
P1, 4, 7 combined	56%	85%	29pp	59%	87%	29pp	59%	87%	29pp	57%	85%	28pp	62%	87%	24pp	64%	87%	22pp

S3 Attainment in Literacy:

Literacy	2017-18			2018-19			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
S3 (3rd Level or better)	85%	96%	11pp	89%	99%	10pp	84%	97%	13pp	91%	98%	7pp
S3 (4th Level)	45%	77%	32pp	51%	82%	32pp	49%	83%	33pp	60%	88%	27pp

The above data shows that the literacy attainment gap between our Quintile 1 and Quintile 5 learners is currently at its lowest level. Primary attainment data shows a narrowing of the attainment gap by 8pp (rounding) from 2016-17 to 2022-23. S3 attainment data shows a narrowing of the attainment gap by 4pp at third level and 5pp at fourth level from 2017-18 to 2022-23.

ACEL Data

Primary Attainment in Literacy:
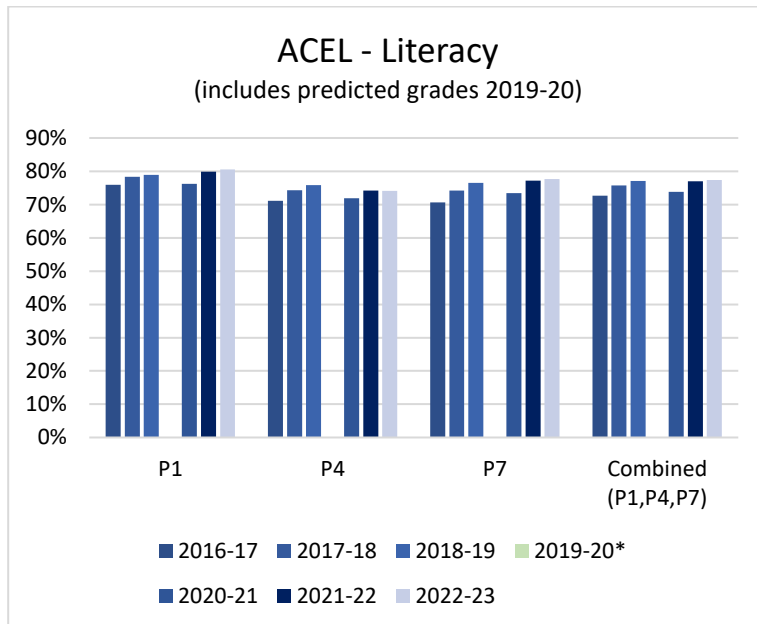
Literacy	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	76%	78%	79%		76%	80%	81%
P4	71%	74%	76%		72%	74%	74%
P7	71%	74%	77%		73%	77%	78%
P1, 4, 7 combined	73%	76%	77%		74%	77%	77%

Primary Attainment in Literacy: Reading

ACEL - Reading
(includes predicted grades 2019-20)
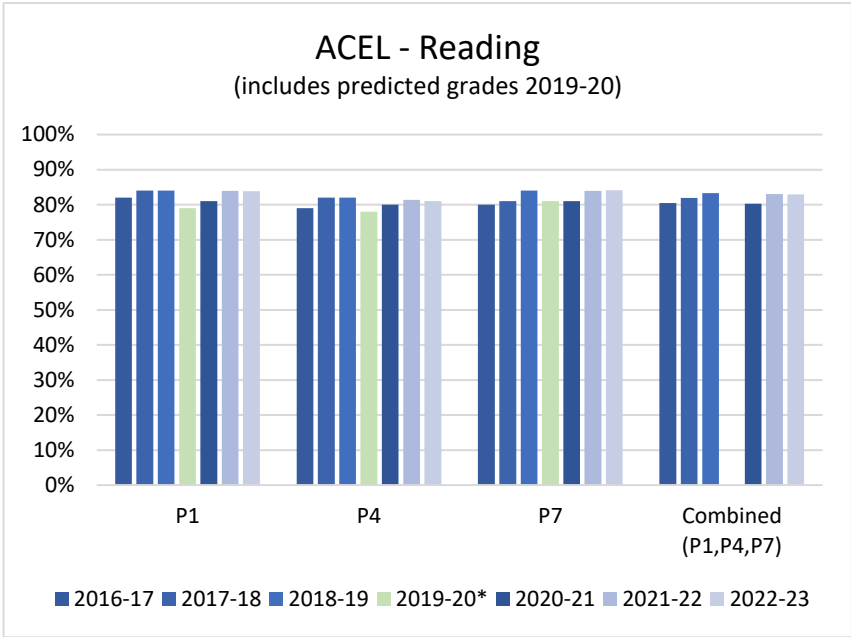
Reading	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	82%	84%	84%	79%	81%	84%	84%
P4	79%	82%	82%	78%	80%	81%	81%
P7	80%	81%	84%	81%	81%	84%	84%
P1, 4, 7 combined	80%	82%	83%		80%	83%	83%

Primary Attainment in Literacy: Writing

ACEL - Writing
(includes predicted grades 2019-20)
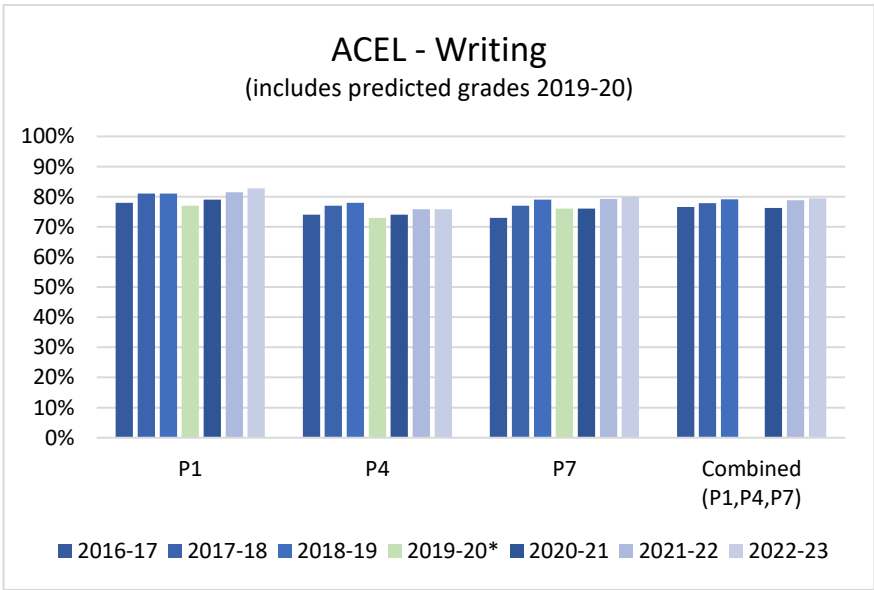
Writing	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	78%	81%	81%	77%	79%	81%	83%
P4	74%	77%	78%	73%	74%	76%	76%
P7	73%	77%	79%	76%	76%	79%	80%
P1, 4, 7 combined	77%	78%	79%		76%	79%	79%

Primary Attainment in Literacy: Listening & Talking

ACEL - Listening & Talking
(includes predicted grades 2019-20)
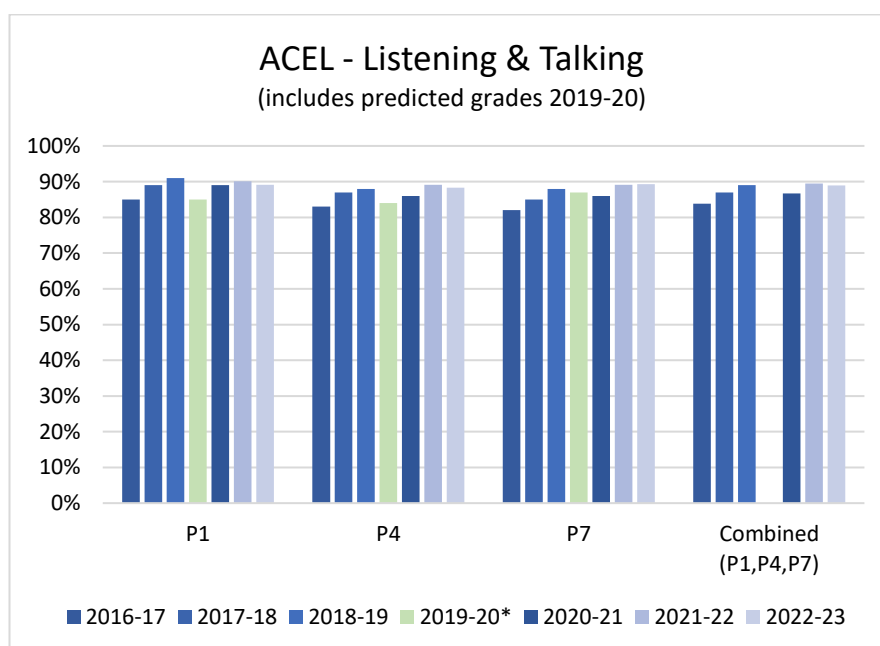
Listening and Talking	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	85%	89%	91%	85%	89%	90%	89%
P4	83%	87%	88%	84%	86%	89%	88%
P7	82%	85%	88%	87%	86%	89%	89%
P1, 4, 7 combined	84%	87%	89%		87%	89%	89%

Combined Literacy attainment from 2022-23 shows a static picture, sitting at 77% in both 21-22 and 22-23. Literacy attainment in P1 and P7 has increased by 1%, while in P4 this remains the same as the previous session, sitting at 74%. Reading attainment from Session 22-23 also remains static across P1, P4 and P7, when compared with Session 21-22, sitting at 83%, 76% and 80% respectively.

Writing attainment from Session 22-23 shows improvement in P1 and P7, with an increase of 2% in P1 to 83%, and an increase of 1% in P7 to 80%. P4 writing levels remain static at 76%. Attainment in Listening and Talking shows a dip of 1% in P1 and P4, while P7 and combined attainment remains the same as in Session 21-22, sitting at 89% for both.

S3 Attainment in Literacy:

Secondary ACEL	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22	2022-23
Literacy - Third Level or better	86%	88%	91%	95%	91%	89%	91%	93%
Literacy - Fourth Level	37%	53%	61%	70%	62%	59%	63%	71%

Analysis of S3 literacy attainment in the table above, positively highlights that the percentage of pupils achieving literacy at Third and Fourth Level has increased since 2020-21.

We remain committed to raising attainment and closing the gap in literacy.

ACEL Data and the Poverty Related Attainment Gap:

The tables below provide primary literacy ACEL data from 2016 to 2023, broken down to compare the percentage of children from the most deprived areas of the city (SIMD quintile 1) achieving the relevant level, to those from the least deprived areas of the city (SIMD quintile 5) in each aspect of literacy.

Table 1.1 – Primary Literacy: Reading ACEL data for SIMD quintiles 1 and 5

Reading	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23pp	71%	92%	20pp	72%	94%	22pp	66%	90%	24pp	70%	93%	23pp	74%	92%	18pp
P4	65%	90%	25pp	67%	92%	24pp	68%	90%	22pp	64%	88%	24pp	72%	90%	18pp	67%	90%	22pp
P7	65%	90%	25pp	65%	91%	26pp	71%	93%	22pp	67%	89%	22pp	72%	92%	20pp	74%	91%	17pp
P1, 4, 7 combined	67%	91%	24pp	68%	91%	23pp	70%	92%	22pp	66%	89%	24pp	71%	91%	20pp	72%	91%	19pp

Table 1.2 –Primary Literacy: Writing ACEL data for SIMD quintiles 1 and 5

Reading	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23pp	66%	91%	25pp	67%	92%	25pp	64%	90%	26pp	65%	91%	26pp	73%	91%	18pp
P4	57%	86%	28pp	62%	87%	26pp	62%	86%	24pp	56%	83%	27pp	66%	85%	19pp	59%	86%	27pp
P7	57%	85%	29pp	58%	88%	30pp	65%	89%	24pp	62%	87%	25pp	65%	88%	23pp	69%	88%	20pp
P1, 4, 7 combined	61%	88%	26pp	69%	91%	21pp	65%	89%	24pp	60%	87%	26pp	65%	88%	23pp	67%	88%	22pp

Table 1.3 – Primary Literacy: Listening & Talking ACEL data for SIMD Quintiles 1 and 5

Reading	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	74%	93%	19pp	80%	95%	15pp	85%	96%	11pp	78%	94%	16pp	80%	96%	16pp	83%	94%	11pp
P4	72%	92%	19pp	76%	94%	18pp	78%	95%	17pp	73%	93%	20pp	83%	95%	12pp	78%	95%	17pp
P7	68%	92%	24pp	71%	94%	23pp	77%	95%	18pp	74%	93%	19pp	79%	95%	16pp	83%	94%	11pp
P1, 4, 7 combined	72%	92%	20pp	76%	94%	18pp	80%	95%	15pp	75%	93%	19pp	81%	95%	15pp	81%	94%	13pp

The drop in attainment for 2020-21, compared to 2018-19, is greater for those living in areas of high deprivation, compared to those living in areas of low deprivation. Just above two-thirds of children living in SIMD Quintile 1 achieve the appropriate level for writing in P1, P4 or P7.

National 5 English v L4 Literacy CfE Levels:

Comparison of 2023 National 5 English (A-D) with the previous year's Level 4 Literacy Curriculum for Excellence levels shows that out of twenty-three schools, sixteen have higher National 5 pass rates than the Level 4 Literacy from the previous year – in nine of these schools, the difference is in double figures.

It could be concluded that we are under reporting literacy levels at the end of S3 in the majority of secondary schools. Practitioners will point to the mismatch between the Benchmarks in the BGE and the assessment arrangements in National 5 English. This must be addressed as we need accurate ACEL data to provide us with the information that will allow us to plan future pathways.

Literacy Thematic Review:

Evidence from the Literacy thematic review phase 1 (Writing), and phase 2 (Leadership of Literacy), identified strengths and improvement needs across schools visited:

Strengths:
- Engagement in professional learning, including aspects of the Teachers' Charter, is improving teachers' skills and confidence levels in making judgements about pupils' progress.
- Within the learning through play context, most learners experienced an appropriate balance of independent and intentional teacher-led learning in Literacy.
- In most schools there was a clear vision for the teaching and assessment of Literacy, including the planning of learning and tracking of learners' progress.
- Formative Assessment strategies were well used across most schools, making the purpose of learning clear, and providing effective feedback to secure progress in learning.
- Current 2022-23 data for the poverty related attainment gap shows that the gap for literacy is at its lowest level for the last 5 years. The effective and consistent use of assessment for learning strategies should help to support the reduction of this gap.

Areas for Improvement:
- All schools must ensure that they have a clear, comprehensive literacy strategy which details the expectations around the learning, teaching, and assessment of literacy across all stages.
- Schools need to consistently demonstrate an ethos of high ambition and expectation for all learners, including those who are most disadvantaged.
- Senior leaders should ensure that through the Professional Review and Development process, professional learning needs are identified and linked to school improvement priorities.
- Greater opportunities for learners to lead learning and to contribute to curriculum design and contexts for learning must be provided and learners should be exposed to a range of literacy learning experiences, including writing for a variety of purposes and audiences.
- Quality assurance and scrutiny activity of literacy must be included in yearly quality assurance calendars to ensure ongoing leadership of literacy improvement.

Analysis of current data identifies that an action plan for improving literacy attainment is needed. This action plan will have a specific focus on the following:

- Raise attainment in literacy, with a focus on P4 and S3.
- Ensure high quality leadership of literacy across all Edinburgh schools and ELC settings.
- Improve writing attainment for all learners in SIMD quintile 1, including those learners who are not achieving literacy at fourth level and identifying reasons why.
- Review and evaluate all current literacy progression pathways, including assessment and reporting arrangements, to ensure developmentally appropriate learning for a 3-18 curriculum.
- Create a progression pathway for the teaching of literacy comprehension skills.
- Provide guidance for all teachers and practitioners on the teaching of evidence-based literacy pedagogy, through a programme of high quality professional learning, with a particular focus on the teaching of oracy.
- Develop an evidence-based, structured writing programme which focuses on high quality pedagogy, to be implemented across all school and Early Years settings.
- Support all schools and ELC settings to ensure literacy interventions and strategies are evidence-based and data informed.
- Ensure that a range of appropriate digital tools are effectively embedded to support the high-quality teaching and learning of literacy across all schools.
- Ensure all schools participate in high quality moderation within school and withing Learning Communities, adhering to the EL Moderation Cycle.
- Share high quality and effective leadership of literacy through the sampling of school Literacy Policies.
- Carry out a literacy follow-through, to evidence the impact of the new Literacy Strategy.

Below sets out our action plan for improvement:

Outcome	Action	Who	When	Evidence
All Senior Leaders have a strategic understanding of actions to raise attainment in literacy. School staff across all sectors understand what must be done to raise attainment in literacy. Every school has implemented a high-quality Literacy Strategy.	Share findings of Literacy Thematic Review. Share draft literacy strategy with consultation groups. Launch City of Edinburgh new Literacy Strategy. Exemplar Policy provided to all schools. Sampling of school literacy policies.	Head of Education/Quality Improvement Manager Head of Education/Quality Improvement Manager Head of Education Edinburgh Learns Team Quality Improvement Team	Dec 23 Nov 23 Jan 24 Jan 24 Jan 25	Quality Improvement scrutiny activity Discussions though Tracking and Monitoring meetings, shred classroom experience, coaching in context, supported self-evaluation, follow through visits. Use of recognised pedagogy, strategies, and interventions in all schools, which positively impacts on literacy attainment. High quality, evidence-based literacy polices used in all schools and known by staff.
City of Edinburgh 3-18 Literacy pathways ensure developmentally appropriate learning.	Review current progression pathways for literacy.	Working group - Senior Officers Literacy leads. School staff	Jan 24	Quality Improvement scrutiny activity through tracking and monitoring meetings, shared classroom experience, supported self-evaluation and follow through visits.

Progressive literacy comprehension skills taught in all schools.	Create progression pathway for the teaching of literacy comprehension. Identification of effective reading comprehension strategies and interventions shared with all schools.	Working group – senior officers, school staff. Edinburgh Learns and Literacy & Dyslexia Team	Jan 24	Quality Improvement scrutiny activity through tracking monitoring meetings, shared classroom experience, supported self-evaluation and follow through visits.
Improved Writing attainment across all sectors. Improved writing attainment for learners in Scottish Index of Multiple Deprivation Quintile 1. Improved writing attainment in Primary 4 across all primary schools.	Provide professional learning to practitioners across all sectors through the provision of an evidence-based writing programme, focused on high quality pedagogy. Provide team teaching and coaching in context sessions, with a focus on the teaching of writing, to identified schools.	Quality Improvement Manager and short life working group Edinburgh Learns and English as an Additional Language Teams/Literacy Development Officer	Jan 24 ongoing	Achievement of Curriculum for Excellence Levels data June 24
Digital technologies used effectively and embedded into the teaching of literacy.	Update previous guidance issued, linking in with Edinburgh Learns Teaching & Learning Team/Additional Support for Learning Service around best practice and identified resources.	Digital Learning Co-ordinators Edinburgh Learns Digital team	June 24	Quality Improvement scrutiny activity Discussions though tracking and monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits. School Quality Assurance activity

	Provide Professional learning to practitioners across all sectors, focusing on effective digital practice, specific to developing literacy. Provide team teaching and coaching in context sessions, with focus on evidence-based approaches in use of digital technologies. Implement the updated Digital Learning Strategy			
Local Authority and schools consistently analyse and use learners' Broad General Education attainment data to inform conversion to senior phase attainment. Increased awareness of English as an Additional Language learners' progression through the Stages of English.	Quality Improvement Managers/Quality Improvement Education Officers to include Broad General Education data analysis and conversion to Senior Phase, in school engagement calendar. Headteachers to include this within Quality Assurance calendars as part of tracking and monitoring procedures.	Quality Improvement Managers Headteachers Curriculum Leaders	June 24	Quality Improvement scrutiny activity. Discussions though tracking and monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits. School Quality Assurance activity

	All Curriculum Leaders to include this as part of tracking and monitoring meetings with staff.			
Improved use of literacy attainment data in planning appropriate experiences and interventions for all learners.	Ongoing tracking and monitoring of literacy data built into all scrutiny activity, including robust monitoring of stretch aims. Ongoing tracking and monitoring of literacy data and monitoring of stretch aims included in each school Quality Assurance calendar. Provide coaching in context sessions to identified schools following Nov and March predictions to ensure rigour in Achievement of Curriculum for Excellence Levels data.	Quality Improvement Managers/Quality Improvement Education Officers Headteachers/Senior Leadership Teams Quality Improvement Managers/Quality Improvement Education Officers	June 24	Quality Improvement scrutiny activity Discussions though tracking and monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits. School Quality Assurance activity
Shared understanding of attainment levels across all sectors, for all learners.	School and learning community literacy moderation activity built into Quality Assurance calendars.	Headteacher/Senior Leadership Team Class teachers	June 24	Achievement of Curriculum for Excellence Levels data June 24

Confident professional judgements of learner attainment submitted in November and March.	Ongoing literacy moderation activity built into planning of learning. Coaching in context support through tracking and monitoring meetings. Moderation professional learning provided for identified schools.	Quality Improvement Manager/Quality Improvement Education Officers Edinburgh Learns Team		
Progression from Curriculum for Excellence to Senior Phase supported by professional judgements.	Broad General Education attainment data and conversion to senior phase included in tracking and monitoring discussions.	3.2 Depute Headteachers	Nov 23	
Strategic platform sharing key literacy messages. Skilled and knowledgeable Literacy co-ordinators.	Literacy Co-ordinators Network meet regularly to support and share key literacy messages from Local Authority and Nationally (e.g., Scottish Book Trust). Support and continuous professional learning provided to Literacy co-ordinators.	Literacy Co-ordinators Lead Senior Leadership Team	Dec 23	Annual calendar of Literacy Co-ordinator meetings and improvement work. Quality Improvement scrutiny through supported self-evaluation, follow-through visits and shared classroom experience.

| Strong and effective strategic leadership of literacy across all schools.

Consistent and progressive high-quality literacy learning across all schools. | Literacy follow-through visits across identified schools.

Literacy survey distributed to all staff. | Quality Improvement Team/Edinburgh Learns | Jan 25 | Quality Improvement scrutiny activity, literacy follow through fieldwork team, supported self-evaluation, shared classroom experiences.

Collation of staff survey data. |
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Roles, Remits, Responsibilities

To meet our four aims, the following actions will be undertaken:

(The Learning and Teaching Board will have governance over Edinburgh's Literacy Strategy)

Senior Officers (Central Team, Edinburgh Learns Team, Chairperson of Learning Teaching Assessment Board) will:

- Promote Edinburgh's Literacy Progression Pathways.
- Continue to build the capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools.
- Support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.
- Increase the effectiveness of literacy networks to promote national messages and local partner providers (Southeast Improvement Collaborative, Literacy & English Collaborative Network).
- Launch an evidence-based Writing programme to all schools, which focuses on the pedagogy of writing.
- Relaunch 'Literacy Rich' to all primary schools.
- Collaborate with Speech & Language Service to improve the effectiveness of the Service Level Agreement in improving outcomes for all.
- Share high quality learning identified through quality assurance processes (supported self-evaluation visits, HMIE Inspections, Practitioner Enquiry).
- Promote the use of effective digital practice in Literacy and English to enhance learners' skills, experiences, and independence, updating previously issued guidance to directly support schools' delivery of digital literacy and how it can support and enhance literacy skills.

Specialist Staff (EAL Team, Literacy and Dyslexia Team, Speech & Language) will:

- Provide advice to schools on appropriate strategies, interventions, and resources, to support learners' needs and promote greater access to the curriculum, including Language Boost for early years and Vocabulary Boost for primary.
- Promote the use of the Addressing Dyslexia Toolkit as appropriate for identified learners, and support schools in the use of this to ensure timely planning and interventions to support learners and their families.
- Engage with and promote relevant professional learning to understand the potential impact of specific digital supports and accommodations.

Head Teachers will:

- Strategically lead their school's Literacy Vision to improve outcomes for all learners ensuring they are prepared for lifelong learning and the world of work in the 21st Century.
- Build a positive, aspirational approach to Literacy, which has clear guidance on the school's vision to the teaching of reading, writing, listening, and talking including the development of Oracy skills.

- Take responsibility for their own professional learning to support and enable them to lead their school literacy strategy.
- Continue to improve outcomes for learners, parents and families as laid out in in the National Action Plan on parental involvement, engagement, family learning and learning at home (2018-21).
- Strengthen literacy pedagogy within their school, providing professional learning for teachers and support staff, promoting the effective use of digital tools to support individual needs.
- Ensure effective quality assurance processes are in place which include attainment meetings and tracking and monitoring processes outlined in Quality Assurance calendars, maintaining rigorous analysis of literacy attainment data from all stages, with particular focus on key data from Primary 1, Primary 4, and Primary 7.
- Use the Edinburgh Learns 'Model for Moderation' to plan and provide high quality moderation events across school and learning communities.
- Use a range or approaches and resources to encourage and advise parents/carers as to how to engage with their children in ways that develop language and pre-literacy skills and include them in self-evaluation and identification of literacy improvements.
- Identify leadership of play pedagogy in the early years, which leads and supports the planning of high-quality literacy learning experiences for all children.

Literacy Co-ordinators will:
- Work with the Headteacher to produce, coordinate, and implement the school Literacy Strategy which takes account of national and local policy guidance.
- Be informed by the overview of literacy attainment tracking and progress for their school.
- Support class teachers in the implementation of best evidence-based practice in literacy.
- Undertake professional learning provided by partner agencies and external organisations to be able to support others.
- Facilitate the sharing of positive evidence-based practice within the school and learning community.
- Consult with the Edinburgh Learns Digital Team to ensure best and current practice in the use of digital technologies.
- Maintain their own professional learning through involvement in local authority networks and learning community meetings.
- Promote the development of effective literacy across learning through their own professional learning, supporting the training of staff and by being in class.

Curriculum Leaders for English will:
- Work with the Literacy Co-ordinator to ensure the school literacy strategy is shared and implemented across all departments.
- Liaise with the school librarian to promote a literacy rich culture within their school.
- Ensure rigorous tracking and monitoring procedures are in place across all classes within the English department.
- Rigorously analyse literacy attainment data from the Broad General Education for all young people, to ensure expected conversion to Senior Phase qualifications.

- Work closely with Digital Learning Co-ordinators to leverage best use of digital technologies to improve accessibility and independence, particularly for learners with additional support needs.
- Ensure effective digital practice is embedded in the delivery of high quality learning, teaching and assessment.

All Curriculum Leaders will:

- Understand the school literacy strategy to implement school priorities withing their subject/faculty.
- Ensure Literacy Experiences and Outcomes are planned for appropriately within their subject/faculty.
- Lead self-evaluation processes within their subject/faculty and to seek appropriate support to inform teacher judgements.
- Ensure rigorous tracking and monitoring procedures are in place for literacy, across all classes within their faculty, to support the gathering of literacy attainment evidence across all subjects and departments.

Teachers and Practitioners will:

- Implement the school's Literacy Strategy
- Use Literacy and English Experiences and Outcomes, Edinburgh's Literacy Progression Pathways to plan learning in literacy.
- Use the Benchmarks to assess learning.
- Plan an appropriate range of assessment activities that allow children and young people to demonstrate their learning in different contexts, which includes EAL Trackers for EAL learners.
- Ensure parents and carers are informed and knowledgeable of their child or young person's literacy progress and attainment.
- Make use of a wide range of learning environments and creative teaching approaches, including digital technologies, the use of Higher Order Thinking Skills and Oracy skills.
- Ensure a literacy rich environment for learning with a clear focus in Early Years on the use of Up, Up and Away Literacy Toolkit and the Circle Document across all sectors.
- Gather appropriate evidence of learners to endorse their professional judgement in each aspect of literacy, across the breadth, challenge, and application of literacy.
- Plan and use an appropriate range of assessment to inform next steps and maintain pace and challenge.
- Ensure parents and carers are informed and knowledgeable of their child's literacy progress and attainment.
- Attend relevant professional learning activities to develop current skills and understanding.
- Set appropriate home learning tasks in line with school policy on home learning.
- Make use of Literacy and Dyslexia Guidance (2019), to ensure the needs of all learners are being met, and the use of strategies to support EAL learners.
- Support the development of literacy through the effective use of digital technology to engage learners and further develop literacy skills.
- Engage with professional learning focused on the use of digital tools to support specific literacy needs, e.g., accessibility, translation and literacy support tools such as Immersive Reader, Reader Coaching etc.

- Contribute positively to the development of a whole school Literacy culture, including the sharing and analysis of literacy attainment across all stages and faculties.
- Use information provided by Early Years establishments on individual children's literacy development, to inform next steps in their literacy learning.

Support for Learning Teachers will:
- Attend relevant professional learning to develop current skills and understanding in supporting learners to develop skills in literacy.
- Make use of digital features to best support the needs of individuals, with an understanding of the accommodations that can be made on 1:1 and shared iPads.
- Liaise with class teachers to identify best evidence-based practice to support learners.
- Provide a range of specialist services, including use of the Dyslexia Toolkit, liaison with Psychological Services and other agencies, and supporting during transitions, as required.
- Provide direct teaching to individual pupils and small groups (where appropriate), using evidence-based interventions and strategies to develop and sustain literacy skills.
- Work in partnership with class teachers to support inclusion, and through differentiation, support the learning of all children and young people.
- Promote all relevant professional learning provided by the ASL Service.

Early Learning and childcare settings will:
- Identify a literacy co-ordinator who will lead and provide guidance for staff.
- Ensure appropriate and relevant professional learning opportunities are available for all staff to ensure that they are knowledgeable and skilled in the effective delivery of literacy experiences. Using the CEC Communication and Literacy Guidance, ensure appropriate and relevant professional learning opportunities are available for all staff. To ensure that they are knowledgeable and skilled in supporting and the effective delivery of communication and literacy experiences.
- Focus on child observations and the gathering of evidence on individual children, to track their progress in communication and literacy.
- Have rigorous assessment approaches for gathering information on children's literacy learning skills.
- Provide clear, concise, and purposeful information regarding children's pre and early level literacy skills to Primary 1 teachers.

Partners will (Scottish Book Trust, Literacy and English Curriculum Network, National literacy Trust, SEIC Literacy Network):

- Support schools through identifed literacy programmes, to celebrate and promote the benefits of good literacy skills to their communities.
- Offer resources, programmes, research and best practice to help all schools deliver high quality literacy provision, including resources and tools for early langauage development and parental engagement.
- Promote all national literacy developments through the appropriate communication channels, including the involvement of identified staff in literacy improvement working groups.

The Edinburgh Learns Teaching, Learning and Assessment Board will be responsible for monitoring the impact of the new Literacy Strategy 2023.

The impact of the Literacy Strategy 2023 will be measured through all Quality Improvement scrutiny activity (supported self evaluation, follow through processes, shared classroom experiences, coaching in context discussions), including a literacy follow through in session 2024-25 to review the impact of the new strategy.

The impact of the Literacy Strategy 2023 will be shared through Committee reports, including Attainment in the Broad General Education and Senior Phase and reports on individual school follow-through visits.

The City of Edinburgh annual Standards and Quality report will include progress on the impact of the Literacy Strategy 2023, identifying what is working well and what is ongoing improvement.

Arrangements for Quality Assurance

Quality Assurance At Local Authority Level:
- The Quality Improvement Team will regularly review a range of performance data in literacy, in order to identify improvements in attainment and to highlight and share good practice. This will include attainment predictions submitted annually by all schools in November and March, end of year attainment submitted to Scottish Government, national qualifications data and EAL Stage of English.
- Scrutiny activity undertaken regularly by the Quality Improvement Team will include supported self-evaluation visits, follow through visits, coaching support in context with the headteacher and senior leadership team, attainment and tracking meetings and involvement in shared classroom experiences.

Quality Assurance at school level:
- All schools will have a Quality Assurance calendar in place at the start of each new academic session, which sets out all scrutiny activity for the year.
- Scrutiny activities will ensure the triangulation of evidence-based information and data, people's views and direct observations of practice, and involve all school staff, learners, partners and other stakeholders, as referred to in the diagram below.
- Identified activities across all schools will include learner conversations, observations of practice and shared classroom experience visits, tracking and monitoring meetings of

predictions/Curriculum for Excellence levels, tracking of literacy interventions and planned assessment activities as part of the school's corporate asessment policy.

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.

QUANTITATIVE DATA

PEOPLE'S VIEWS

EVALUATION OF QUALITY

DIRECT OBSERVATION

Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

The 2023 National Improvement Framework and Drivers:

[2023 National Improvement Framework and Improvement Plan: Summary Document (www.gov.scot)](#)

City of Edinburgh Progression Pathways – Literacy:

[Literacy and English Progression Pathways](#)

City of Edinburgh Progressive Benchmark Statements

[Literacy and English Progressive Benchmark Statements](#)

City of Edinburgh Early Communication and Literacy Development:

[Communication and Literacy with Children guidance](#)

City of Edinburgh Literacy Rich Programme

Education Scotland Milestones for Literacy and English (pre-early level):

[Milestones to support learners with complex additional support needs.](#)