



Northern  
Alliance  
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# Northern Alliance

**Raising Attainment in Literacy, Language  
and Communication: 2017/2018**

End of Year Report: July 2018



Aberdeenshire  
COUNCIL



# Northern Alliance

## Raising Attainment in Literacy, Language and Communication 2017/2018 – End of Year Report: July 2018

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# Northern Alliance

## Raising Attainment in Literacy, Language and Communication 2017/2018 – End of Year Report: July 2018

This report summarises the progress made in the *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream as of July 2018.

### End of Year Report Summary – Key Points:

*From the evaluations of Class Teachers and Senior Managers during the Emerging Literacy Networks in March 2018 (N=106) and the evaluations of the Sharing/Celebration Networks in May/June 2018 (N=287) it would be reasonable to summarise:*

- Through being part of the Emerging Literacy Workstream, the literacy, language and communication knowledge and understanding of teachers and senior managers is improving, impacting on how children develop early literacy skills.
  - *Prior to the pencil control input, less than one in six practitioners rated their knowledge and understanding of foundational handwriting skills as high. Following the input almost all practitioners reported having a high level of knowledge and understanding.*
  - *Prior to the language development input on sequence and narrative skills, less than one in ten practitioners rated their knowledge and understanding of Sequence and Narrative skills as high. By the end of the network almost all practitioners reported having a high level of knowledge and understanding.*
- Through being part of the Emerging Literacy Workstream, teachers and senior managers have been able to track children's progress in literacy, language and communication, tailoring learning and teaching to the needs of children.
- Practitioners involved in the workstream have reported that they would benefit from further opportunities to collaborate on 'Achievement of a Level' to strengthen teacher judgement.

## Northern Alliance

# Raising Attainment in Literacy, Language and Communication

## 2017/2018 – End of Year Report: July 2018

***From the end of year evaluations of Class Teachers and Senior Mangers (N=287) during the Emerging Literacy Sharing/Celebration Networks in May/June 2018, it would be reasonable to summarise in schools which are taking a developmental approach to Emerging Literacy:***

- Children are demonstrating application of early foundational listening and talking, reading and writing skills.
- The teaching and learning is matched to children's stage of development; children are making progress and experiencing success which is developmentally appropriate.
- Practitioners have reported that further collaborative support would be beneficial in order to enable schools to take a whole-school approach to Emerging Literacy.

***From the data collection of a sample of Primary 1 pupils across the Northern Alliance (Sample size: N=1,932 in English Phonological Awareness; N=1,859 in Fine Motor Skills and N=1,859 in Pencil Control/ Pre-writing Skills) in May 2018, it would be reasonable to summarise:***

- Practitioners are paying attention to children's strengths and gaps in their foundational skills, using the assess-plan-teach cycle to differentiate their teaching and learning to children's needs. There has been clear progress in children's foundational literacy development between September 2017 and May 2018.
- By the end of Primary 1, almost all children have developed the earlier elements of Phonological Awareness which are foundations of the phonemic awareness which support effective reading and writing.
- By the end of Primary 1, almost all children have developed the foundational skills which lead to efficient handwriting.
- The "gaps" in children's average Phonological Awareness scores are closing between children living in the most deprived areas compared with children living in the medium and least deprived areas. Children living in the most deprived areas made significantly more progress in phonological awareness than children living in the least deprived areas.
- The average "gaps" in children's tripod grasp and pencil control skills, which are foundations of handwriting, have been eliminated between children living in the most deprived areas compared with children living in the medium and least deprived areas. Children living in the most deprived areas made significantly more progress in tripod grasp and pencil control development than children living in the least deprived areas.

The [March 2018 Interim Report](#) summarised the analysis of the 2016/2017 'Achievement of CfE Levels' data for Highland schools who were part of the Emerging Literacy workstream in 2016/2017. Analysis of the 2017/2018 data, with due regard to validity, will be undertaken during the 2018/2019 session.

## End of Year Report – Future Recommendations:

### Recommendation 1:

The evaluation of taking a developmental approach to Emerging Literacy should further investigate how the ongoing collaboration through networking is having an impact on practice and the outcomes that the changes in practice are having on children's learning.

### Recommendation 2:

Children's progress in foundational literacy skills should continue to be tracked as an ongoing process by practitioners, using the information to inform the planning of learning, teaching and assessment. Practitioners should be supported to triangulate this information with observations and holistic assessment to further their understanding and teacher judgement of progress within and through the Curriculum for Excellence (CfE) Levels.

### Recommendation 3:

The ongoing evaluations of practitioners should continue to be used to monitor the impact of individual aspects of professional learning as well as shaping the structure and content of subsequent networking, in person and online.

### Recommendation 4:

Working in collaboration between local authorities/ health boards across the Northern Alliance and with colleagues in Education Scotland, case studies which detail how those involved in the workstream have taken a developmental approach to emerging literacy should be developed and shared. Case studies should focus on how the leadership of change and the impact on pedagogy better outcomes for children.

### Recommendation 5:

The collaborative support for the 2018/2019 session should be driven by the elements identified in the 2017/2018 end of year evaluations. Practitioners should continue to be part of the development, testing and sharing of new resources.

### Recommendation 6:

To enable sustainability of the approach, Lead Practitioners across the Northern Alliance should be supported throughout the 2018/2019 session to coordinate aspects of local networks of practice through peer education.

**James Cook –**

**Quality Improvement Officer: Northern Alliance**

**July 2018**

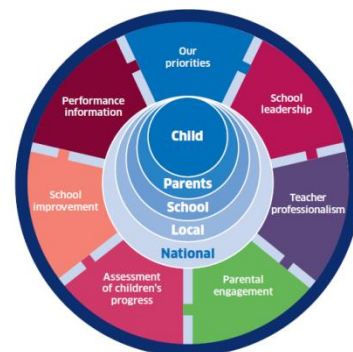


# Northern Alliance Raising Attainment in Literacy, Language and Communication 2017/2018 – End of Year Report: July 2018

## 1. Background to 2017/2018 End of Year Report – July 2018

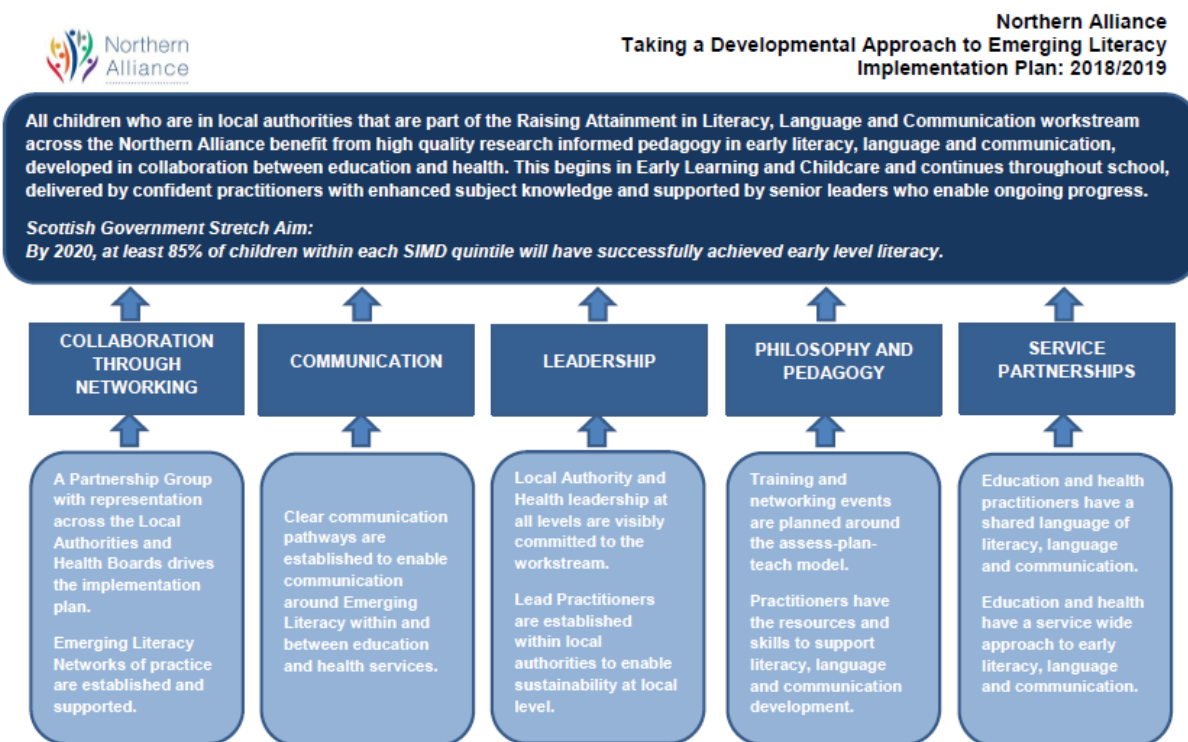
The Northern Alliance Regional Improvement Plan is aligned to the priorities for Scottish Education detailed within the [National Improvement Framework](#)<sup>1</sup>:

- to improve attainment for all, particularly in literacy and numeracy
- to improve the learning progress of every child, by reducing inequality in education
- to improve children and young people's health and wellbeing
- to improve employability skills and sustained positive school leaver destinations for all young people.



**Figure 1.1 - National Improvement Framework: Drivers; Scottish Government (2016)**

The Emerging Literacy Workstream Improvement Plan (**Appendix 1**) has been developed as a multiagency collaborative approach between and by practitioners in early years settings and schools, educational psychologists (EPs), occupational therapists (OTs) and speech and language therapists (S&LTs). The Emerging Literacy Workstream Plan details the collaborative professional learning opportunities for frontline education practitioners and the planned system improvements to enable sustainability of the approach in an effort to raise attainment and reduce inequality.



**Figure 1.2 – Northern Alliance Emerging Literacy Improvement Plan (2018/2019)**

<sup>1</sup> Scottish Government National Improvement Framework website: <https://beta.gov.scot/policies/schools/national-improvement-framework/>. Last accessed 26/06/2018

# Northern Alliance

## Raising Attainment in Literacy, Language and Communication

### 2017/2018 – End of Year Report: July 2018

There are five drivers detailed in the Emerging Literacy Improvement Plan which contribute to the Scottish Government's Stretch Aims set out within the [The 2018 National Improvement Framework and Improvement Plan](#)<sup>2</sup>:

- ❖ Collaboration through networking
- ❖ Communication
- ❖ Leadership
- ❖ Philosophy and pedagogy
- ❖ Service partnerships.

To enable this, during the 2018/2019 session it has been identified by practitioners that they would benefit from:

- networks which provide time to reflect on how to support the assess-plan-teach cycle
- opportunities to strengthen teacher judgement through collaborative networking
- support in embedding the principles of the approach as a whole-school.

Progress in the five drivers of the plan will be monitored through the analysis of:

- case studies
- children's progress in foundational literacy skills
- ongoing evaluation with education and health practitioners
- teacher judgement information through 'Achievement of CfE Levels'.

The previous reports for the workstream can be accessed on the following links:

#### 2016/2017 reports:

- ❖ [December 2016 Interim Report](#)
- ❖ [March 2017 Interim Report](#)
- ❖ [July 2017 End of Year Report](#)

#### 2017/2018 reports:

- ❖ [November 2017 Interim Report](#)
- ❖ [March 2018 Interim Report](#)

#### The purpose of this end of year report (July 2018) is to:

- ❖ outline the Emerging Literacy model of professional learning and support
- ❖ provide an analysis of the P1 pupil data from May 2018 for Phonological Awareness and Pre-Handwriting, comparing that with September 2017 and January 2018
- ❖ provide an analysis of teacher impact/outcome data collected through the local authority networks in March 2018 and the May/June 2018 sharing of learning sessions
- ❖ set out the recommendations for the 2018/2019 session.

<sup>2</sup> Scottish Government (2017). *2018 National Improvement Framework and Improvement Plan for Scottish Education*. Crown Copyright, Edinburgh: <http://www.gov.scot/Resource/0052/00528872.pdf>

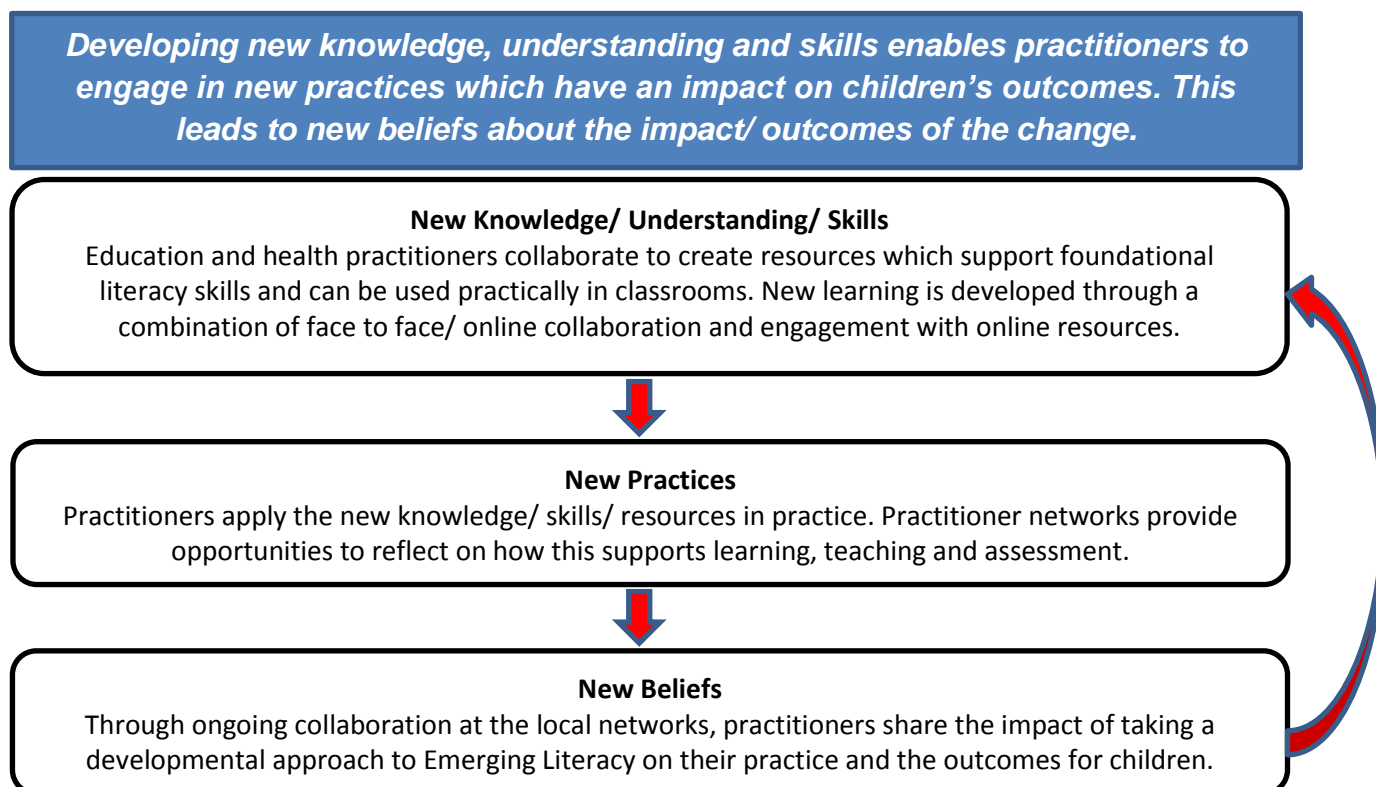
## 2. Emerging Literacy Model of Professional Learning and Support

The Emerging Literacy Workstream has been designed to facilitate collaboration between practitioners within and across Northern Alliance local authorities and health boards through research informed pedagogy. The workstream's collaboration takes a number of forms:

- Local authorities and health boards work collaboratively to share their knowledge and understanding of the components which contribute to the development of literacy, language and communication skills, and how to support this in an education context.
- Networks of practice at local authority level enable practitioners to collaborate through developing collective efficacy in taking a developmental approach to Emerging Literacy. Regular opportunities to collaborate throughout the year are designed to empower practitioners to develop peer to peer education.
- Online collaboration through utilising platforms (e.g. Yammer) provides practitioners with mechanisms to share practice across local authorities in the Northern Alliance.

### Change Model

The Emerging Literacy Workstream's change model has been developed using the components of change outlined by Michael Fullan<sup>3</sup>:



**Figure 2.1 – Emerging Literacy Workstream Change Model**

<sup>3</sup> Fullan, M (2008). *The six secrets of change*. San Francisco: Josey-Bass.

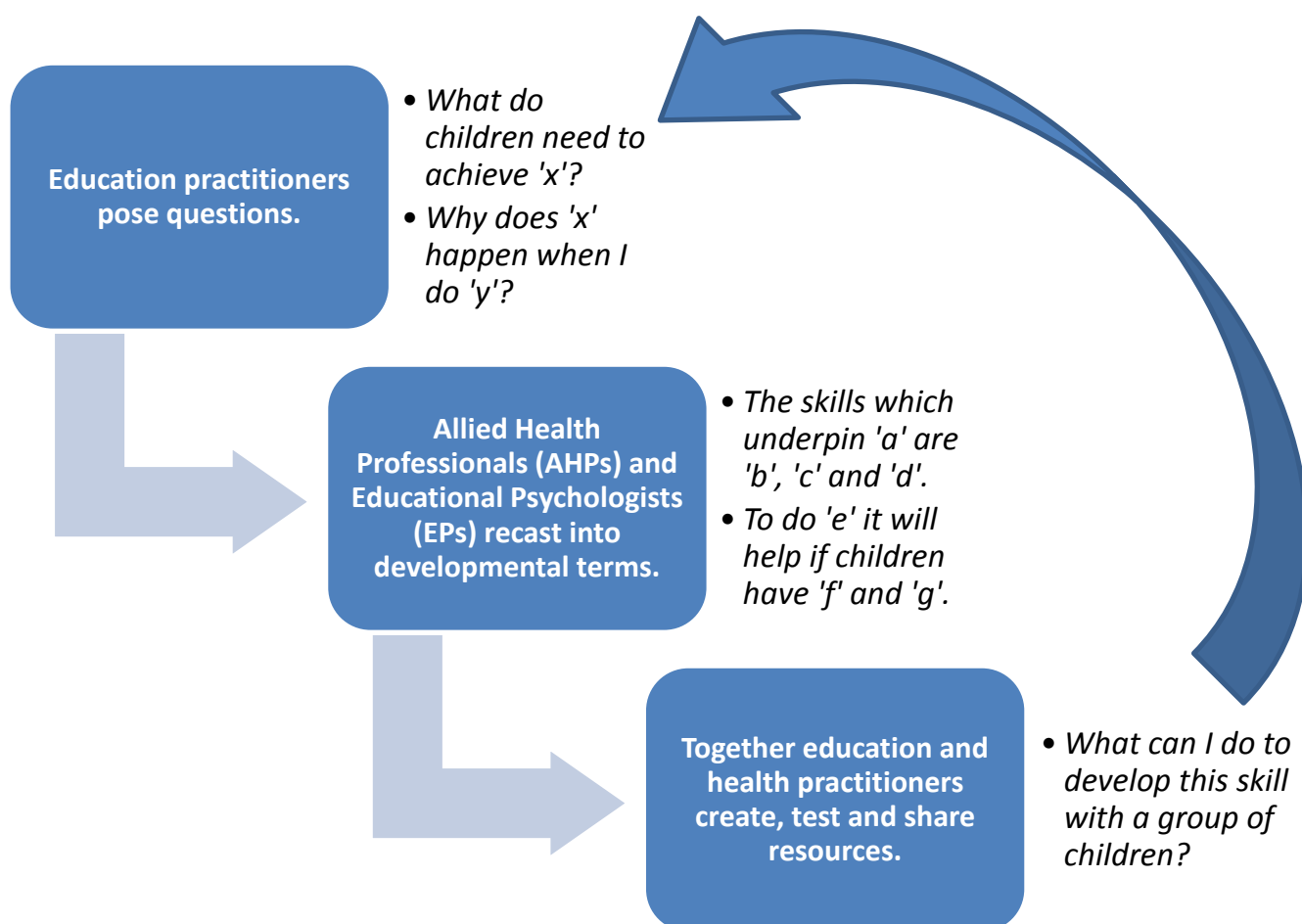


## 2017/2018 Model of Support

The Scottish Government's International Council of Education Advisers (ICEA) recommended in their report<sup>4</sup> (June 2018):

*“there is a need for a far better understanding of what pedagogy looks like within Scotland's schools, what is working and what the areas of difficulty are, in order to inform the sharing of good pedagogical practices and to provide professional learning along with the resources to support pedagogical development.”*

Since its initial development in Highland beginning in 2013/2014, through to the current developments across the Northern Alliance, to enable the fidelity of the approach to Emerging Literacy to continue, the premise that support is developed by practitioners for practitioners is central to the workstream's improvement plan.



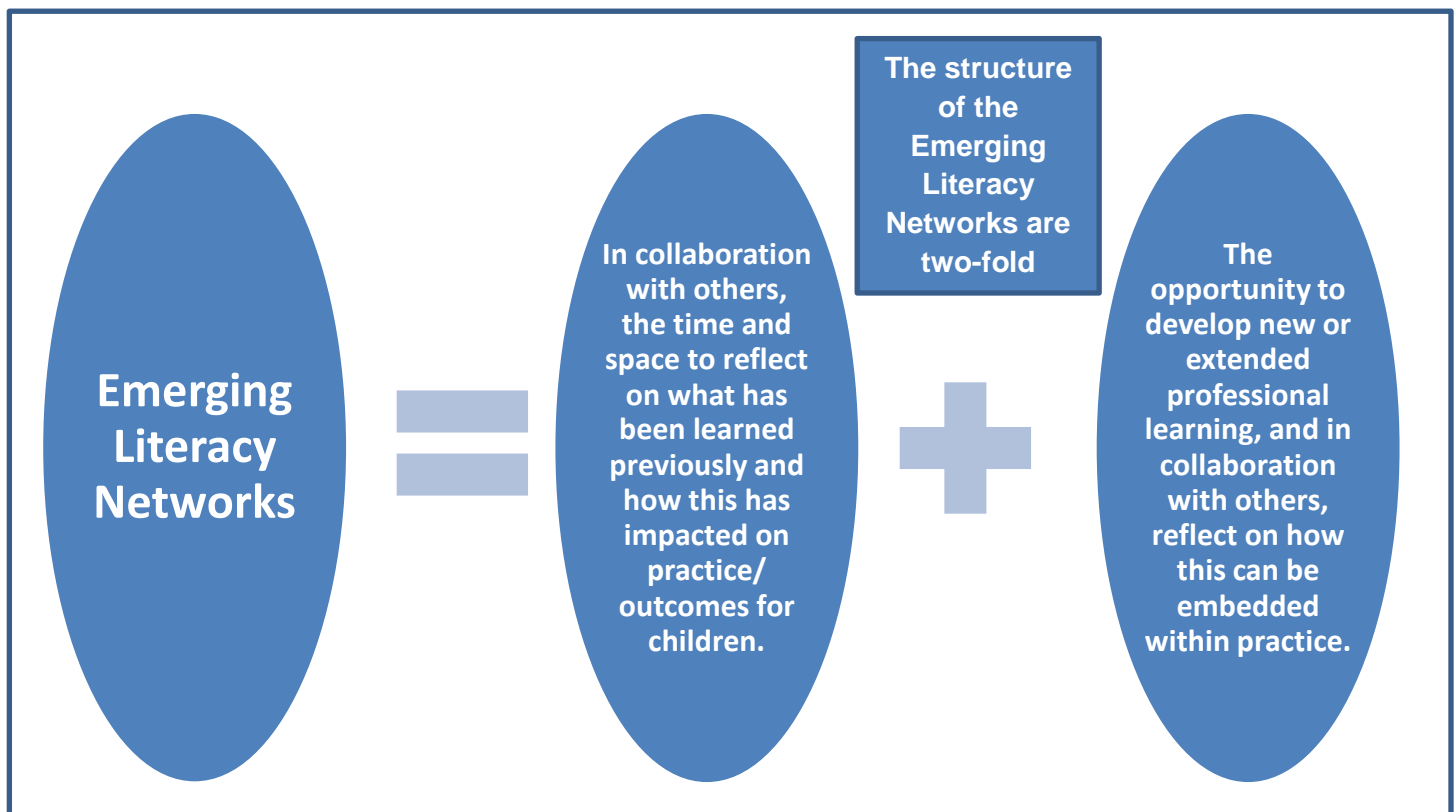
**Figure 2.2 – Emerging Literacy: The creation of new resources**

<sup>4</sup> Scottish Government (2018). *International Council of Education Advisers Report 2016-18*. Crown Copyright, Edinburgh: <http://www.gov.scot/Resource/0053/00537450.pdf>

**Figure 2.2** highlights the resource development model which has been established through taking a developmental approach to Emerging Literacy. The initial resources which were developed were supported by practitioners in education and health across Highland. This included working groups of education and health practitioners creating and testing resources to support children's literacy, language and communication development, before sharing them with wider networks of practice.

As the approach has been embedded across the Northern Alliance, the local networks of practice have provided the platform to:

- identify areas of development
- input into the creation of resources
- reflect on the impact of knowledge/skills/resources on practice and outcomes for children.



**Figure 2.3 – Emerging Literacy Network Individual Session Structure**

#### Recommendation 1:

The evaluation of taking a developmental approach to Emerging Literacy should further investigate how the ongoing collaboration through networking is having an impact on practice and the outcomes that the changes in practice are having on children's learning.

## 2017/2018 Local Authority Overview of Support

During the 2017/2018 session the workstream lead has worked with key links within each of the local authorities to support taking a developmental approach to Emerging Literacy at local level. The following is a summary of the development and support which has been provided in consultation with each local authority.

### Aberdeen City Council

- 33 schools have been supported through a series of local networks across Aberdeen. These have been delivered between the workstream lead and the education key link.
- There have been a series of Early Years Emerging Literacy training sessions for practitioners in early learning and childcare (ELC).
- To support child development in ELC settings, through the use of [The 3 Step Improvement Framework for Scottish Public Services](#)<sup>5</sup>, Highland's [Pre-School Developmental Overviews](#)<sup>6</sup> have been tested in a small number of settings.
- A whole school approach to language development, 'Language for Literacy', was tested in a group of schools. Schools have developed improvement plans for the 2018/2019 session.

### Aberdeenshire Council

- 72 schools have been supported through a series of local networks across Aberdeenshire. These have been delivered between the workstream lead and the education key link.
- Early Years Emerging Literacy training sessions have been delivered for practitioners in early learning and childcare (ELC).

### Argyll and Bute Council

- 10 schools have been supported through initial introduction training in February 2018 and two follow-up sessions with practitioners were delivered to plan for taking a universal approach in the 2018/2019 session.
- The education key link for Argyll and Bute and the workstream lead have shared progress with Council senior managers and established connections with local health services to facilitate local collaboration during the 2018/2019 session.

<sup>5</sup> Scottish Government (2013). *The 3 Step Improvement Framework for Scottish Public Services*. Crown Copyright, Edinburgh.  
<http://www.gov.scot/Resource/0042/00426552.pdf>

<sup>6</sup> Highland Council *Bumps 2 Bairns* website: <https://bumps2bairns.com/developmental-overviews/>. Last accessed 26/06/2018

#### Highland Council

- 82 schools have been supported through a series of local networks in ten locations across Highland.
- A draft of an 'Early Level Literacy Progression' has been developed, linked to the CfE Benchmarks, which has undergone consultation across the Northern Alliance and will be published in August 2018.
- A working group, including practitioners from early years, schools and speech and language therapy, have started development on the [Oral Language Toolkit](#)<sup>7</sup> which will be embedded within the Northern Alliance local emerging literacy networks.
- The beginnings of a handwriting toolkit and working memory toolkit of resources have been initially developed with guidance from Highland Educational Psychology and Occupational Therapy colleagues. Practitioners from across the Northern Alliance have contributed to the resources which are due to be published during the 2018/2019 session and will be embedded within the Northern Alliance local emerging literacy networks.

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#### Moray Council

- 13 schools have been supported through a series of local networks in Moray.

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#### Orkney Islands Council

- 10 schools have been supported through a series of local networks in Orkney.

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#### Shetland Islands Council

- 11 schools have been supported through a series of local networks in Shetland.
- Speech and language therapists in Highland and Shetland have worked collaboratively to support the delivery of initial 'Words Up! Early' training to strengthen adult/child interaction.

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#### Western Isles Council

- 9 schools have been supported through a series of local networks in the Western Isles.
- The workstream lead has delivered 'Words Up! Early' training to 80 practitioners to strengthen adult/child interaction.

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<sup>7</sup> Highland Council *Highland Literacy Blog*: <https://highlandliteracy.com/oral-language-toolkit/> Last accessed 26/06/2018.

### 3. Outcome data – Measuring Foundational Skills

Teachers across the Northern Alliance who are part of the Emerging Literacy Networks are supported to assess and plan for children's strengths and gaps in the foundational literacy skills which [research shows](#) have the greatest impact on later outcomes.

#### Data collection and analysis: Outcomes for Children and Young People

In September 2017, Primary 1 practitioners from each of the schools used the Phonological Awareness Screen and Continuum and the Pre-Handwriting Continuum to identify a baseline of their children's foundational skills in reading and writing. Data was submitted in September 2017. Following this, practitioners were supported through the local networks to analyse their data and plan for children's learning, matched to their stage in development. The data analysis networks were designed to enable peer learning; practitioners who were in their second year of the workstream were able to support those who were in their first, whilst also analysing their own data with a new cohort. In the local authorities where the local Allied Health Professional (AHP) and Educational Psychology (EP) teams attended, they also supported the data analysis.

Between September 2017 and May 2018, practitioners planned for children's strengths and gaps in foundational literacy skills as part of their school's literacy framework. As children's skills developed through learning and teaching, practitioners used the tracking tools to monitor children's progress. In January 2018 and May 2018 practitioners submitted updated Phonological Awareness and Pre-Handwriting information for their children.

This report also details the outcomes for children linked to deprivation. Scottish Index of Multiple Deprivation (SIMD) information has been submitted by schools (where available). The ten deciles have been categorised as: SIMD 1-3: most deprived, SIMD 4-7: middle and SIMD 8-10: least deprived.

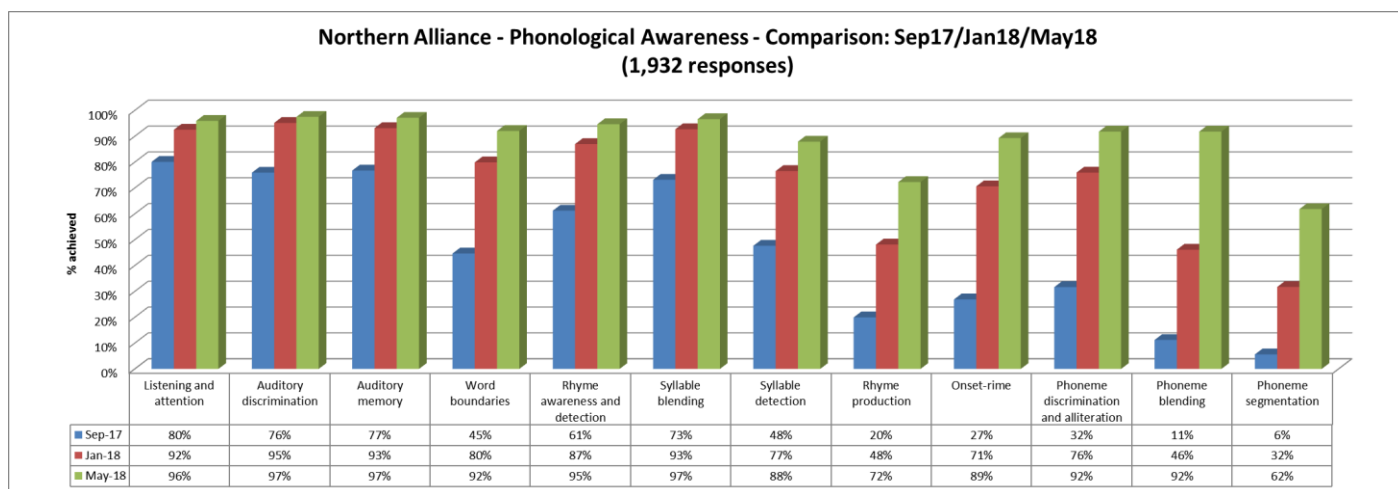
#### The breakdown of responses from May 2018:

<b>Submission</b>	<b>Breakdown: May 2018</b>	<b>Breakdown by deprivation</b>		
	<i>May 2018</i>	<i>SIMD 1-3 (most dep)</i>	<i>SIMD 4-7 (middle)</i>	<i>SIMD 8-10 (least dep)</i>
<b>Phonological Awareness English</b>	1,932	427	519	283
<b>Phonological Awareness Gaelic</b>	57	N/A	N/A	N/A
<b>Pre-Handwriting: Fine Motor English and Gaelic combined</b>	1,859	384	494	294
<b>Pre-Handwriting: Scissor English and Gaelic combined</b>	1,858	384	494	294
<b>Pre-Handwriting: Pencil Control English and Gaelic combined</b>	1,859	384	494	294

**Figure 3.1 – Overview of Data Collection – May 2018**



## Phonological Awareness Skills: English Medium

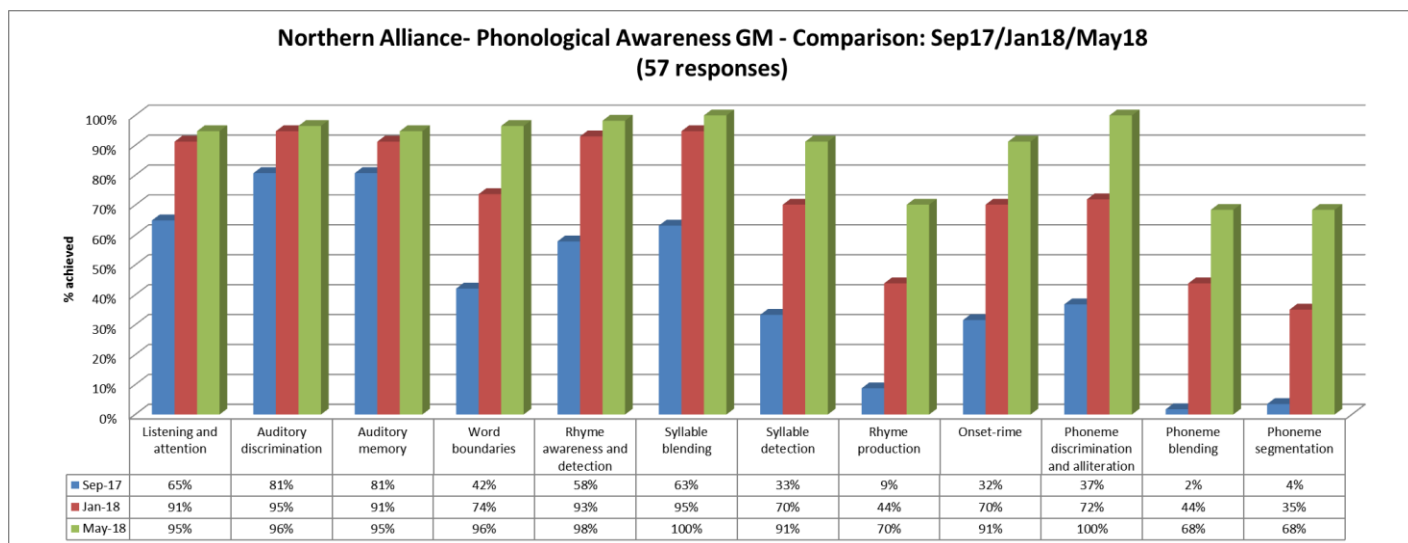


**Figure 3.2 – Phonological Awareness Skills (English Medium):  
Comparison: September 2017/ January 2018/ May 2018**

The collated English Medium phonological awareness data (**Figure 3.2**) has indicated that:

- ❖ Phonological Awareness skills have been planned for as part of the teaching of reading and writing within phonics and spelling instruction. The screening and tracking tools have supported teachers to monitor ongoing progress.
- ❖ By the end of May almost all of those Primary 1 children assessed had secure Auditory Discrimination (97%), Auditory Memory (97%), Word Boundaries (92%) and Rhyme Awareness (95%); all early foundation skills which support the development of reading and writing.
- ❖ In phonological awareness, with a score of a possible twelve, almost nine in ten children (87%) had a score of nine or more by May 2018. This is an increase of 69% since September.
- ❖ By the end of May almost four in five (78%) of Primary 1 children had fully secure phoneme discrimination, phoneme segmentation and phoneme blending, the phonemic awareness skills which underpin reading and spelling words using phonics. This is an increase of 67% since September.

## Phonological Awareness Skills: Gaelic Medium



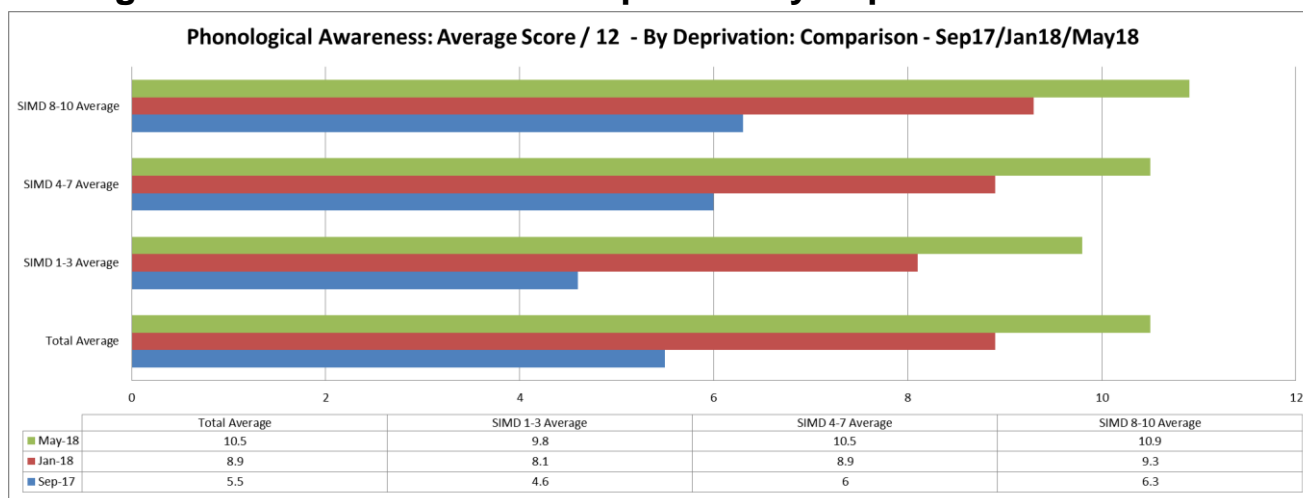
**Figure 3.3 – Phonological Awareness Skills (Gaelic Medium):  
Comparison: September 2017/ January 2018/ May 2018**

The collated Gaelic Medium phonological awareness data (**Figure 3.3**) has indicated that:

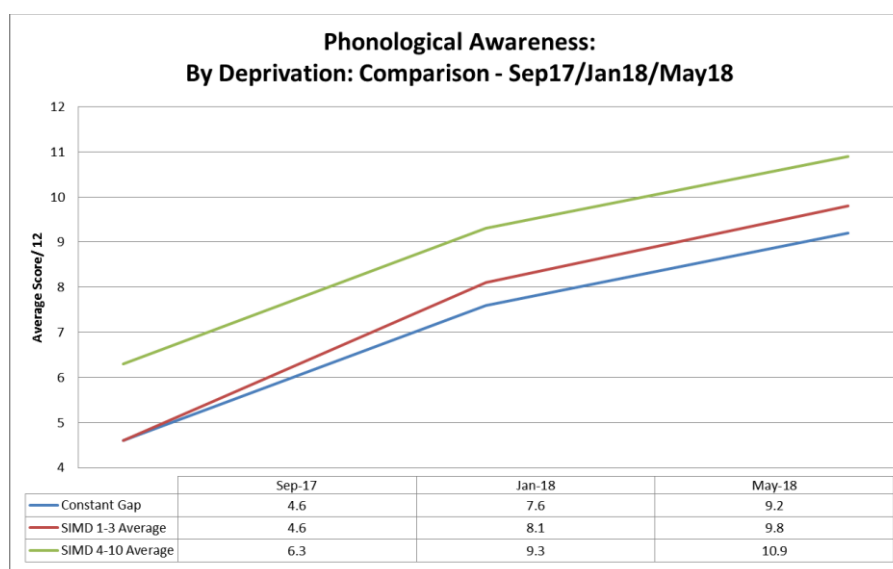
- ❖ Phonological Awareness skills have been planned for as part of the immersion of Gaelic language. The screening and tracking tools, where developmentally appropriate, have supported teachers to monitor ongoing progress.
- ❖ By the end of May almost all of those Primary 1 children assessed had secure Auditory Discrimination (96%), Auditory Memory (95%) and Word Boundaries (96%); all early foundation skills which support the development of reading and writing.
- ❖ In phonological awareness, with a score of a possible twelve, almost nine in ten children (89%) had a score of nine or more by May 2018. This is an increase of 77% since September.
- ❖ By the end of May almost three quarters (74%) of Primary 1 children had fully secure phoneme discrimination, phoneme segmentation and phoneme blending, the phonemic awareness skills which underpin reading and spelling words using phonics. This is an increase of 69% since September.

*There is less research published around Gaelic Phonological Awareness than there is for English Phonological Awareness. It should be noted that rhyme is less prevalent in Gaelic than in English.*

## Phonological Awareness Skills: Comparison by Deprivation



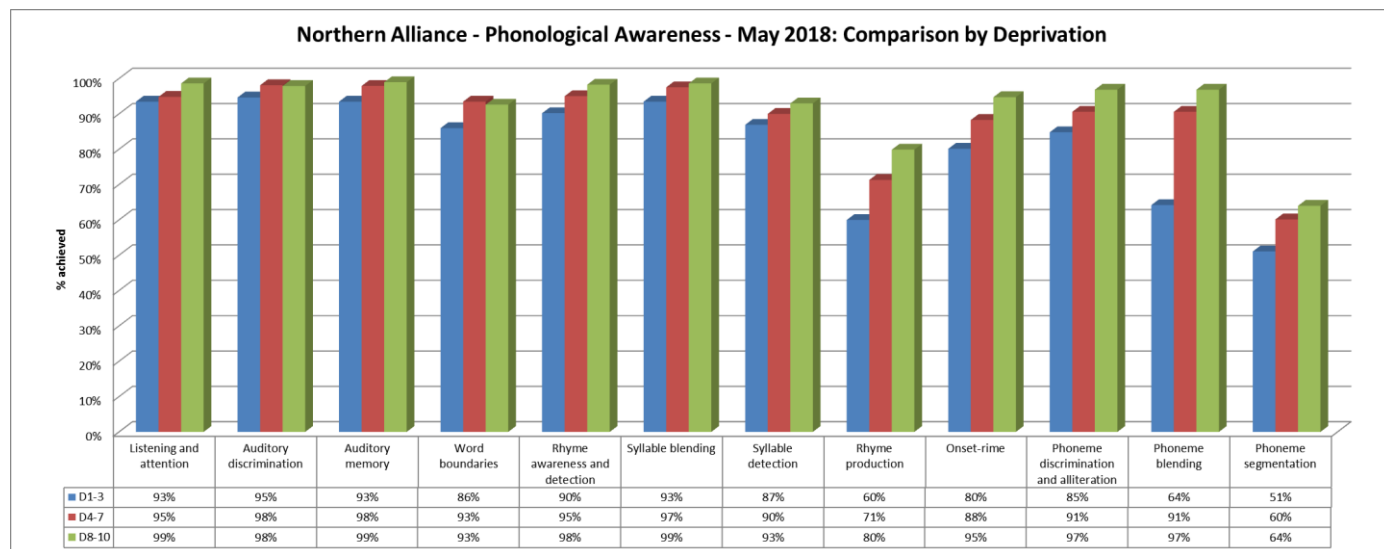
**Figure 3.4 – Phonological Awareness: Average Score/12 – Comparison by Deprivation**



**Figure 3.5 – Phonological Awareness Average Scores/12: Comparison by deprivation over time (September 2017 – May 2018)**

The collated phonological awareness data, linked to deprivation, above (**Figure 3.4 and Figure 3.5**) has indicated that:

- ❖ The gap between children living in the most deprived (SIMD 1-3) areas compared with children living in the middle (SIMD 4-7) and least (SIMD 8-10) areas is closing. In the average phonological awareness score, with a possible score of 12, the gap between the children living in the most and least deprived areas in September 2017 was 1.7. By May 2018 this gap reduced to 1.1. This gap is 0.6 less than if a “constant gap” of 1.7 had continued.

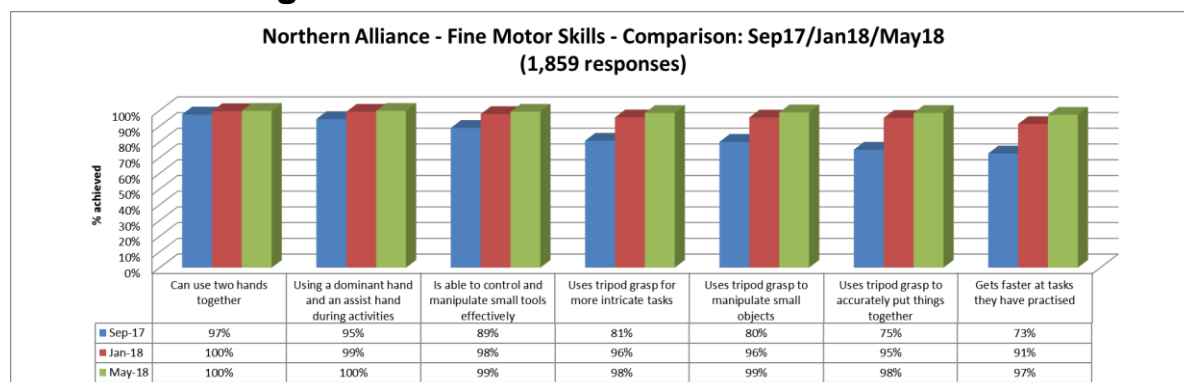


**Figure 3.6 – Phonological Awareness: Comparison by deprivation –May 2018**

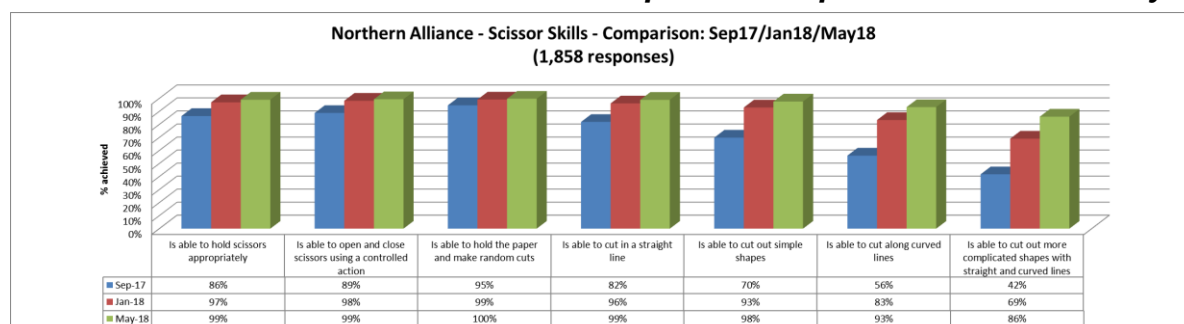
The collated phonological awareness data, linked to deprivation, above (**Figure 3.6**) has indicated that:

- ❖ In the earlier Phonological Awareness skills, such as Auditory Discrimination, Auditory Memory, Rhyme Awareness and Syllable Blending, the gap between children living in the most deprived areas and the children living in the least deprived areas is closing. There were gaps of between 15-27% in September 2017. By May 2018, the gaps had reduced to between 3 and 8%. The tools which have been created to facilitate the planning for learning, teaching and assessment of phonological awareness, as part of the school's teaching of the Curriculum for Excellence (CfE) Literacy and English organisers of listening and talking, reading and writing, have supported practitioners in developing differentiated literacy instruction matched to the needs of individual children.
- ❖ In phoneme discrimination, phoneme blending and phoneme segmentation, the phonemic awareness skills which underpin reading and spelling words using phonics, by May 2018 two thirds of the children (66%) living in the most deprived areas were secure with these elements, in comparison with three quarters (76%) of children living in the middle deprived areas and almost all children (94%) living in the least deprived areas. Moving forward, it is important that all children continue to be supported beyond Primary 1 through a whole-school approach to matching the teaching and learning to the needs of the children; thus enabling practitioners to ensure that children's skills are robustly differentiated in an effort to raise attainment and tackle inequity.
- ❖ Children living in the most deprived areas made significantly more progress in phonological awareness than children living in the least deprived areas.

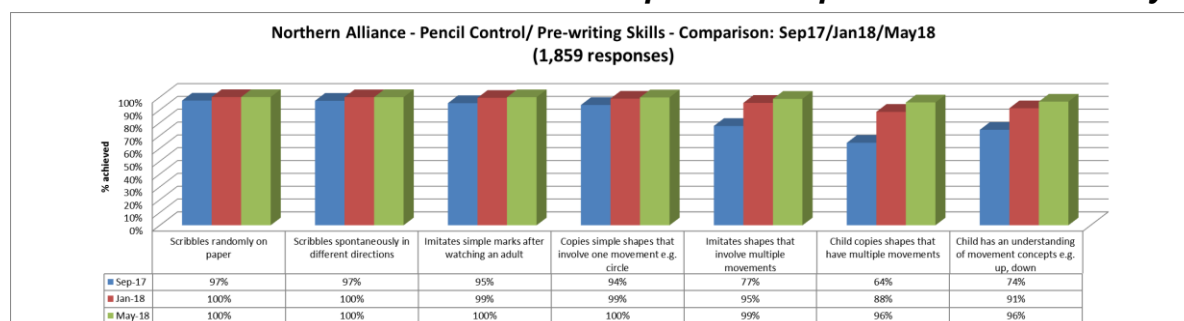
## Pre-Handwriting Skills



**Figure 3.7 – Pre-Handwriting – Fine Motor Skills**  
**Comparison: September 2017/ January 2018/ May 2018**



**Figure 3.8 – Pre-Handwriting – Scissor Skills**  
**Comparison: September 2017/ January 2018/ May 2018**



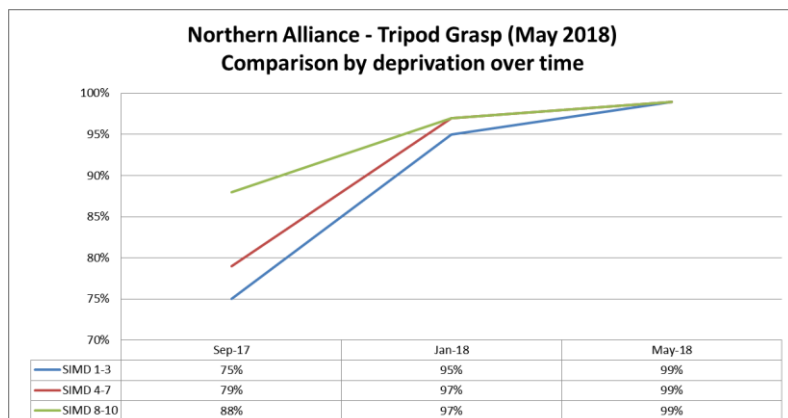
**Figure 3.9 – Pre-Handwriting – Pencil Control/ Pre-writing Skills**  
**Comparison: September 2017/ January 2018/ May 2018**

The collation of pre-handwriting data (**Figure 3.7**, **Figure 3.8** and **Figure 3.9**) has indicated that:

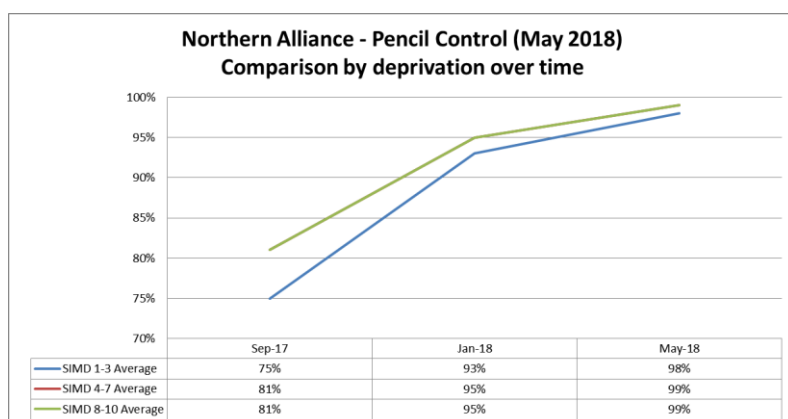
- ❖ By the end of May almost all children in Primary 1 (99%) had a secure tripod grasp which is foundational to the manipulation of writing implements. This is an increase of 19% from 80% in September.
- ❖ By the end of May almost all children in Primary 1 (99%) demonstrated secure pencil control/ pre-writing skills which included *copying shapes which involved one movement, e.g. a circle*, and *copying shapes which involved multiple movements, e.g. an 'x'*, –skills foundational to the formation of letters. This is an increase of 17% from 78% in September.



#### Pre-Handwriting: Comparison by Deprivation



**Figure 3.10 – Tripod Grasp: Comparison by deprivation over time (September 2017 – May 2018)**



**Figure 3.11 – Pencil Control Movements: Comparison by deprivation over time (Sep17-May18)**

The pre-handwriting data linked to deprivation (**Figure 3.10 and Figure 3.11**) has indicated that:

- ❖ By the end of May almost all children in Primary 1 (98% +), across each SIMD category linked to deprivation, had a secure tripod grasp which is foundational to the manipulation of writing implements and are secure in the pencil control concepts which are foundational to handwriting instruction.
- ❖ Children living in the most deprived areas made significantly more progress in tripod grasp and pencil control development than children living in the least deprived areas.

#### Recommendation 2:

Children's progress in foundational literacy skills should continue to be tracked as an ongoing process by practitioners, using the information to inform the planning of learning, teaching and assessment. Practitioners should be supported to triangulate this information with observations and holistic assessment to further their understanding and teacher judgement of progress within and through the Curriculum for Excellence (CfE) Levels.

## 4. Practitioner Evaluations

### Content: March 2018 – June 2018

As part of the Northern Alliance Emerging Literacy Networks in March 2018 and the end of session sharing events in May/ June 2018, evaluations were undertaken to collect data on the impact of individual sessions in developing new knowledge, understanding and skills for practitioners. A five point Likert scale was used to collect responses.

**March 2018 Networks** – In our March network sessions we shared a draft progression framework for Literacy and English to support reflections on ‘Achievement of CfE Levels’ and delivered a session on pencil control development.

SELF-ASSESSMENT OF KNOWLEDGE AND UNDERSTANDING	BEFORE WORKSHOP AVERAGE SCORE	AFTER WORKSHOP AVERAGE SCORE	AVERAGE INCREASE (+) OR DECREASE (-)
1. I know the progression within and through Early Level Literacy and English.	3.6	4.5	+ 0.9
2. I know where my children are on their journey to achieving Early Level within the progression supported by the CfE Early Level Literacy and English Benchmarks.	3.5	4.3	+ 0.8
3. I understand the impact of ‘tracing’ on handwriting.	2.6	4.6	+ 2.0
4. I understand the impact of ‘explicit instruction’ on handwriting.	2.6	4.6	+2.0

**Figure 4.1 – March 2018 Network Evaluation (N=106)**  
**Pre/post average knowledge/understanding scores / 5**

SELF-ASSESSMENT OF KNOWLEDGE AND UNDERSTANDING	BEFORE WORKSHOP % OF 4 OR 5	AFTER WORKSHOP % OF 4 OR 5
1. I know the progression within and through Early Level Literacy and English.	64%	97%
2. I know where my children are on their journey to achieving Early Level within the progression supported by the CfE Early Level Literacy and English Benchmarks.	52%	91%
3. I understand the impact of ‘tracing’ on handwriting.	13%	99%
4. I understand the impact of ‘explicit instruction’ on handwriting.	14%	99%

**Figure 4.2 – March 2018 Network Evaluation (N=106)**  
**Pre/post average knowledge/understanding, % with scores of 4 or 5 (High)**

Key points from **Figure 4.1** and **Figure 4.2**:

- ❖ In each of the measures the average knowledge and understanding of practitioners before the network was rated low to medium. In each of the measures the average knowledge and understanding after the network was rated high.
- ❖ Following the introduction of the draft progression tools, almost all practitioners reported that their knowledge and understanding of progression and learners' progress was high.
- ❖ Prior to the session less than one in six practitioners rated their knowledge and understanding of foundational handwriting skills as high. By the end of the network almost all practitioners reported having a high level of knowledge and understanding.

When asked the question, ***'What impact is taking a developmental approach to Emerging Literacy having on the children within your class/school?'***, class teachers and senior managers reported:

*'I am able to target areas where individual pupils/groups need more support and experience of particular skills. Pupils are being supported at the stage they are at. There are lots of learning activities on the website which can be used to support the areas of emerging literacy.'*

*'We have embedded this approach in the P1/2 classroom. I'm seeing great progress in children's literacy skills. Our parents have been supportive and know how they can help their children at home.'*

*'Every network meeting is so enlightening. I am learning so much from each session. I feel that, as a result of the emerging literacy approach, we are able to support each of our children.'*

*'The biggest impact I have seen is in children's writing. They are all writing independently. This ranges from structured sentences to using their phonics to create words. All of the children seem to have a lot more confidence to use their phonics skills when reading and spelling than those I have taught in previous years.'*

Some of the classroom practitioners and senior managers also highlighted that there are further areas of development which need to be focused on when embedding the approach:

*'Emerging literacy is not yet embedded in our early level. We need to concentrate on collaborate approaches across the school to make this a priority.'*

**May/June 2018 Sharing and Celebration Networks** – In our May/June sharing and celebration network sessions we delivered a session on Sequence and Narrative development as part of the Oral Language Toolkit. Practitioners also shared the impact on professional learning and outcomes for children through being part of the Emerging Literacy Workstream.

SELF-ASSESSMENT OF KNOWLEDGE AND UNDERSTANDING	BEFORE WORKSHOP AVERAGE SCORE	AFTER WORKSHOP AVERAGE SCORE	AVERAGE INCREASE (+) OR DECREASE (-)
1. I know the narrative and sequence concepts which support children's language development.	2.5	4.5	+ 2.0
2. I understand how to develop the narrative and sequence concepts which underpin children's ability to create spoken and written texts.	2.4	4.5	+ 2.0

**Figure 4.3 – May/June 2018 Network Evaluation (N=287)**  
**Pre/post average knowledge/understanding scores / 5**

SELF-ASSESSMENT OF KNOWLEDGE AND UNDERSTANDING	BEFORE WORKSHOP % OF 4 OR 5	AFTER WORKSHOP % OF 4 OR 5
1. I know the progression within and through Early Level Literacy and English.	8%	97%
2. I know where my children are on their journey to achieving Early Level within the progression supported by the CfE Early Level Literacy and English Benchmarks.	6%	98%

**Figure 4.3 – May/June 2018 Network Evaluation (N=287)**  
**Pre/post average knowledge/understanding, % with scores of 4 or 5 (High)**

Key points from **Figure 4.3** and **Figure 4.4**:

- ❖ In both of the measures the average knowledge and understanding of practitioners before the network was rated low to medium. In both of the measures the average knowledge and understanding after the network was rated high.
- ❖ Prior to the session less than one in ten practitioners rated their knowledge and understanding of Sequence and Narrative skills as high. By the end of the network almost all practitioners reported having a high level of knowledge and understanding.

### Recommendation 3:

The ongoing evaluations of practitioners should continue to be used to monitor the impact of individual aspects of professional learning as well as shaping the structure and content of subsequent networking, in person and online.

## Northern Alliance

# Raising Attainment in Literacy, Language and Communication

## 2017/2018 – End of Year Report: July 2018

All practitioners reported benefits of working collaboratively through the local networks. These broadly included the:

- development and sharing of resources
- development of new knowledge
- opportunities to share practice
- peer discussions on school improvement planning.

When asked, ***‘What have the benefits been on your professional learning being part of the Emerging Literacy training and networks’***, class teachers and senior managers reported:

*‘I have a much deeper understanding of early literacy development. I have a greater awareness of what I can do to support children through practical classroom resources.’*

*‘The networks are a great way to share ideas and discuss aspects with other colleagues. They have increased my understanding of literacy and language development.’*

*‘The networks have helped me to reflect on how well I’m meeting the needs of all of the children.’*

*‘Sharing practice has been an essential part of my own professional learning in taking a developmental approach to emerging literacy.’*

*‘Regular professional learning with up to date research has been great. Sharing information with others has enabled emerging literacy to feature within the school improvement plan.’*

*‘The networks are an excellent opportunity for professional learning. The approach is improving outcomes for children through improving learning and teaching.’*

*‘My practice has changed, making me more evaluative about my learning and teaching. I am enjoying what I am teaching and I have a solid understanding about what I am teaching.’*

*‘It’s a great opportunity to share tried and tested ideas which work for children in classrooms.’*

*‘In a small school with no stage partner, I feel connected.’*

*‘Having the access to high quality resources and excellent whole school planning tools has made participation a pleasure.’*

*‘It has been useful to come as a team within the school to reflect on how the messages can be taken forward across the whole school.’*

*‘I have confidently been able to share the emerging literacy approach with the whole school, including staff and families.’*



## Northern Alliance

# Raising Attainment in Literacy, Language and Communication

## 2017/2018 – End of Year Report: July 2018

During the May/June 2018 sharing and celebration events, practitioners reflected on the evidence which they have to show that taking emerging literacy has had on the children in their class/school. Class teachers and senior managers listed a number of sources of evidence, including:

- 'Achievement of CfE Level' information
- children who are happy and confident
- children's application of skills when reading, spelling and writing
- engagement levels of children
- ongoing monitoring of foundational literacy skill development
- positive reflections from families about the progress their children has made.

### **Recommendation 4:**

**Working in collaboration between local authorities/ health boards across the Northern Alliance and with colleagues in Education Scotland, case studies which detail how those involved in the workstream have taken a developmental approach to emerging literacy should be developed and shared. Case studies should focus on how the leadership of change and the impact on pedagogy better outcomes for children.**

Following the collaborative support provided through training, networks and online platforms, practitioners were asked to reflect on the areas which they would like further support in during the 2018/2019 session. The areas which practitioners identified were:

- family learning
- further opportunities to learn from other practitioners
- opportunities for specific networking with other senior managers
- oral language development
- pencil control concepts
- progression to support professional judgement and 'Achievement of CfE Levels'
- taking a whole school approach, from the early years onwards, to literacy, language and communication
- working memory.

### **Recommendation 5:**

**The collaborative support for the 2018/2019 session should be driven by the elements identified in the 2017/2018 end of year evaluations. Practitioners should continue to be part of the development, testing and sharing of new resources.**

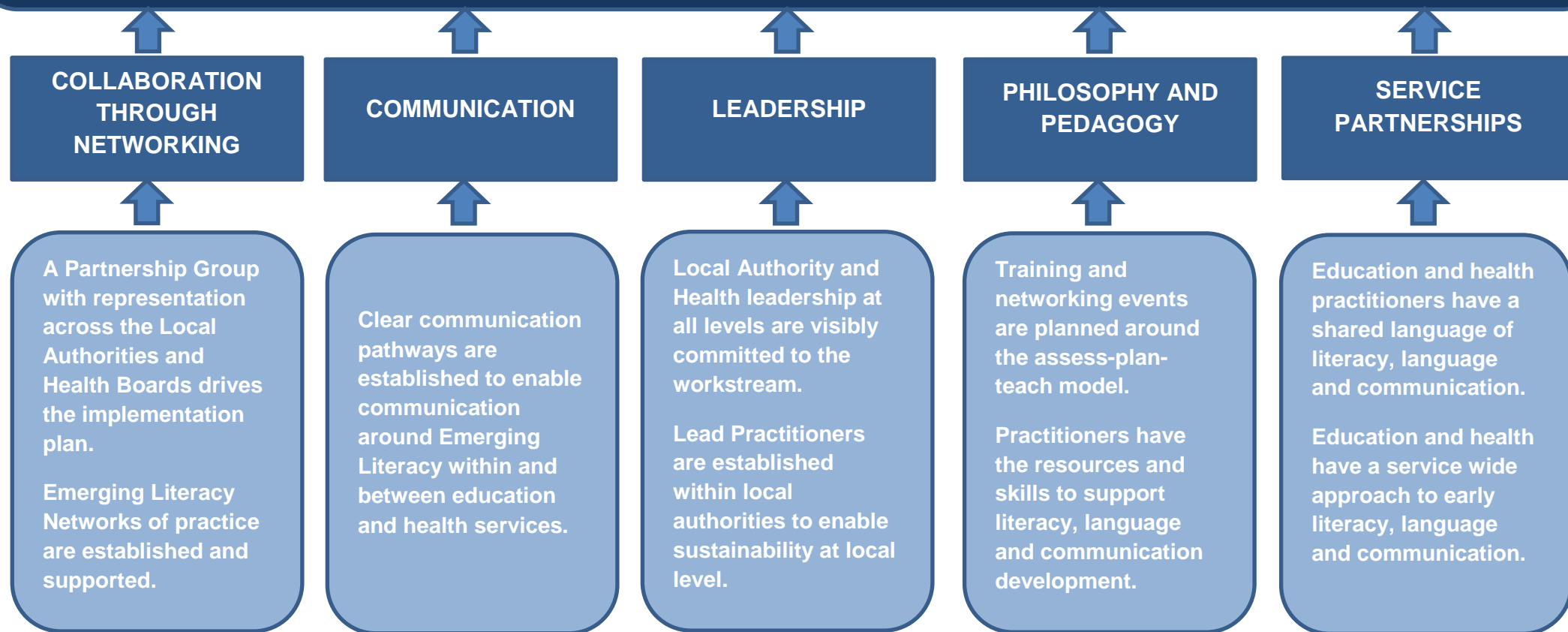
### **Recommendation 6:**

**To enable sustainability of the approach, Lead Practitioners across the Northern Alliance should be supported throughout the 2018/2019 session to coordinate aspects of local networks of practice through peer education.**

All children who are in local authorities that are part of the Raising Attainment in Literacy, Language and Communication workstream across the Northern Alliance benefit from high quality research informed pedagogy in early literacy, language and communication, developed in collaboration between education and health. This begins in Early Learning and Childcare and continues throughout school, delivered by confident practitioners with enhanced subject knowledge and supported by senior leaders who enable ongoing progress.

**Scottish Government Stretch Aim:**

*By 2020, at least 85% of children within each SIMD quintile will have successfully achieved early level literacy.*



COLLABORATION AND NETWORKING		
What are we going to do?	When?	Who?
<p>1. Agree on the network structure for 2018/2019. The following suggestion is a six network structure:</p> <ul style="list-style-type: none"> <li>- 2 networks – led by the Northern Alliance Workstream Lead: 1) Y1 and 2) Y2/Y3</li> <li>- 2 networks – led by one of the local authority Lead Practitioners: All Y1-Y3 in localities</li> <li>- 2 networks – self-facilitated (with resources) in small Buddy Groups: 3/4 schools in LA.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; background-color: #4a7ebb; color: white; text-align: center;">September 2018 Lead Practitioner Led Network All Years - Local</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; background-color: #4a7ebb; color: white; text-align: center;">November 2018 NA Led Network 1) Y1 and 2) Y2/Y3</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; background-color: #4a7ebb; color: white; text-align: center;">January 2018 Buddy Network Across Years - 3/4 schools</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; background-color: #4a7ebb; color: white; text-align: center;">March 2019 Lead Practitioner Led Network All Years - Local</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; background-color: #4a7ebb; color: white; text-align: center;">April/May 2019 NA Led Network 1) Y1 and 2) Y2/Y3</div> <div>→</div> <div style="border: 1px solid black; padding: 5px; background-color: #4a7ebb; color: white; text-align: center;">June 2019 Buddy Network Across Years - 3/4 schools</div> </div> <p><b>Attachment 1</b> includes the proposal of Lead Practitioners (April 2018)  <b>Attachment 2</b> includes the structure of support for each local authority</p>	May 2018	Emerging Literacy Partnership Group
<p>2. Make further contact with the local authorities and health boards to enable representation across key education and health services within the currently established Northern Alliance “Emerging Literacy Partnership Group”.</p>	June 2018 – August 2018	Emerging Literacy Partnership Group/ Emerging Literacy Education Key Links Group
<p>3. Sustainability at local level for 2019/2020 and beyond planned for and supported by the Emerging Literacy Partnership Group.</p>	March 2019	Emerging Literacy Partnership Group

**COMMUNICATION**

<b>What are we going to do?</b>	<b>When?</b>	<b>Who?</b>
1. Communications from the Emerging Literacy Workstream Lead to be shared with “Emerging Literacy Education Key Links Group” and “Emerging Literacy Partnership Group” for cascading across services at local level.	Ongoing	Emerging Literacy Partnership Group/ Emerging Literacy Education Key Links Group.
2. Quarterly update to be provided to Local Authority Regional Improvement Forum detailing the workstream’s progress.	Ongoing	Emerging Literacy Workstream Lead
3. Emerging Literacy updates to be published on the Northern Alliance website.	Ongoing	Emerging Literacy Workstream Lead
4. A central database of contacts for the “Emerging Literacy Education Key Links Group”, the “Emerging Literacy Partnership Group” to be provided to the Northern Alliance Project Officer to enable wider Northern Alliance communication.	March 2018 – ongoing update	Emerging Literacy Workstream Lead
5. “Emerging Literacy Partnership Group” to send the details of key contacts including AHP leads, Principal Educational Psychologists and local authority education senior managers to the Northern Alliance Project Officer.	August 2018	Emerging Literacy Partnership Group.
6. Database of all practitioners involved in the Emerging Literacy workstream to be updated on the Yammer site.	September 2018	Emerging Literacy Education Key Links Group

**LEADERSHIP**

What are we going to do?	When?	Who?
1. Ongoing dialogue with schools around embedding 'Taking a developmental approach to Emerging Literacy' – the Whole-School Emerging Literacy Audit ( <b>Attachment 3 includes audit statements</b> )/ Emerging Literacy ADKAR Model ( <b>Attachment 4</b> ) can support dialogue.	Ongoing	Schools/ Emerging Literacy Education Key Links
2. Recruit Lead Practitioners from current practitioners who are part of the Emerging Literacy Workstream.	April – June 2018	Emerging Literacy Education Key Links
3. Identify opportunities to present an update of the workstream to key senior leaders within each of the local authorities and health boards.	Dates sought: April – Aug 2018  Updates: August – December 2018	Emerging Literacy Partnership Group  Emerging Literacy Workstream Lead
4. Lead Practitioner – Session 1.	Training – Aug '18 Deliver – Sep '18	Emerging Literacy Workstream Lead/ Lead Practitioners
5. Lead Practitioner – Session 2.	Training – Feb '19 Deliver – Mar '19	Emerging Literacy Workstream Lead/ Lead Practitioners



**PHILOSOPHY AND  
PEDAGOGY**

<b>What are we going to do?</b>	<b>When?</b>	<b>Who?</b>
1. The new schools coming onto the programme will be offered a launch session in June 2018.	June 7 <sup>th</sup> / June 8 <sup>th</sup>	Schools
2. The networks should include a balance of time for professional reflection and a time for new learning. New learning will be developed around the foundational literacy skills.	Ongoing	Emerging Literacy Partnership Group
3. Analyse the following data measures and report through annual reporting structure – the measures should inform future networking and resource: <ul style="list-style-type: none"> <li>pupil level foundational literacy skill data</li> <li>teacher and partner evaluation data</li> <li>'Achievement of CfE Levels' data.</li> </ul>	Ongoing	Schools/ Emerging Literacy Workstream Lead
4. Develop and publish further resources in Oral Language, Pencil Control and Working Memory, embedding through networks of practice.	Ongoing	Emerging Literacy Partnership Group
5. Outline for the themes of learning in networks developed for the 2018/2019 session and shared with practitioners.	June 2018	Emerging Literacy Workstream Lead
6. Emerging Literacy "Developmental Approach" case study video created and launched on the Northern Alliance website. This will be embedded within the first network of the 2018/2019 session to support the development of the assess-plan-teach cycle.	August 2018	Emerging Literacy Workstream Lead
7. Launch Early Level Literacy, Language and Communication progression tool to support the planning of learning, teaching and assessment, linked to foundational literacy skill development.	August 2018	Emerging Literacy Workstream Lead

**PHILOSOPHY AND  
PEDAGOGY  
(cont.)**

<b>What are we going to do?</b>	<b>When?</b>	<b>Who?</b>
<b>8.</b> A school improvement plan/ standards and quality report audit will be completed to identify the schools who had Emerging Literacy as a priority during the 2017/2018 session and those who have identified it as a 2018/2019 session. Key messages from S&Q reports will be included in future reporting to evidence impact.	August – December 2018	Emerging Literacy Workstream Lead and Emerging Literacy Education Key Links
<b>9.</b> Develop strategy to support Emerging Literacy in the Early Years with the Northern Alliance Early Years Workstream and Emerging Literacy Partnership Group.	August – November 2018	Emerging Literacy Workstream Lead/ Northern Alliance Early Year Workstream
<b>10.</b> Create case studies of how schools have taken a developmental approach to Emerging Literacy across their school including the impact it has had on practice and the outcomes for children. Shared on the Northern Alliance website and embedded within the local networks.	December 2018	Schools/Emerging Literacy Workstream Lead
<b>11.</b> Networks for senior managers who are part of the programme will be facilitated to enable specific collaboration around a whole-school approach to Emerging Literacy.	Throughout session	School SMT/ Emerging Literacy Workstream Lead
<b>12.</b> Develop a progression tool for use with the Literacy and Gaelic Benchmarks.	May 2019	GME network of practitioners

**SERVICE  
PARTNERSHIPS**

<b>What are we going to do?</b>	<b>When?</b>	<b>Who?</b>
1. Collaborate with the following Northern Alliance Workstreams as part of the joint planning on early years, family learning and multiagency partnerships: <ul style="list-style-type: none"> <li>- Community Learning and Development</li> <li>- Early Years</li> <li>- Integrated Children's Services.</li> </ul>	Ongoing	Emerging Literacy Workstream Lead/ Northern Alliance Workstream Leads
2. Identify evaluation measures to evaluate the impact on partners in the workstream to publish as part of the qualitative data.	August 2018	Emerging Literacy Partnership Group
3. Case studies created by members of the Partnership Group to show how education and health have worked in collaboration to improve outcomes for children.	December 2018	Emerging Literacy Partnership Group
4. Members of the Partnership Group to identify how they can support with at local level as part of raising attainment in literacy, language and communication. Education and health teams within local authorities – as part of service plans/ Ready to Act.	December 2018	Emerging Literacy Partnership Group
5. Partnership Group to liaise with the Regional Improvement Lead and University Course Co-ordinators re foundational literacy skills being a part of initial training (education and health) – possible meeting with University key staff?	March 2019	Emerging Literacy Partnership Group;
6. The 2019/2020 should be created to identify how local authorities/ health boards will be able to support the sustainability of Emerging Literacy at local level through Lead Practitioners across the Northern Alliance.	May 2019	Emerging Literacy Partnership Group

## Attachment 1: Emerging Literacy Lead Practitioner Proposal (April 2018)

### Proposal:

To create a group of Lead Practitioners (LP) for Emerging Literacy across the Northern Alliance to support the delivery of ongoing Emerging Literacy Networks in the 2018/2019 session. The LPs will support the workstream's aim of sustainability through developing leadership capacity for the workstream from within the current workforce.

### Support:

Each LP will receive two days of training. This training will provide LPs with the knowledge, understanding and confidence to facilitate the delivery of two Emerging Literacy Networks within their local authority. The training will take place within the following locations; one day in August and one day in January/February:

- Aberdeen (Aberdeen City, Aberdeenshire, Moray)
- Inverness (Highland)
- Lerwick (Shetland)
- Stornoway (Western Isles).

### Role:

Following their training, each LP will deliver a network within their local area. They will deliver a network in September and March. The LPs will share feedback from the networks with the Local Authority Education Key Link and the workstream lead through meeting using Google Meet (suggested connection method) and a Yammer site on Glow. This will enable collaboration between LPs within and across the local authorities of the Northern Alliance.

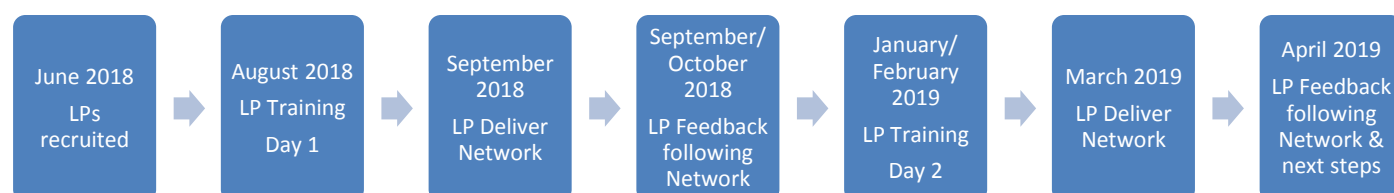
### LP Allocation and Funding

The LPs will be allocated based on the needs of individual local authorities. Local authorities will fund the cover costs of LPs. This will be agreed between the workstream lead, the Local Authority Education Key Link, and the Local Authority's Senior Management Team.

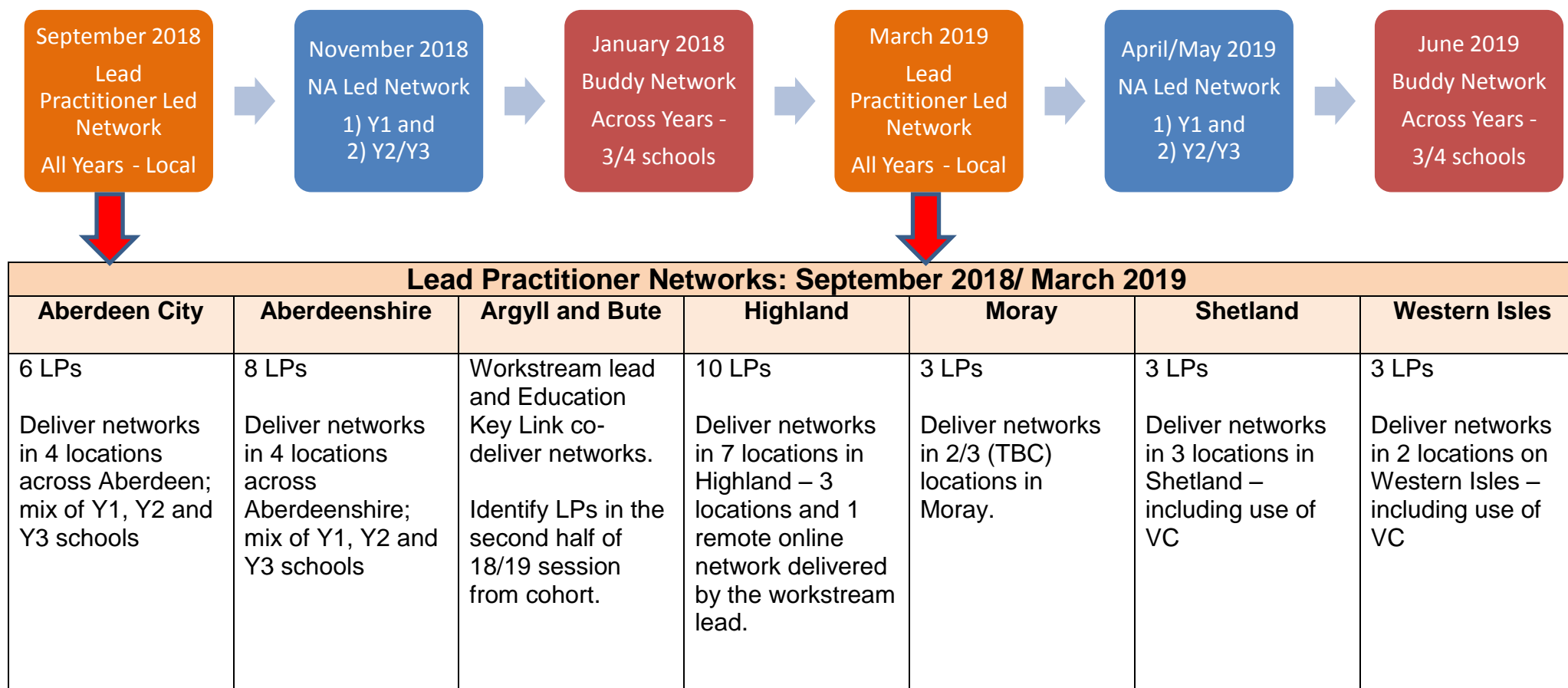
### LP Selection

Local Authority Education Key Links will liaise with practitioners who are interested in becoming LPs. LPs will be selected from current practitioners who are part of the workstream.

### Timeline

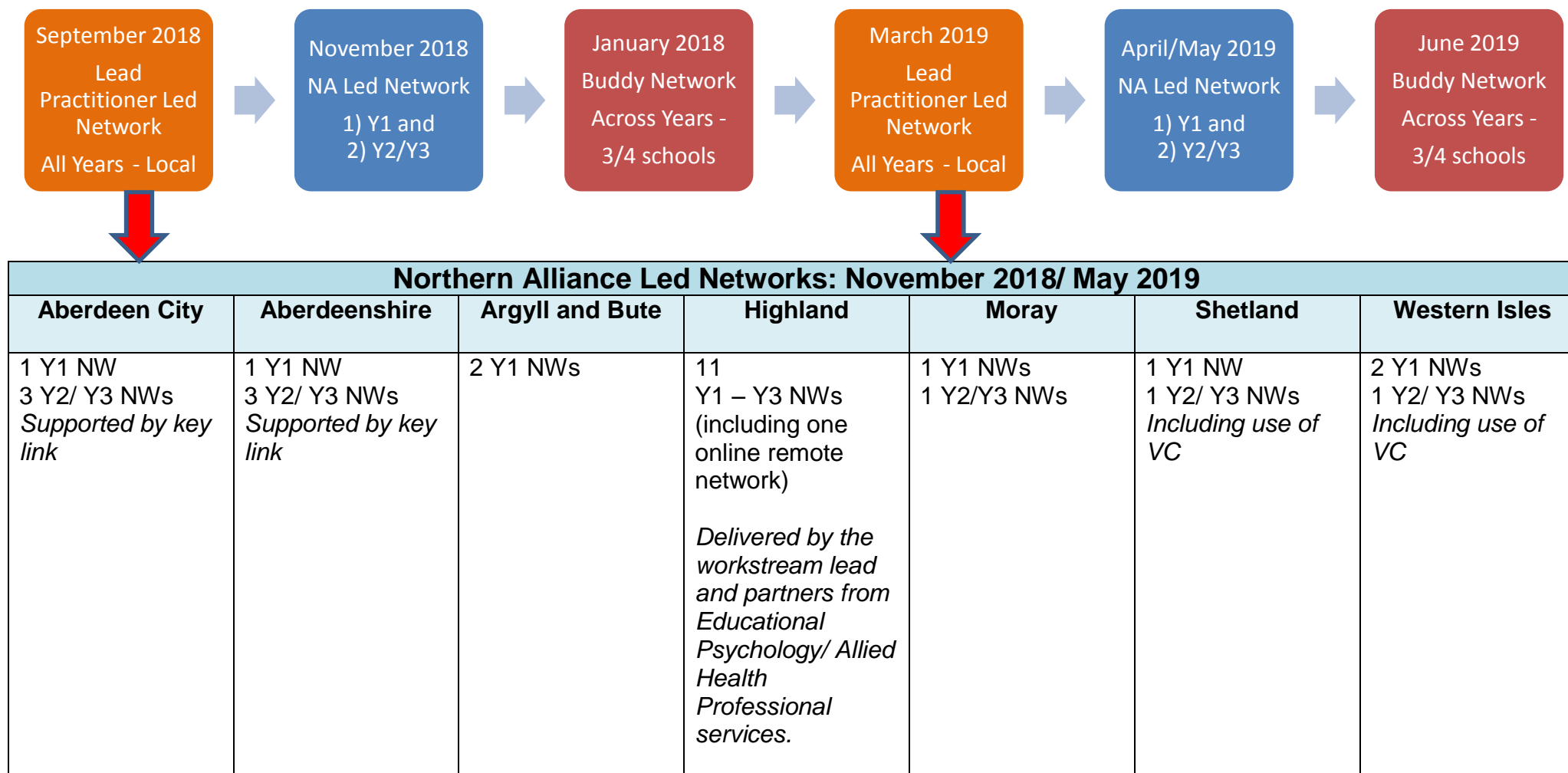


## Attachment 2: 2018/2019 Northern Alliance Emerging Literacy Network Support Structure

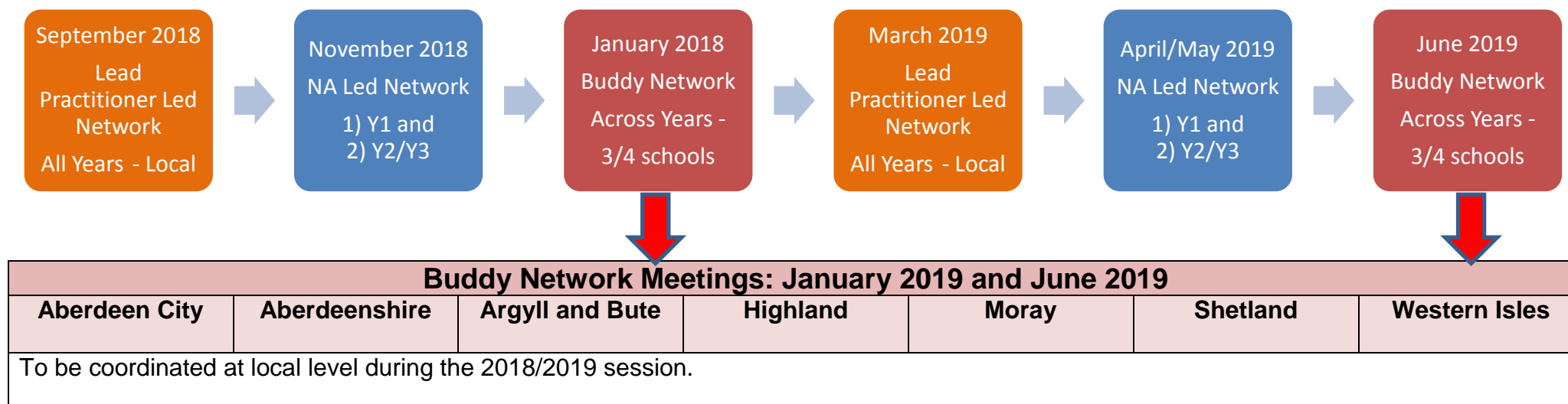




**Attachment 2: 2018/2019 Northern Alliance Emerging Literacy Network Support Structure (cont.)**



**Attachment 2: 2018/2019 Northern Alliance Emerging Literacy Network Support Structure (cont.)**



### Attachment 3: Taking a Whole-School Approach to Emerging Literacy Audit Tool

Full Audit can be accessed: <https://northernalliance.scot/2018/02/taking-a-whole-school-approach-to-emerging-literacy-audit-tool/>

Senior Management Teams (SMT) and Quality Improvement Officers (QIOs) can use the audit tool below, linked to <a href="#">How Good Is Our Early Learning and Childcare (HGIOELC)</a> and <a href="#">How Good Is Our School 4 (HGIOS 4)</a> , as part of ongoing self-evaluation to support taking a whole school approach to Emerging Literacy.	
Q.I.	Audit of Evidence
<b>Q.I. 1.3</b> <b>Leadership of Change</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Improvement Planning currently or has previously included taking a whole school approach to Emerging Literacy.</li> <li><input type="checkbox"/> Whole school training for Emerging Literacy has been delivered or is due to be delivered within the current Working Time Agreement. The <a href="#">Emerging Literacy Training Videos</a> can be used to support whole-school training.</li> <li><input type="checkbox"/> The school senior management team have an overview of children's progress linked to the four skill areas of Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting Skills.</li> <li><input type="checkbox"/> Emerging Literacy sits as part of the school's whole-school approach to the teaching and learning of and the progression of skills within listening and talking, reading and writing.</li> </ul>
<b>Q.I. 2.3</b> <b>Learning, Teaching and Assessment</b>	<p><b>Early Learning and Childcare ELC</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developmental Overviews (if used in ELC) identify and track skills strengths and gaps; this information is shared with P1 staff.</li> <li><input type="checkbox"/> Early Years Practitioners support children to develop early literacy skills through play and age appropriate rich interactions.</li> </ul> <p><b>Primary 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developmental Overviews (if used in ELC) are analysed at the beginning of Primary 1 to identify strengths and inform planning of next steps.</li> <li><input type="checkbox"/> Primary 1 staff and the school senior management team have attended the Emerging Literacy training.</li> <li><input type="checkbox"/> Key school staff attend the Emerging Literacy Networks.</li> <li><input type="checkbox"/> All P1 children have been assessed on the four key skill areas of Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting.</li> <li><input type="checkbox"/> Groupings are informed by the Emerging Literacy assessment information. Children's progress in key skills is tracked.</li> <li><input type="checkbox"/> The trackers for the key skill areas are used as a tool for ongoing learning, teaching and assessment; assessment is an ongoing process and the trackers demonstrate the progress children are making throughout the session.</li> <li><input type="checkbox"/> Teachers are providing appropriate differentiation. Developmentally appropriate differentiated learning experiences are evident through the learning experiences which have been planned for children.</li> </ul> <p><b>Beyond Primary 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transition information between P1 and P2 is shared to enable continuity of provision.</li> <li><input type="checkbox"/> Children who are not making the expected progress in Literacy and English have been assessed using the Emerging Literacy materials to identify possible gaps in foundational skills.</li> </ul>
<b>Q.I. 2.5</b> <b>Family Learning</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Family Learning opportunities have been delivered for Primary 1 families to understand the school's approach to Emerging Literacy – <a href="#">Emerging Literacy Family Learning Resource</a> can be used to support Family Learning.</li> <li><input type="checkbox"/> Attendance at Emerging Literacy Family Learning events is monitored to ensure that all families have the opportunity to access information.</li> <li><input type="checkbox"/> Families are aware of the strengths and skills gaps of their children. Families are aware of how they can support their child in their development of foundational reading and writing skills.</li> </ul>
<b>Q.I. 2.7</b> <b>Partnerships</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school's approach to taking a whole-school approach to Emerging Literacy is discussed in consultation between school senior managers and partners e.g. <i>Allied Health Professionals (such as Speech and Language Therapists), Early Years teams and Educational Psychologists.</i></li> </ul>
<b>Q.I. 3.2</b> <b>Raising Attainment and Achievement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers use the Emerging Literacy developmental continua information on Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting to support their 'Achievement of a Level' judgements.</li> </ul>

## Attachment 4: ADKAR Model – Taking a Developmental Approach to Emerging Literacy

	<b>A - Awareness</b> Recognize the need for change.	<b>D – Desire</b> Participate and support the change.	<b>K – Knowledge</b> Know how to change and identify what the change will look like in terms of skills and behaviours.	<b>A – Ability</b> Implement the change on a daily basis.	<b>R – Reinforcement</b> Sustain the change over the long term.
<b>Local Authority and Health Boards</b>	<p>The Local Authority has identified patterns and trends in early literacy, language and communication.</p> <p>The Health Board is aware of the Emerging Literacy workstream within the Northern Alliance.</p>	<p>The Local Authority has committed to piloting Emerging Literacy as part of the Northern Alliance workstream.</p> <p>The Health Board has discussed how they could be involved with the workstream as part of their universal work.</p>	<p>The Local Authority has a key education link who has an overview of the schools involved and have a plan to support implementation in the targeted schools.</p> <p>The Health Board has identified resource to support Emerging Literacy as part of their universal service plan.</p>	<p>The Local Authority has a key education link who has an overview of the schools involved and a plan of how the approach will be embedded across the Local Authority.</p> <p>The Health Board support schools through the local networks. The service articulates the benefits of collaboration.</p>	<p>The Local Authority has Emerging Literacy champions who support the sustainability of Emerging Literacy across the Local Authority. These champions work in collaboration with Health practitioners.</p> <p>The Local Authority and Health Board have identified other areas of collaborative universal practice.</p>
<b>Individual Schools</b>	<p>The school understands their own demographic and have analysed their data as part of their school improvement planning.</p> <p>The school is aware of the Emerging Literacy workstream within the Northern Alliance.</p>	<p>The school has identified Emerging Literacy as an area within the school improvement plan.</p> <p>Teachers and SMT within the school have made the commitment to training and networks as part of the Emerging Literacy workstream.</p>	<p>Teachers in the early stages have assessment information for early literacy for all of their children.</p> <p>Early stage teachers/ SMT in the school have shared the components of Emerging Literacy with staff across the whole-school.</p> <p>Families are aware of the approach the school are taking in the early stages.</p>	<p>Teachers in the early stages track early literacy to support learning and teaching. They update trackers as an ongoing process as children develop skills as part of the assess-plan-teach cycle.</p> <p>Teachers across the school use Emerging Literacy resources as part of targeted intervention.</p> <p>Family Learning enables families to support their children's early literacy skills at home.</p>	<p>The school ensures that each and every staff member has an awareness of Emerging Literacy through ongoing in-house refresher training/ buddying.</p> <p>The school articulates a developmental approach to learning as part of its curriculum rationale.</p> <p>The school has monitored and can articulate the impact of taking a developmental approach to Emerging Literacy.</p>