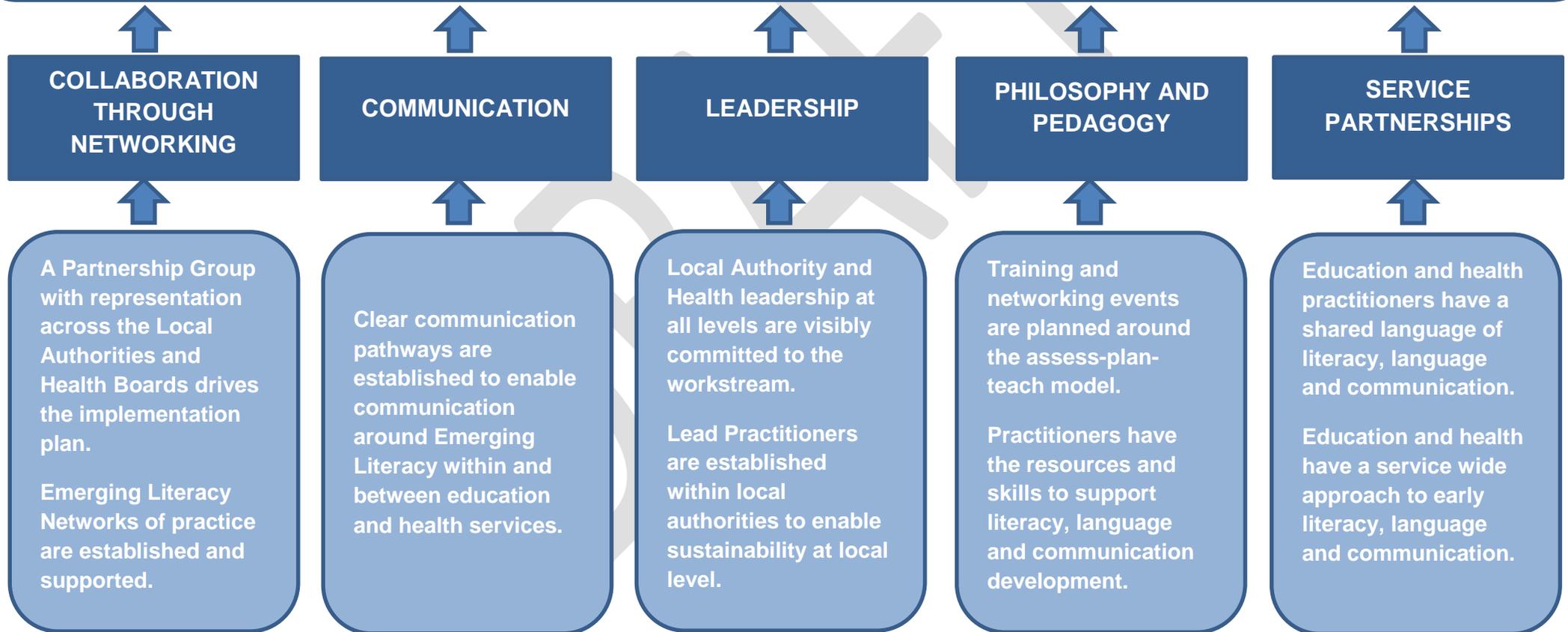


All children who are in local authorities that are part of the Raising Attainment in Literacy, Language and Communication workstream across the Northern Alliance benefit from high quality research informed pedagogy in early literacy, language and communication, developed in collaboration between education 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?

1. Agree on the network structure for 2018/2019. The following suggestion is a six network structure:
 - 2 networks – led by the Northern Alliance Workstream Lead: 1) Y1 and 2) Y2/Y3
 - 2 networks – led by one of the local authority Lead Practitioners: All Y1-Y3 in localities
 - 2 networks – self-facilitated (with resources) in small Buddy Groups: 3/4 schools in LA.



Appendix 1 includes the proposal of Lead Practitioners (April 2018)
Appendix 2 includes the structure of support for each local authority

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”.

3. Sustainability at local level for 2019/2020 and beyond planned for and supported by the Emerging Literacy Partnership Group.

When?

May 2018

June 2018 – August 2018

March 2019

Who?

Emerging Literacy Partnership Group

Emerging Literacy Partnership Group/
 Emerging Literacy Education Key Links Group

Emerging Literacy Partnership Group

COMMUNICATION

What are we going to do?	When?	Who?
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. AMacQuarrie@aberdeencity.gov.uk	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 (Appendix 3 includes audit statements)/ Emerging Literacy ADKAR Model (Appendix 4) 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**

What are we going to do?	When?	Who?
1. The new schools coming onto the programme will be offered a launch session in June 2018.	June 7 th / June 8 th	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"> • pupil level foundational literacy skill data • teacher and partner evaluation data • 'Achievement of CfE Levels' data. 	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.)**

What are we going to do?	When?	Who?
8. 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
9. 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
10. 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
11. 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
12. Develop a progression tool for use with the Literacy and Gaelic Benchmarks.	May 2019	GME network of practitioners

SERVICE PARTNERSHIPS

What are we going to do?	When?	Who?
<p>1. Collaborate with the following Northern Alliance Workstreams as part of the joint planning on early years, family learning and multiagency partnerships:</p> <ul style="list-style-type: none"> - Community Learning and Development - Early Years - Integrated Children’s Services. 	Ongoing	Emerging Literacy Workstream Lead/ Northern Alliance Workstream Leads
<p>2. Identify evaluation measures to evaluate the impact on partners in the workstream to publish as part of the qualitative data.</p>	August 2018	Emerging Literacy Partnership Group
<p>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.</p>	December 2018	Emerging Literacy Partnership Group
<p>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.</p>	December 2018	Emerging Literacy Partnership Group
<p>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?</p>	March 2019?	Emerging Literacy Partnership Group;
<p>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.</p>	May 2019	Emerging Literacy Partnership Group

Appendix 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.

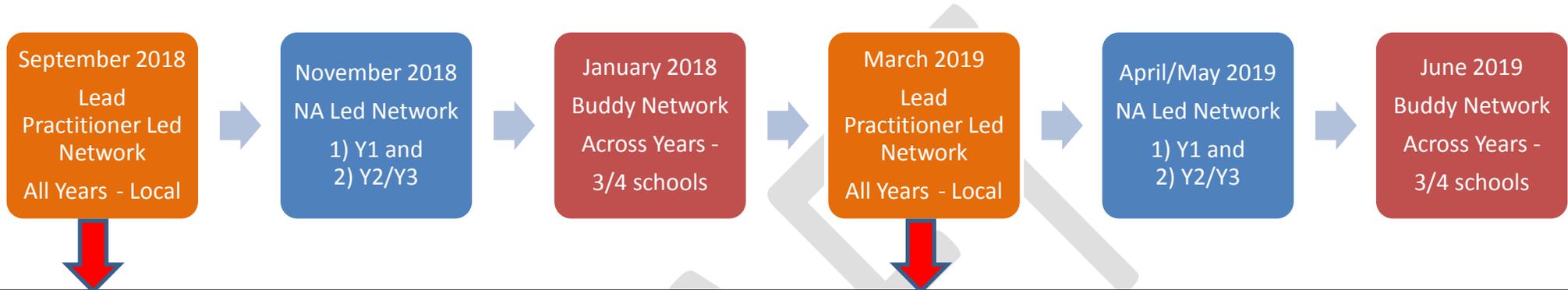
LP Selection

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



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



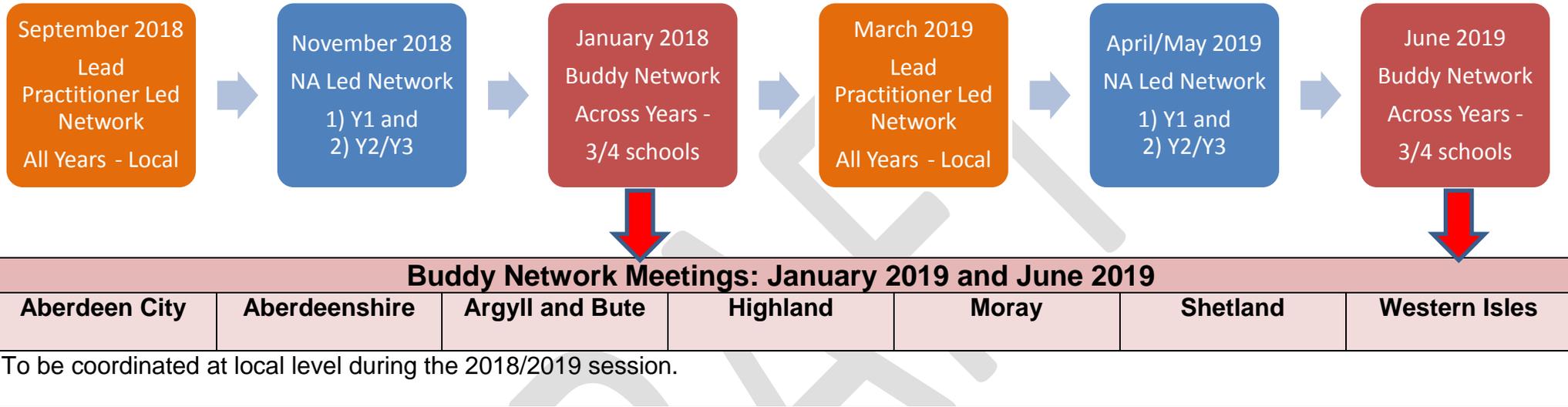
Lead Practitioner Networks: September 2018/ March 2019						
Aberdeen City	Aberdeenshire	Argyll and Bute	Highland	Moray	Shetland	Western Isles
6 LPs Deliver networks in 4 locations across Aberdeen; mix of Y1, Y2 and Y3 schools	8 LPs Deliver networks in 4 locations across Aberdeenshire; mix of Y1, Y2 and Y3 schools	Workstream lead and Education Key Link co-deliver networks. Identify LPs in the second half of 18/19 session from cohort.	10 LPs Deliver networks in 7 locations in Highland – 3 locations and 1 remote online network delivered by the workstream lead.	3 LPs Deliver networks in 2/3 (TBC) locations in Moray.	3 LPs Deliver networks in 3 locations in Shetland – including use of VC	3 LPs Deliver networks in 2 locations on Western Isles – including use of VC

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



Northern Alliance Led Networks: November 2018/ May 2019						
Aberdeen City	Aberdeenshire	Argyll and Bute	Highland	Moray	Shetland	Western Isles
1 Y1 NW 3 Y2/ Y3 NWs <i>Supported by key link</i>	1 Y1 NW 3 Y2/ Y3 NWs <i>Supported by key link</i>	2 Y1 NWs	11 Y1 – Y3 NWs (including one online remote network) <i>Delivered by the workstream lead and partners from Educational Psychology/ Allied Health Professional services.</i>	1 Y1 NWs 1 Y2/Y3 NWs	1 Y1 NW 1 Y2/ Y3 NWs <i>Including use of VC</i>	2 Y1 NWs 1 Y2/ Y3 NWs <i>Including use of VC</i>

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



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

Full Audit can be accessed:

Senior Management Teams (SMT) and Quality Improvement Officers (QIOs) can use the audit tool below, linked to [How Good Is Our Early Learning and Childcare \(HGIOELC\)](#) and [How Good Is Our School 4 \(HGIOS 4\)](#), as part of ongoing self-evaluation to support taking a whole school approach to Emerging Literacy.

Q.I.	Audit of Evidence
<p>Q.I. 1.3 Leadership of Change</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Planning currently or has previously included taking a whole school approach to Emerging Literacy. <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 Emerging Literacy Training Videos can be used to support whole-school training. <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. <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.
<p>Q.I. 2.3 Learning, Teaching and Assessment</p>	<p>Early Learning and Childcare ELC</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developmental Overviews (if used in ELC) identify and track skills strengths and gaps; this information is shared with P1 staff. <input type="checkbox"/> Early Years Practitioners support children to develop early literacy skills through play and age appropriate rich interactions. <p>Primary 1</p> <ul style="list-style-type: none"> <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. <input type="checkbox"/> Primary 1 staff and the school senior management team have attended the Emerging Literacy training. <input type="checkbox"/> Key school staff attend the Emerging Literacy Networks. <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. <input type="checkbox"/> Groupings are informed by the Emerging Literacy assessment information. Children's progress in key skills is tracked. <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. <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. <p>Beyond Primary 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transition information between P1 and P2 is shared to enable continuity of provision. <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.
<p>Q.I. 2.5 Family Learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Family Learning opportunities have been delivered for Primary 1 families to understand the school's approach to Emerging Literacy – Emerging Literacy Family Learning Resource can be used to support Family Learning. <input type="checkbox"/> Attendance at Emerging Literacy Family Learning events is monitored to ensure that all families have the opportunity to access information. <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.
<p>Q.I. 2.7 Partnerships</p>	<ul style="list-style-type: none"> <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>
<p>Q.I. 3.2 Raising Attainment and Achievement</p>	<ul style="list-style-type: none"> <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.

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

	A - Awareness Recognize the need for change.	D – Desire Participate and support the change.	K – Knowledge Know how to change and identify what the change will look like in terms of skills and behaviours.	A – Ability Implement the change on a daily basis.	R – Reinforcement Sustain the change over the long term.
Local Authority and Health Boards	<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>
Individual Schools	<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>