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| **Phase One: Performance Information Analysis and Outcome Focussed Planning** |
| **Step One: Analyse pupil performance information** |
| Through analysis of pupil performance information identify a *small* group *(4-6)* of **vulnerable** learners to target in order to improve outcomes (attendance, attainment, exclusion/inclusion, engagement, participation).**Target Group:*** The group of children identified have low attainment in literacy which was indicated through their raw scores in the Primary 1 Baseline Assessment.
* Some children had particularly low scores in relation to rhyme.
* Some children were presenting as disengaged readers.

**Number of Pupils:*** Six pupils from Primary 1 (4 boys and 2 girls)
* Six pupils from Primary 2 (3 boys and 3 girls)

**Detail the rationale for selection (SIMD, gender, LAC, ethnicity, lowest performing 20%):*** The pupils have been identified as having poor attainment in literacy. The pupils are a mix of boys and girls.
* The Primary 1 pupils scored 0 or 1 out of 6 in the Rhyme section of the Primary 1 Baseline Assessment. They fell within the lowest performing 20% for this part of the Baseline Assessment.
* The Primary 2 pupils have been identified throughout Primary 1 and 2 as having poor engagement in reading.
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| **Step Two: Identify SMART outcomes for the target group** |
| Following intervention, what improvements would you expect to see? *It might be helpful to review these outcomes following completion of phase 2.* **Expected SMART outcomes (attendance, attainment, exclusion/inclusion, engagement, participation):*** Improvement in recognition of words that rhyme
* Improvement in ability to generate rhyming words
* Improvement in children’s understanding and use of language
* Improvement in engagement and understanding of words that rhyme
* Increased participation in group reading
* Improvement in children’s engagement in reading
* Improvement in children’s communicational skills
* Improvement in children’s motivational levels in reading
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| **Phase Two: Exploring and Understanding the Target Group’s Performance** |
| **Step One: Explore the strengths of and pressures on your target group** |
| What are the factors that impact (positively/negatively) on this identified group of learners? You may want to consider the following (please note these are examples and not an exhaustive list).* School learning environment – e.g. expectations of pupils, staff/pupil relationships, peer relations, quality and deployment of teaching and support staff, pedagogy, parental engagement
* Parental factors – e.g. engagement with pupils learning, relationships with school staff, value for education, parental educational experiences, parental physical, mental and cognitive health, parenting skills
* Pupil factors – e.g. SHANARRI, Aspirations for future, motivation for learning, pupils physical, emotional/mental and cognitive health, pupil involvement in their learning
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| **Strengths/positive factors:*** **Pupil:** Pupils are motivated and engaged in their learning. They are settling in to their new school and are taking part in new experiences.
* **Family**: Parents are engaged with pupils learning. The school has positive links with parents and families.
* **School:** Pupils have formed good relationships with staff and they are getting to know their teacher and support staff in the playground. They know who to seek for help if they need it.
* **Community:** School has positive links within the wider community e.g with local schools, shops and the local parish etc

**Pressures/negative factors:*** **Pupil**: The pupils have transitioned from different nurseries. They have to make new friends at school. In addition the information received from nurseries differs in terms of the experiences and outcomes covered at the individual nurseries.
* **Family**: There may be the pressure of high expectations from parents of their children’s learning. Parents are keen for their children to achieve at school.
* **School:** There can be a pressure of working within an open plan learning environment (noise, number of children/adults etc in the open plan base)
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| **Step Two: Evaluating the significance of the factors identified** |
| Consider ways in which you can test (confirm/disprove) the significance of the factors outlined (e.g. existing school information, research evidence, assessment, professional enquiry, questionnaires, focus groups). **Confirmed strengths/positive factors:*** **Pupil**: Observation of pupils in class during focused teaching time and during free play
* **Family**: Monitor attendance at curriculum workshops, parent’s evenings and other events in the school.
* **Schoo**l: Focus groups with pupils and ask them what they like/dislike about the school.

**Confirmed pressures/negative factors:*** **Pupil:** Transition information from different nurseries highlighting experiences and outcomes covered.
* **Family:**  Parental questionnaire.
* **School:** Select pupils to take photographs of three areas in the class environment that they like/dislike and explain the reasons why.

**Helpful Tip:** Appendix 1 may be helpful in recording the above information (attached) |

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| **Phase Three: Intervention and Evaluation Planning** |
| **Step One: Identifying evidenced based interventions through research/professional enquiry** |
| Through professional enquiry and reviewing the research literature, explore relevant evidence based interventions? (e.g. <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z>; <https://educationendowmentfoundation.org.uk/toolkit/early-years/>; <http://www.suttontrust.com/researcharchive/great-teaching/>)**What evidence based interventions could you implement to address the identified pressures of the target group?*** Raising Attainment – The Scottish Government
* POLAAR Education Scotland assessment
* SSLN – gov.scot
* Closing the Attainment Gap in Scottish Education – Joseph Rowntree Foundation
* Hanen Program for building emergent literacy in early childhood settings
* Elaine Weitzman, Janice Greenberg (2010) ABC and Beyond – Building Emergent Literacy in Early Childhod Settings
* John T. Guthrie, Kathleen E.Cox (2001) Classroom Conditions for Motivation and Engagement in Reading
* Bryant, P.E, MacLean, M. Bradley, L.L Crossland (1990) Rhyme and alliteration, phoneme detection, and learning to read
* Fisher, Julie (2013) Starting from the child
* Bruce, Tina (1991) Time to Play in Early Childhood Education
* Bruce, Tina (2012) Early Childhood Practice – Froebel Today
* Primary Schools teacher’s knowledge and beliefs about supporting learning in literacy through the Hanen Approach to teaching literacy:
	+ - * ABC and Beyond is an evidence-based approach to building children’s emergent literacy skills in early childhood classrooms. It is based on the philosophy that, as an emergent skill, literacy must be nurtured in every child within frequent everyday interactions with teachers and peers.
* ABC and Beyond address the six building blocks of emergent literacy, providing the necessary foundation for success in learning to read and write:
	+ - 1. Conversation
			2. Vocabulary
			3. Story comprehension
			4. Language of learning
			5. Print knowledge
			6. Phonological awareness

**What actions could you take to build on the identified strengths of the target group?*** Pupils work more successfully in small groups and given opportunities to discuss with adult and peers.
* Pupils keen to share their answers with each other.
* Pupils are familiar with practitioner leading the group (Primary 1 and Primary 2 class teachers)

**Are there areas where the evidence base for improvement is weak?*** School has not used Hanen approach targeted at improving attainment in literacy

**Helpful tips:*** multifaceted interventions tend to be the most successful (i.e. they target child, family and school/class factors)
* consider other groups that are performing well despite similar ‘risk factors’ and how can you learn from their success
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| **Step Two: Action Planning** |
| **What are you going to do?*** Target curricular area chosen. Intervention strategy chosen- Hanen approaches
* Agree Action Plan
* Establish focus group in each school
* Carry out personal research
* Plan and implement Hanen reading group
* Pre-assessment to be carried out with pupils.
* Rhyme assessment to be completed
* POLAAR assessment to be completed
* Observation of engagement to be completed (Leuven Scale)
* Verbal parent permission given

**What are the timescales - When are you going to do it? How long are you going to do it for?*** January 2018 – April 2018

**Who is going to be involved?*** Two representatives from the school

**How will the intervention be evaluated in the short and long term?** * Pre and post assessments
* Baseline assessment information
* Teacher judgements

**Do you intend to have a control/comparison group (i.e. a group of pupils who have similar needs who do not receive the intervention but take part in the pre and post evaluation for comparison purposes)?**No plans to have a control group, little success in the past**Helpful tips:*** What are the resource implications?
* Do you need to plan CLPL
* What might get in the way of the intervention being successful? If possible, how are you going to avoid this?
* Do you need to plan time for pre and post information/data gathering and analysis?
* Appendix 2 may be helpful to plan the actions required to implement your intervention
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| **Phase Four: Action (Implement intervention)** |
| * Carry out personal research
* Plan and implement Hanen based strategies
* Pre-assessment to be carried out with pupils
* Meeting with educational psychologist
* Parent permission given verbally
* Children supported with developing and establishing strategies for reading
* Observations of children to be collated
* Big book for evidence
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| **Phase Five: Evaluation and Reflection** |
| **Step One: Measuring impact and outcomes** |
| **Following evaluation of the intervention (as planned in phase 3):****What impact has the intervention had?** * There has been an increase in children’s confidence in a short period of time
* Teacher questioning is more structured and carefully planned
* Pupils are using a wider variety of strategies to scaffold their learning
* Teachers have a more facilitating role in leading learning
* There is a motivating ethos and culture where pupils know they learn from their mistakes
* They are very good at supporting each other
* Pupils are developing a greater understanding of phonics, rhyme and alliteration
* Teachers have developed a deeper knowledge and understanding of approaches to progressing literacy in the early years
* P1 Rhyme assessment showed an increase in children’s ability to identify and generate rhyming words.

**Have the SMART outcomes been achieved? Please describe.**There is evidence of:* Increased confidence
* Improvement in ability to identify and generate rhyming words (P1)
* Improvement in children’s understanding and use of language
* Improvement in engagement and understanding of words that rhyme (P1)
* Increased participation in group reading
* Improvement in children’s engagement in reading (P2)
* Improvement in children’s communicational skills
* Improvement in children’s motivational levels in reading
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| **Step Two: Critical Reflection** |
| **What have you learned?*** The Hanen approach is an essential tool to use when teaching reading in the early years, and when teaching pupils with additional support needs.
* The strategies in Hanen are practical and easily applied by teaching staff
* The pupils are more engaged and open to discuss books with their peers
* The pupils view book reading as a discussion rather than a teacher led questioning exercise
* The ‘Listen and Find One Like It’ is relatable to the children and they use the strategy to identify and generate rhyme and alliteration.
* ‘CSPAR’ allows the pupils to summarise the main points of the story and this can be transferred to any book thus allowing the pupils to become more engaged in reading

**What went well?*** Opportunity to engage in professional dialogue and reading
* Professional enquiry and research
* Increased pupil motivation
* Opportunity for trained staff (C Cocozza) to put training into practice and to share strategies with colleague (R Brew).

**What didn’t work so well?*** More opportunity to engage with parents could encourage parents to use the strategies whilst reading at home or in the local library.
* Ideally the intervention with the pupils would have been daily rather than weekly to allow for more frequent interactions with the book
* No clear SIPP group from the beginning of the process – C Cocozza and R Brew originally in two different partnerships so it took a while to come together and plan for the intervention.

**Is there anything that could have been done better?*** This has been a very thorough start to the SIPP
 |
| **Step Three: Planning for Improvement** |
| What are you going to do now?* Further implementation in daily/weekly practice of infant staff
* Monitoring progress through the use of a post assessment
* Reading workshop for parents in P1 on the use of Hanen in school and at home
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