



# Dundee Literacy

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@DundeeLiteracy

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**#Improvement by Design**

# Take stock?

take stock **in British**

- a. To make an inventory
- b. To make a general appraisal, prospects, resources etc.

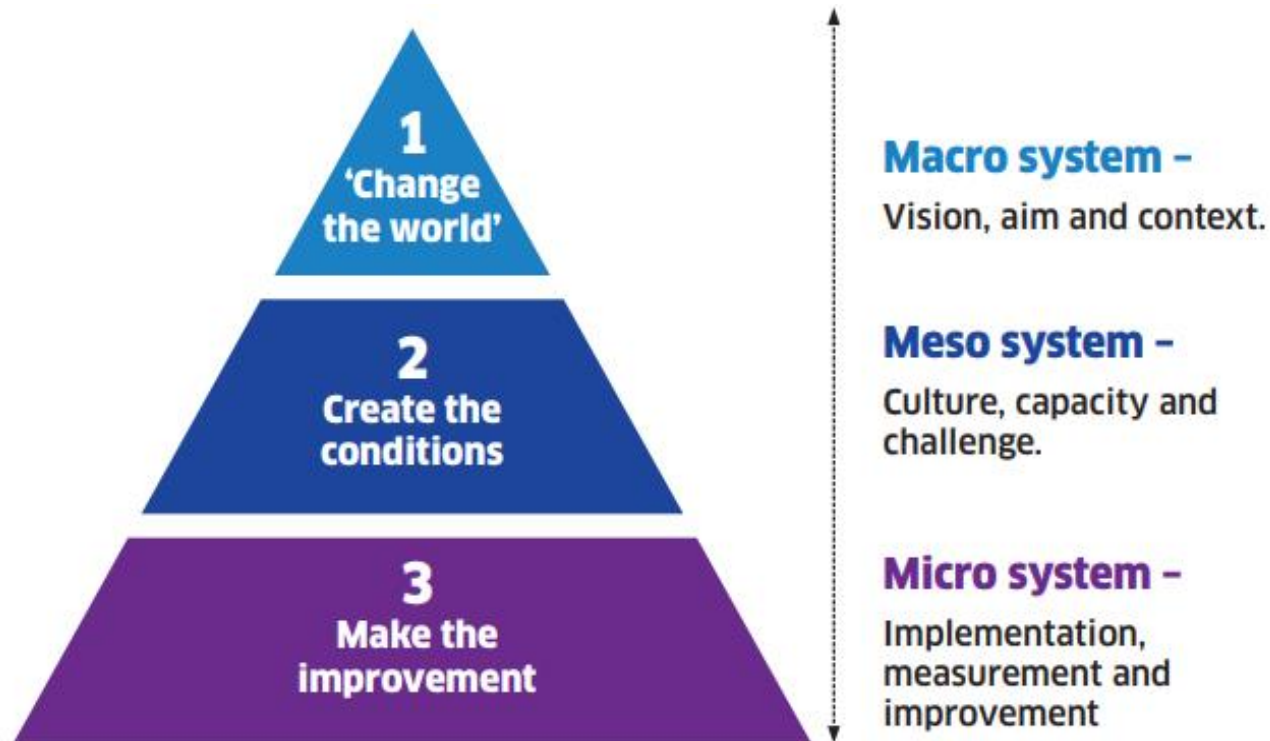
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Phrase

If you take stock, you pause to think about all the aspects of a situation or event before deciding what to do next.

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# 3 Step Improvement Framework

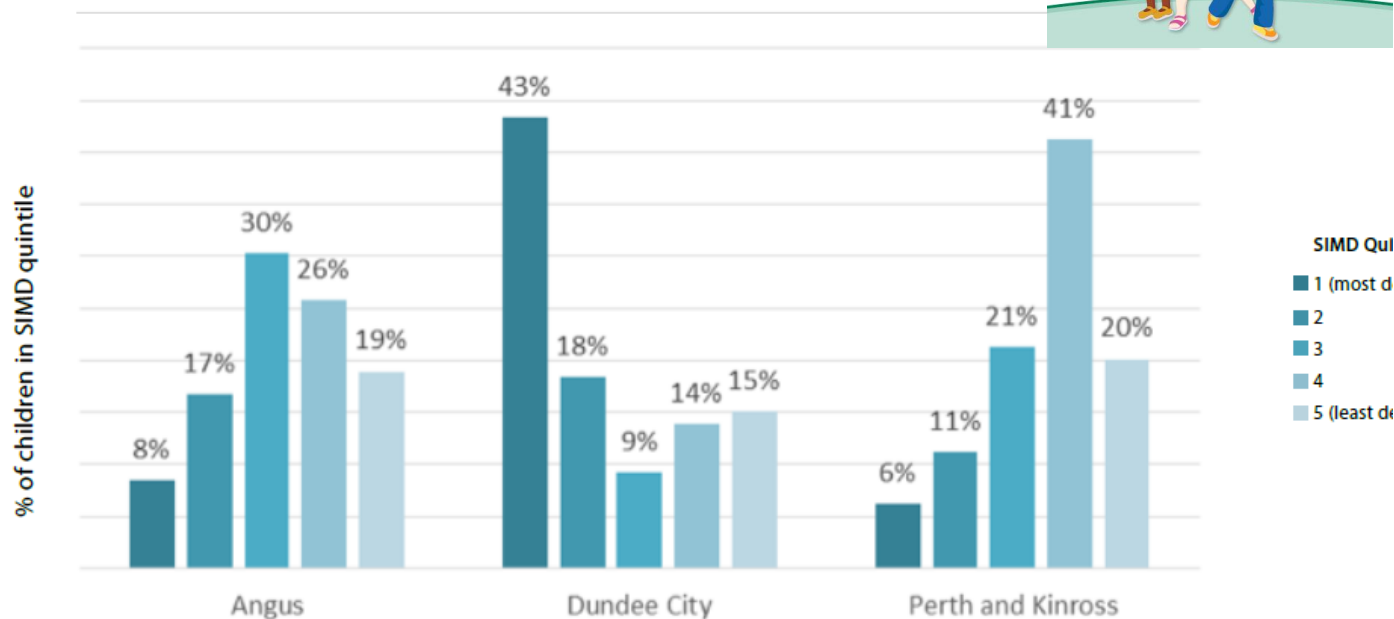


# Step 1 : Change the World!

- Vision : All learners achieve a high standard of literacy suitable for life in the 21<sup>st</sup> Century
- Mission : to deliver a consistent, effective approach to developing literacy in partnership with families and relevant agencies



# The Context:



43% of pupils in Dundee live in the most deprived areas in Scotland, 15% in the least deprived.

# The Story

In 2009 Dundee Literacy Strategy was launched which included an action plan with supplementary appendices on a range of literacy related topics

In 2013 a bold decision based on McKay's (1996) work in West Dumbartonshire

**Initiation...implementation...institutionalisation**

# Dundee marked by deprivation or determination?

- The city -wide adoption of a universal Systematic Synthetic Phonics learn to read programme
- Hanen ABC and Beyond Programme in early years
- Dundee Project Ruth Miskin



# 'Strong strategic approach'

## Dundee City Council

### Case Study Focus: Improving literacy in primary schools

Dundee City Council has adopted a strong strategic approach to tackling low levels of attainment in literacy in its primary schools. There is a strong emphasis on intensive early intervention approaches. The authority's Education Psychological Services carried out extensive research to identify a literacy improvement programme that would provide schools with a strong structure to meet the needs of all learners. This was rolled out to all primary 1 and 2 classes over a two-year period. Staff training has been a key priority to ensure consistency and drive the initiative forward. In the first year of implementation, the authority organised an intensive programme of training for all of their Primary 1 and 2 teachers, as well as classroom support staff. To ensure the sustainability of the programme, 'reading leaders' were appointed in each school and met once a month to discuss progress. Twilight sessions for additional training were also organised to support staff with implementation. The authority recognised the need to engage parents and held an information event for the chairs of all parent councils. The chairs were then able to share information with their own school's parent council. Information leaflets were also distributed to all parents. A sense of collective responsibility for raising attainment in reading has emerged across all staff in the authority. Teachers have become more skilled in the teaching of reading skills and report that this is already impacting positively on attainment. A key feature has been the strong lead from the authority that has provided consistency in the teaching of reading across all primary schools in Dundee. While this whole school approach is still in its infancy, schools are already beginning to gather clear evidence that this strong strategic lead is helping to secure improved levels of literacy for their learners.

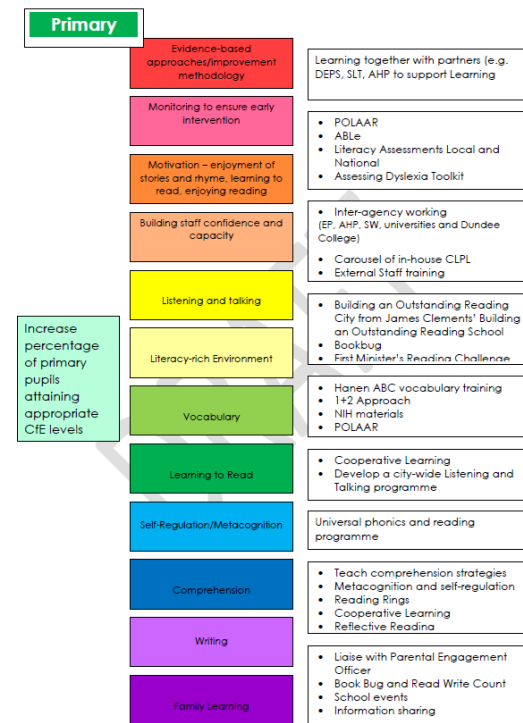


## 3-18 Literacy and English Review



# Other Literacy Themes

Evidence based improvement methodology  
 Early intervention  
 Motivation  
 Listening and Talking  
 Literacy rich environment  
**Vocabulary**  
 Self regulation and metacognition  
 Comprehension  
 Writing  
 Family learning



# Take stock?



# Activity

## Step 2: Create the conditions

- Culture
- Capacity
- Challenge
- Communicate

# Scottish Attainment Challenge

- In 2016 Dundee became a Scottish Attainment Challenge authority
- 11 Primary schools who had 70% +pupils living in SIMD deciles 1 and 2, 2 with Early Years Centres and 6 with Nursery classes and 5 Nursery schools
- targeted support of a bespoke nature as part of the Scottish Attainment Challenge.
- In 2017 this was extended to all 8 secondary schools



# Step 3 Make the Improvement



#Improvement by Design



# School Leadership



- Leaders at all levels-
  - Early years Literacy Leaders
  - Primary Reading Leaders
  - Secondary Literacy across Learning Leaders



# Teacher Professionalism



- ◉ Dundee 'Standard for CLPL'
- ◉ GTCS Professional Learning Award  
(Professional Recognition for Teaching Reading )
- ◉ NQT pre session and within session training
- ◉ GLOW Literacy Site – professional learning resources

***'The quality of the teaching profession is, of course, a key factor in improving children and young people's learning experiences, particularly those from most deprived communities.'***

**2018 National Improvement Framework and Improvement Plan**

# Parental engagement



- Book Bug Sessions
- Read Write Count Gifting Sessions
- Dundee Bairns- Food and Fun Sessions
- Family Story sessions – early years
- School and Family Development Workers
- World Book Day/Cost of School Day

# Assessment of children's progress

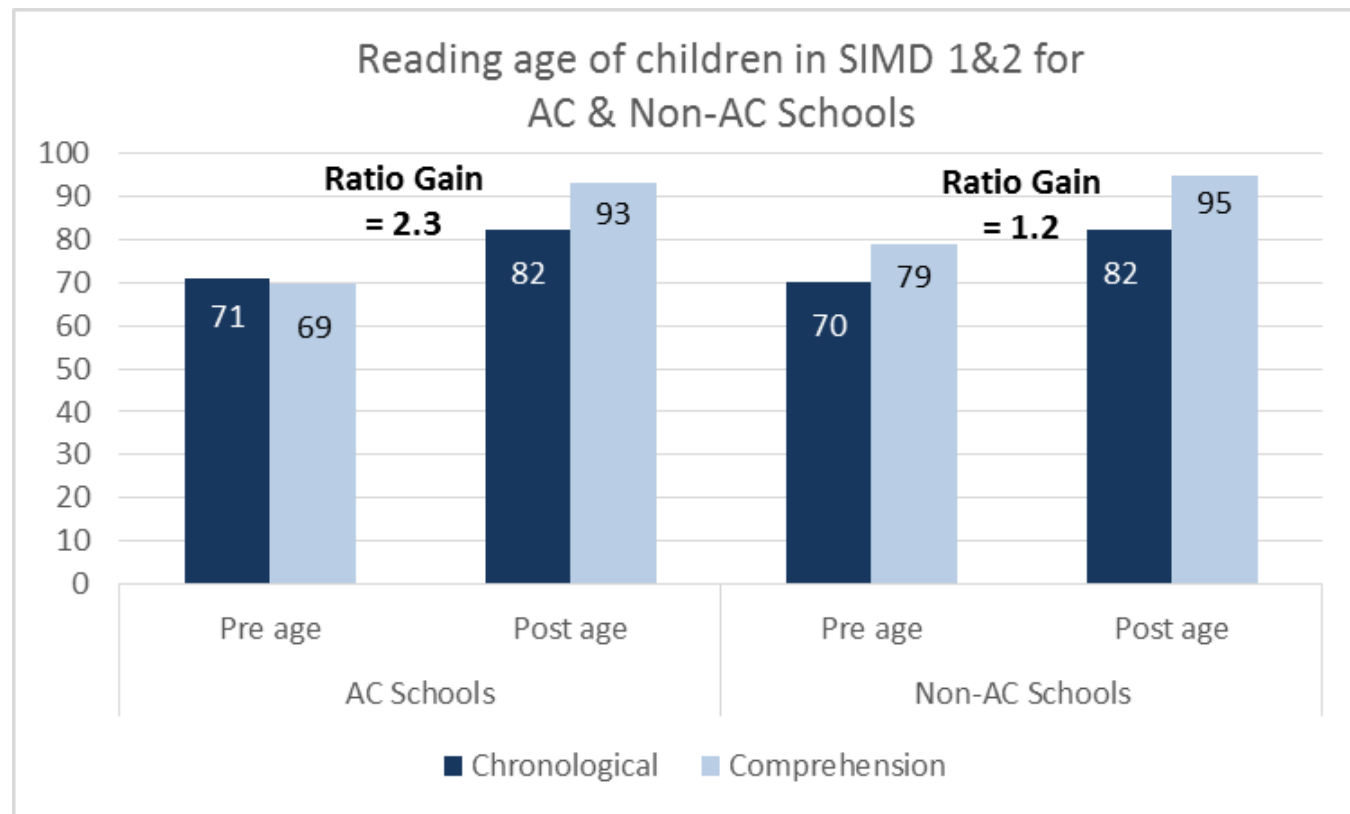


- Read Write Inc. data – YARC analysis
- Supporting moderation processes
- Moderation in all professional learning

# YARC Data Analysis (all schools)

- Year 1 2014/15 Primary 1 (pre Attainment Challenge)
- Year 2 2015/16 Primary 1 and Primary 2
- For both years - on average, children are making at least 1.5 months progress per month in the following areas – letter sound knowledge, early word reading, phoneme awareness, reading accuracy, and comprehension



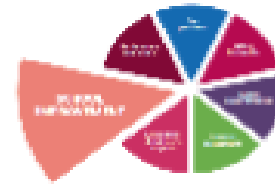


# YARC Data Analysis of SIMD 1 & 2 – Closing the gap?

- Read Write Inc appears to make most difference to children in SIMD 1 & 2 with additional value added by the end of P2 for those children in these deciles within an AC school
- These children are on average, making at least 2 months progress per month in both reading accuracy, and comprehension.



# School Improvement



- Quality of Learning Teaching and Assessment – move to Professional Learning with whole schools and School Improvement Partnerships
- CLPL Directory includes Teaching and Learning Toolkit Impact- Months progress, Effect sizes, Audit tools and Intended impact on learners

# CLPL – new directory

Literacy CLPL Directory

## Comprehension

Months Impact: +5 months (Scottish Attainment Challenge: Learning and Teaching Toolkit, EEF)

Effect Size: Comprehension programmes 0. Teaching comprehension can include metacognition (0.69), Cooperative learning (0.42), Use of graphic organisers (0.69), (Fisher Frey and Hattie Visible Learning in Literacy, 2017)

Research shows that a lot of reading comprehension is "done" and very little is actually taught. By identifying and trialling the teaching of key comprehension strategies over the three sessions, teachers can be more confident in using existing comprehension resources effectively and /or schools can develop their own "Reading to Learn" policy. Taught using adult level co-operative learning structures, easily adapted by the choice of appropriate texts. A key part of this training is sharing the impact of using these teaching strategies in the classroom.

Audience: Primary, Secondary and Offsite

Duration: 3 x 1.5 hour sessions

This can be booked for delivery in your school but to be open to staff from other schools.

### Expected Impact on Learners

Teachers will be able to evidence comprehension being explicitly taught, not just pupils engaged in comprehension activities.

Pupils will be able to use prompts of strategies (Predict, Connect, Infer, Visualise, Question, Summarise, Monitor).

At times, where appropriate, pupils may:

- be working in mixed ability trios within whole class lessons
- be working in cooperative learning groups
- have opportunities to discuss with partners or groups
- be working in literature circles
- be working in mixed ability group
- be working on Task Maps in ability reading groups
- be engaged in DARTS activities

### Audit Tools/Notes

P4 onwards pupil questionnaire

Fisher Frey and Hattie, 2017

<https://resources.corwin.com/VL-LiteracyK-5>

School, Pupils, Staff

National Literacy Trust Annual Literacy Review Poster 3 Reading Comprehension

<https://literacytrust.org.uk/resources/annual-literacy-school-review-201718/>

This CLPL makes explicit links to direct vocabulary instruction.

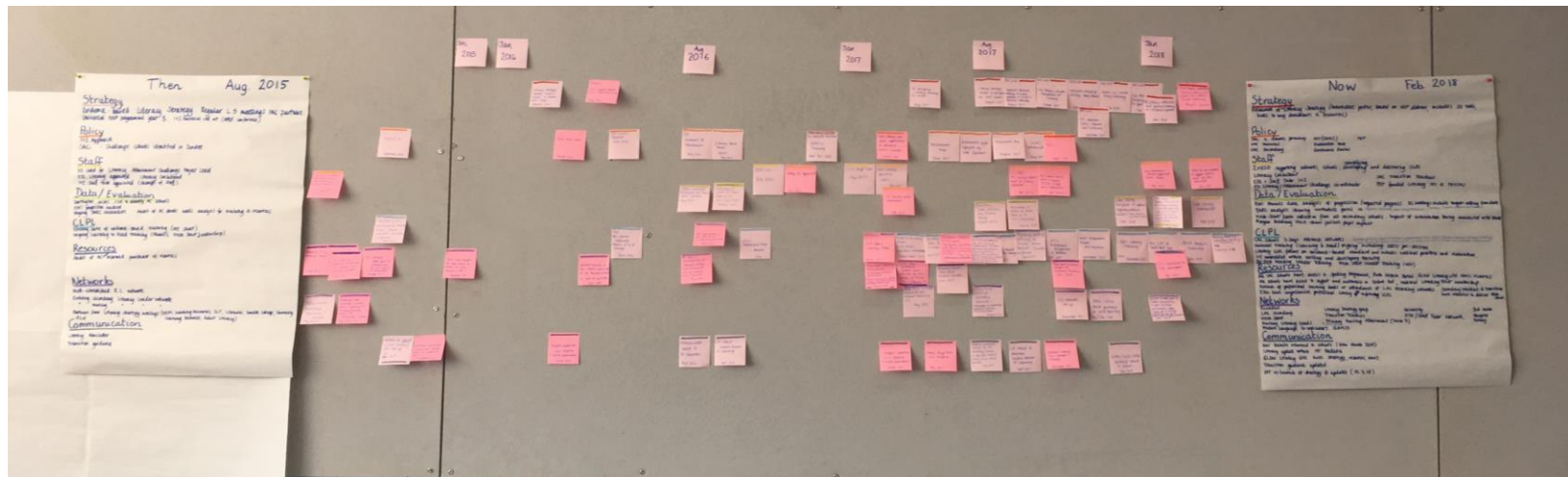


# Performance Information



- Using data across the city to inform professional learning and support
- Use of professional networks – improve LTA in schools ( target setting)
- QAMSOs

# Rapid Outcome Assessment



# Literacy Strategy relaunch

**Children and Families Service  
Literacy Strategy Overview**

**OUR VISION**  
*All learners achieve a high standard of literacy suitable for life in the 21<sup>st</sup> Century*

**OUR MISSION**  
*To deliver a consistent and effective approach to developing literacy in partnership with families and relevant agencies*

**SCHOOL LEADERSHIP**  
Leadership at all levels:

- communicates a clear vision for literacy across the school community
- empowers the whole school community to take ownership of their own literacy learning
- fosters high expectations using an evidence-based approach to literacy development

**TEACHER PROFESSIONALISM**  
Teachers demonstrate this by:

- reflecting on the impact of their teaching to inform improvement
- making the best use of CPD opportunities to ensure positive impact on literacy outcomes
- working collaboratively to develop and moderate effective practice

**PARENTAL ENGAGEMENT**  
Working effectively with families to improve literacy by:

- fostering positive attitudes to life-long literacy learning
- providing opportunities for all families to participate in literacy related activities
- welcoming families to school to contribute to and inform school improvement in literacy

**ASSESSMENT OF CHILDREN'S PROGRESS**  
Excellence and equity are achieved for all learners through:

- moderation of planning, learning, teaching and assessment
- skilled analysis of a broad range of assessment data and information to inform next steps
- use of the Literacy and English Benchmarks to inform teacher professional judgement

**SCHOOL IMPROVEMENT**  
Self-evaluation ensures the continuous improvement of literacy learning by:

- focusing on the quality of learning, teaching and assessment of literacy
- involving learners, parents, staff and partners to achieve excellence and equity
- building on strengths and identifying and addressing areas for development

**PERFORMANCE INFORMATION**  
Consistently using data to drive school improvement, including:

- skilled use of feedback
- detailed analysis of a range of information and assessment data
- Collaborative Action Research to plan, implement, and measure the impact of literacy interventions

**Dundee CHANGING FOR THE FUTURE**

What?	Why? <i>Click statements for features of highly effective practice</i>	Self Evaluation Suite	Key Themes for Raising Literacy Attainment in Dundee	How			Notes
<b>School Leadership</b>				<b>Training</b>	<b>Resources</b>	<b>Partners</b>	
<ul style="list-style-type: none"> <li>Communicate a clear vision for literacy across the school community</li> </ul>	<p><i>To ensure collective responsibility for developing literacy for all</i></p>	<p>HGIOS?4</p> <p>HGIOELC?</p> <p>GTCS Professional Standards</p>	<p>DEPS Positional Paper</p> <p>Key themes</p> <p>Dundee Literacy Progression Framework</p> <p>Literacy &amp; English</p> <p>Principles and Practice</p> <p>Benchmarks</p> <p>Experiences and Outcomes</p> <p>Modern Languages</p> <p>Experiences and Outcomes</p> <p>Benchmarks</p> <p>Principles and Practice</p>	<p>Calendar on Dundee Literacy Community Group Glow page</p> <p>Available Training</p> <p>RWI Phonics and Fresh Start Training and Support Calendar</p> <p>CPD Online</p>	<p>See Resource section on Glow Literacy Home Page</p> <p>National Improvement Hub</p> <p>Learning and Teaching Toolkit, Scottish Attainment Challenge</p> <p>3 step improvement Framework (PDSA)</p> <p>Practitioner Enquiry</p> <p>Scottish College for Educational Leadership (SCEL)</p> <p>Addressing Dyslexia Toolkit</p> <p>Literacy Difficulties and Dyslexia Resources</p>	<p>DEPs</p> <p>University of Dundee</p> <p>University of Abertay</p> <p>School Library Service</p> <p>Education Scotland</p> <p>Parent Development Officers</p> <p>PEEP</p> <p>SCEL</p> <p>Speech and Language Therapy Service</p> <p>Digital Dundee Learning</p> <p>Digital Technologies for Learning and Teaching</p>	
<ul style="list-style-type: none"> <li>Empower the whole school community to take ownership of their own literacy learning</li> </ul>	<p><i>Provide good role models for life long learning</i></p>						
<ul style="list-style-type: none"> <li>Foster high expectations using evidence-based approaches to literacy development</li> </ul>	<p><i>Social justice, equity and excellence for all</i></p> <p><i>Raise attainment</i></p> <p><i>Ensure all pupils develop skills for LLLW to contribute to the economic DWYF</i></p>						

## Dundee Literacy Strategy

# Next Steps...

- Evaluation of Learn to read intervention (Fresh Start) in 8 secondary schools using TOWRE2
- Supporting and guiding PEF funded PT's and other literacy leads and critiquing Literacy interventions
- CLPL – Talking/ Listening, Writing

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