|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education Directorate Improvement Plan:**  Equality & Equity/**Achievement**/Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | |
| **Focused Priority: Reading –** Raising attainment in reading by building capacity in the teaching and assessment of reading skills, building positive reading culture through effective parental engagement and opportunities to transfer skills. | | | | | |
| **HGIOS4 Quality Indicators** | | |  | | |
| 2.3 learning teaching and assessment  3.2 Raising Attainment | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Raise attainment at transition points from Initial Engagement to Progressing and achievement of a level across all levels  Clear impact of targeted intervention for identified groups  Increased staff capacity in teaching of reading  Increased parental understanding of approaches to teaching and learning reading.  Pupils recognise and utilise taught reading strategies which will increase attainment within reading. | **Professional learning**   * Provide ongoing professional development for teachers and support staff focused on evidence based reading strategies * Building staff understanding in the 6 strategies for reading * Inference * Main idea * Metalinguistics * Visualisation * Prior knowledge * Summarising * Teaching staff incorporating digital tools to transform approaches to teaching delivery.   **Professional dialogue**  Planned collegiate activity across partner schools  **Development of a document/policy**  Implement a calendar of assessment activities that will be supported through moderation activities designed to establish a clear understanding of what skills children should have acquired at each stage (Fife Reading Assessment Toolkit)  **Looking outwards/working collaboratively with others**  Foster strong partnerships with parents through workshops and resources to develop a strong reading culture that enhances literacy skills across all aspects of learning | Teaching Staff  Support Staff  SLT  Transforming Learning Ambassador  SLT  Support for Learning Teacher  ASN Additionality Teacher  Teaching Staff  SLT  Parents/Teaching Staff | | Improved reading attainment levels as evidenced through assessment data – NSAs PM Benchmarking, high quality assessment, class based summative approaches  Feedback from stakeholders through consultation:   * Pre and post teacher survey based on confidence and teaching and gathering evidence * Pre and post parent survey on supporting reading at home * Pupil voice through surveys and focus groups   Classroom observations, peer observations, opportunities to engage in collaborative practice to plan for rich and meaningful learning experiences within reading (as detailed within collegiate calendar) alongside jotter monitoring  Teachers' ability to make informed judgements regarding student progress within reading and to be able to confidently use the progression pathways and benchmarks to indicate learners' next steps. (Within tracking meetings and learning and teaching meetings)  Extended Learning Partnership feedback  Cluster showcase event focused on digital approaches | PM Benchmarking – Sep 2025  NSAs and Base – as per Fife Calendar  Teacher generated assessment – Termly  Aug 2025  June 2026  As per Collegiate Calendar  Nov 2025  June 2026 |
| **Ongoing Evaluation** | | | | | |
| **Inset Day Aug 2025:**  **Introduced strategies to staff and gathered feedback on current assessments and ideas going forward for diagnostic assessments. Feedback included moving forward with PM Benchmarking and Guided Reading short Reads (ordered on 22nd August)** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Universal Support** | | |
| **Differentiated reading groups and associated tasks**   * Children reading books that are at their level of reading and completing related tasks that have been effectively differentiated.   **Blooms Questioning**   * Use of blooms questioning during reading inputs and small group reading sessions with all learners.   **Effective and timely feedback**   * Teachers to gain confidence in being able to offer effective feedback and next steps during reading inputs. | **Vocabulary building**  Focused approach on vocabulary across disciplines  **Targets/ Next Steps**   * Children involved in creating targets and identifying their next steps. * Foster positive reading attitudes through regular praise and encouragement | **Reading display within classroom**   * Display with reading strategies, higher order thinking skills, vocabulary being taught, phonics and tricky words etc. (Display will be different depending on stage but will have some consistent elements)   **Higher order thinking skills**   * Higher Order Thinking Skills used within reading through tasks provided and learning at home activities. |
| **Targeted Support** | | |
| **Toe by Toe /Hornet**  Identified children utilising the Toe by Toe programme to provide phonics intervention and support. | SPELD (tranforming learning)  Identified children using strategies within SPELD synthetics phonics approach  Strategies provided by speech and language therapy including colourful semantics to develop their spoken vocabulary and sight vocabulary. | **Code Cracker**  Identified children utilising the Code Cracker programme to provide phonics intervention and support. |
| **ASSESSMENT ACTIVITIES** | | |
| **FORMATIVE**  **Reading tasks based on strategies**  **Reading aloud**  **Pupil dialogue**  **Self and peer assessment** | **SUMMATIVE**  **Phonics checks**  **PM Benchmarking**  **NSAs**  **Shonell**  **Read Write Inc** | **INTERDISCIPLINARY**  **Assessment of application of strategies within other curricular areas to be planned for** |