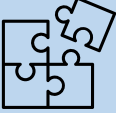









An Early Language and Communication Improvement Story Board from Stirling

 The issue	 The team	 Our idea
<p>Whilst Stirling overall attainment levels compare favourably to National levels in Literacy, the percentage of children in SIMD Q1 achieving expected levels in literacy, remains below their peers.</p> <p>Stirling Schools, Learning and Education are committed to raising attainment for all learners, however will be prioritising action on raising attainment of learners impacted by poverty, in particular, over the next 4 years.</p>	<p>A group of Practitioners, Teachers, Senior Leaders and Officers from ELC (Early Learning and Childcare settings) and Primary Schools worked together to analyse patterns of need, areas of strength and difficulty across 10 individual establishments.</p> <p>Their findings, coupled with feedback from wider Schools, Learning and Education audits and meetings, informed a desire to adopt a deeper multi-sensory approach in our collective literacy pedagogy across Stirling.</p>	<p>To create a research based equity toolkit that would enable individual practitioners and leaders to self-evaluate and continually improve their Literacy Pedagogical approaches.</p> <p>The toolkit would be developed to support the Early, First and Second Level of the Curriculum for Excellence.</p> <p>When considered alongside sound professional knowledge of children's needs, and individual establishment's context, our aspiration is that the changes this toolkit provokes, will secure improved literacy outcomes, and steadily narrow the poverty related literacy gap between learners'.</p>
 Tools & resources we used.	 What we did	 The impact
<ul style="list-style-type: none"> • Education Endowment Foundation • Curriculum for Excellence • Achieving Excellence and Equity, (Scottish Government December 2021) • The Renfrew Language Word Finding Vocabulary scales/ Listening Rating Scales • Keyword Assessments • Nursery Narrative • Teaching Children to Listen • Word Aware Teaching Vocabulary • Focus on Tier words /Fry's most common words • Oracy Cambridge Framework and Toolkit: • Language is Fun Together • Realising the Ambition • HGIOELC/HGIOS/ • Care Inspectorate Framework • Looking outward to other local authorities to learn from their success and challenges. 	<p>Created, piloted and updated <i>Stirling Literacy for Life Equity Toolkit</i>.</p> <p>Appointed a 0.6 Literacy Lead to analyse need surrounding Listening and Talking, Reading and Writing Career Lifelong Professional Learning (CLPL)</p> <p>Delivered a suite of CLPL through <i>Literacy for Life</i> networks/forums, to inform and improve literacy practice delivery, based on <i>Literacy for Life</i>.</p> <p>Supported targeted ELC and schools to improve literacy attainment for children, particularly those impacted by poverty, using <i>Literacy for Life</i></p> <p>Phonics for Teenagers training has been delivered to two High Schools.</p>	<p>All establishments have accessed <i>Literacy for Life</i> through a Thinglink that also hosts recordings, presentations and sharing of good practice, from CLPL and Networks.</p> <p>The Thinglink has had 1166 views since created. This enables practitioners to access the toolkit and training at any point, and leaders to use the presentations with their teams.</p> <p>Use of the curriculum level specific toolkit to date include: 335 early years toolkit, 171 first level and 126 second level.</p> <p>187 Practitioners have attended the Literacy for Life CLPL networks.</p> <p>Practitioners are reporting increased confidence levels in their literacy pedagogy as a result of the toolkit, CLPL and Thinglink Resources.</p>

 <h2>Our learning & next steps</h2>	<ul style="list-style-type: none"> • Launch <i>Literacy for Life: Engaging Families in their Children's Literacy Learning Toolkit</i>. • Continue moderation activities using <i>Literacy for Life</i> across Learning Communities, to ensure consistency across stages, schools and establishments. • Develop sections for ASN and Senior Phase • Targeted support in Talking and Listening, Reading and Writing will continue to be offered to identified ELC and schools. • Continue to evaluate all toolkits in response to current research and thinking, such as Education Scotland's Learning to Read Resource. • Training sessions from termly networks will continue to be uploaded onto the Literacy for Life Thinglink, to enable flexible access to training for those who could not attend. • Measure individual establishment impact through tracking and monitoring, ACEL Data, equity and data stories. • Measure impact of arrowing the poverty related equity gap across the Local Authority.
 <h2>Find out more</h2>	<p>Enter contact details here:</p> <p>Kate O'Neill oneillk22s@stirling.gov.uk</p> <p>Laura Brady bradyl@stirling.gov.uk</p> <p>Nicola Douglas douglasn@stirling.gov.uk</p>

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