

Taking a Whole School Approach to Emerging Literacy

Early Learning and Childcare (ELC)

- Children's development of the four key skill areas are supported through developmentally appropriate child initiated play based experiences.
- Pre-school Developmental Overviews (if used in ELC) identify and track strengths and gaps in development.



Primary 1

- Pre-school Developmental Overviews (if used in ELC) transition from Nursery to Primary and any identified gaps are planned for.
- All children are assessed using the Emerging Literacy developmental continua screening materials.
- Children access differentiated learning experiences matched to their strengths and development gaps; teachers track progress against the Emerging Literacy developmental continua.
- Through building solid foundational reading and writing skills, children are supported in working towards 'Achieving the Early Level' through the use of the CfE Benchmarks.



Beyond Primary 1

- During transition, children's progress in Primary 1 is shared with their teacher in Primary 2 to ensure continuity in planning matched to the strengths and gaps of each child.
- Children beyond Primary 1 who are making less than expected progress in Literacy and English may have gaps in their foundational reading and writing skills. The developmental continua, screening tools and suggested activities can be used to support children and young people.

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.

**Pg.1 – Overall audit of evidence against each Q.I.
Pg.2 – pg.6 – Identified next steps against each Q.I.**

Q.I.	Audit of Evidence
Q.I. 1.3 Leadership of Change	<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.
Q.I. 2.3 Learning, Teaching and Assessment	<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.
Q.I. 2.5 Family Learning	<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.
Q.I. 2.7 Partnerships	<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>
Q.I. 3.2 Raising Attainment and Achievement	<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.

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.

Theme

Q.I. 1.3 – Leadership of Change

Features of highly-effective practice

Audit of Evidence

- ❖ All staff are committed to change which results in improvements for learners.
- ❖ All staff are clear on the school’s strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.
- ❖ Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies).

- School Improvement Planning currently or has previously included taking a whole school approach to Emerging Literacy.
- 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.*
- 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.
- Emerging Literacy sits within the school’s whole-school approach to the teaching and learning of and the progression of skills within listening and talking, reading and writing.

Next Steps/points for further consideration

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.

Theme

Q.I. 2.3 – Learning, teaching and assessment

Features of highly-effective practice	Audit of Evidence
<ul style="list-style-type: none"> ❖ Staff access and apply relevant findings from educational research to improve learning and teaching ❖ Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. ❖ Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after. ❖ All teachers have well-developed skills of data analysis which are focused on improvement. P1 and SMT staff have accessed the Emerging Literacy training. 	<p>Early Learning and Childcare ELC</p> <ul style="list-style-type: none"> ❑ Developmental Overviews (if used in ELC) identify and track skills strengths and gaps; this information is shared with P1 staff. ❑ 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"> ❑ Developmental Overviews (if used in ELC) are analysed at the beginning of Primary 1 to identify strengths and inform planning of next steps. ❑ Primary 1 staff and the school senior management team have attended the Emerging Literacy training. ❑ Key school staff attend the Emerging Literacy Networks. ❑ All P1 children have been assessed on the four key skill areas of Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting. ❑ Groupings are informed by the Emerging Literacy assessment information. Children’s progress in key skills is tracked. ❑ 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. ❑ 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"> ❑ Transition information between P1 and P2 is shared to enable continuity of provision. ❑ 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>Next Steps/points for further consideration</p>	

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.

Theme

Q.I. 2.5 – Family Learning

Features of highly-effective practice

Audit of Evidence

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| <ul style="list-style-type: none"> ❖ Participation in family learning courses are monitored robustly to highlight trends and support effective early intervention strategies. ❖ There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement. ❖ Families are matched into the right programme which is negotiated and addresses identified needs. ❖ Family learning is leading to stronger home-school links which are improving outcomes for learners. | <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. |
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Next Steps/points for further consideration

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Theme

Q.I. 2.7 – Partnerships

Features of highly-effective practice

Audit of Evidence

- ❖ The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere.
- ❖ The school jointly plans and evaluates shared projects with partners.

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. Allied Health Professionals (such as Speech and Language Therapists), Early Years teams and Educational Psychologists.*

Next Steps/points for further consideration

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.

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Q.I. 3.2 – Raising Attainment and Achievement

Features of highly-effective practice

Audit of Evidence

- ❖ Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.
- ❖ Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.

- ☐ 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.

Next Steps/points for further consideration