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| **School Priority:**  To improve approaches to the teaching and assessment of literacy skills with a focus on reading. |

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| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Integrated Children’s Services Plan Outcomes** |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.3 Learning teaching and assessment  2.5 Family learning  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  *Specific to HGIOS 4*  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  *Specific to HGIOELC*  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | • All children reach appropriate development and social milestones through improved support in early years.  • Support for disadvantaged and vulnerable children, young people and families is improved.  • Health and wellbeing outcomes are improved for children and young people.  •Raised attainment for all young people leading to positive  Destinations.  -. |
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| Progress: | Before the First Minister’s Reading Challenge, a development group of volunteer staff was formed and was already making a start on our journey towards reviewing and promoting our school’s reading culture. The First Ministers Challenge came at a very opportune moment and further motivated us to promote reading for pleasure.  As a result of professional discussions at monitoring and tracking meetings, feedback from classroom observations and assessment information, staff agreed an initial action plan that involved formally surveying the views of teachers, pupils and parents regarding the development of reading in our school. The survey was used to gauge the current state of the school’s reading culture and to inform next steps.  Following the surveys, evaluation highlighted cross cutting themes from teachers, parents and children which focussed on opportunities to improve interest in reading and motivate children to read more, independently, and from a variety of genres, and reading role models. As a result some initial plans were agreed which identified some opportunities around reading, such as:   * Setting up a larger development group with representation form staff ,children ,parents and librarian * Reorganisation and streamlining classroom libraries with the support of our local librarian. * Undertaking peer classroom visits to evaluate and share practice. * Undertaking moderation activities to review and improve approaches to reading. * Organising training with an expert on literacy curriculum policy to further train staff and develop their skills. * Planning on a whole school event with a clear focus on promoting reading culture in school. * Engage and support parents’ ability to promote reading at home.   Children were encouraged through focus groups and classroom discussions to share their views and make suggestions that could improve the reading culture in school. This opportunity for pupil voice empowered the learners to contribute effectively to school development, building their confidence. Some of their suggestions were  To make the class libraries more appealing by giving books more space to choose from  To include more contemporary titles in classroom libraries.  To hold events that would motivate and encourage them to read more for pleasure.  A group of volunteer children were chosen to form a Reading Committee. This gave the children opportunities to develop pupil voice and participation by   * Engaging in discussion and planning alongside staff and parents in the Development Group * Making suggestions to the action plans * Sharing information with their peers across the school * Leading activities that have a school impact (e.g. helping maintain the class libraries, create posters to promote Reading Week).   During the FM Reading Challenge, the development group ordered reading passports for the P4-7s and began to make formal plans for an agreed Reading Week. The groups sought ideas from the Reading Challenge and Scottish Book Trust websites, as well as others such as the Science Centre, and shared our own views and ideas with our colleagues. Staff suggested that Scholastic books was invited in to sell books to children and parents. The incentive for the school being that the more books sold would result in the opportunity to take books for classrooms to refresh the libraries. The book stall had an impressive range of books on offer, particularly those from the FM Reading Challenge shortlist, which caught the children’s attention. The Reading Committee decided that any books left over from the planned book swap would also go to classroom libraries and everything else would be donated to Better World Books (betterworldbooks.co.uk/go/donate-list). The working party hosted several meetings with parents and the pupil Reading Committee to help make sure plans were engaging and would encourage and result in an increased uptake and interest in reading for pleasure.  The school website was effectively used to communicate ideas to the wider parent forum and the local community website highlighted our work to the wider community. Parents and community were invited to offer their support and a number of parents responded positively to this request and volunteered their time to visit and support the school. It is hoped that in future an increasing number of parents and community members’ will engage with school improvement activities.  To help promote reading at home and provide parents with useful and helpful information, a display stand was placed at the entrance to the book sale and swap during Reading Week. Staff organised and contributed a range of resources and suggestions for home reading and these were placed on a table underneath a board with ideas from the Read, Write, and Count website. Parents were invited to access these helpful resources. Almost all parents who attended reported finding the resources informative and helpful. To further develop out business engagement the children also contacted our local Waterstone’s and WH Smith stores to ask if they could donate any books or other reading materials to offer as prizes for the competitions. Both responded positively and to highlight our success in developing business partnerships we included both company’s logos on our prize winner certificates as way of thanks.  To support assessment of reading and ensure consistent approaches to promoting a culture of reading moderation was planned by pairing teachers with colleagues from a similar stage. Staff also undertook a number of peer observations of the teaching of reading. Through the peer observations and scheduled debrief sessions, all teachers across the school reported that they had gained new insights into facilitating high quality learning experiences that promote reading for pleasure and the development of reading skills.  An exciting and motivating array of activities were planned to promote a positive reading culture and encourage reading at all levels. These activities involved   * Monday [Whole school assembly in hall]:   -Launch: poetry recital by visitor from The Stirling Smith Art Gallery & Museum;  -Illustration tutorial & book cover design competition (one winner per stage);  -Reading pledge in FM Challenge passports;  -Extreme reading competition   * Tuesday:   -'I am reading...' stickers handed out to classes by Reading Committee;  -Literacy Expert visits;  -Paired Reading (P1 & 7, P2 & 6, P3 & 5, Nursery & P4).   * Wednesday:   -Visit Scholastic book sale stands & parent support information stand;  -Reading instruction challenges:  P1-3 Alphabet Trail;  P4-5 Recipes;  P6-7 Design K-Nex Challenge.   * Thursday:   -Visit book sale stands & parent support information stand  -Visit from local librarian to promote Book Aid [whole school assembly in hall];  -Book Quiz House challenge (P4-7) – House Captains quiz masters;  -Literacy board games (P1-3)  -Community Reader visits (e.g. readings & interviews/surveys with parents).   * Friday:   -Book swap;  -Character Cat Walk [all in hall];  -Book Cover winners and Book Quiz Champion announced by the Reading Committee;  -Feedback on week collected.  This year support staff were trained in High 5 and Wave 3 reading so that they could provide targeted support to children who required support and challenge in their reading.. |
| Impact: | Both the peer observations and the subsequent debrief sessions were very valuable and insightful. This activity gave staff opportunities to discuss learning and teaching and how to promote reading further. Many teachers were able to give examples of strategies and resources that they started using:   * As a result of the peer observations I provided more able children with a variety of independent reading starter activities and these children are showing skill in being able to answer higher order questions on the texts given. * As a result of the peer observation, I have introduced target boards to each reading group to encourage them to work independently and to identify the main ideas of texts. * I plan to use the book review template that I observed being used with my own class as a peer assessment tool to evaluate books that they have written. I think this will benefit all individuals as it will be a more exciting (and challenging) way of doing peer evaluation. * As a result of the peer observations I tried a similar approach to finding key information from a text using primary and secondary evidence.  This gave most pupils a better understanding of how we know about the past and the types of sources information can come from. * As a result of peer observation, I have utilised the 'Question Answer Relationship - Question Types Approach' to improve pupil confidence in identifying different question types.   Reading Week was a very successful week of reading themed events which promoted our culture of reading to all involved. The children were enthralled with the visitors and the variety of activities and parents commented on the atmosphere and enthusiasm of the children. Business links were further strengthened by the participation of several businesses who supported the events. Staff and children benefitted from the input from a wide range of school of expertise: The staff and children had opportunities to engage with Literacy Experts who included an illustrator and author, a police detective, a librarian, a publisher, a poet, a researcher, a foreign language proof reader, and a journalist. Our Community Readers consisted of parents and grandparents of children from the school. Opportunities to listen to a range of experts and family readers and ask questions about their own reading habits allowed the children to demonstrate their ability to ask appropriate questions on a specific topic, show confidence while engaging with adults from beyond the school and demonstrate good listening skills. The children also selected their own questions, demonstrating the ability to ask relevant and interesting questions. These included-   * What was your favourite childhood book? * Do you have any book recommendations? * What is the best non-fiction book you've read? * How do you choose what to read? * What was the last book you didn't finish?   Feedback gained from the children and their parents was very positive. Parents fed back that as a result of Reading Week there was more discussion at home about books and that children were wanting to read more often and more independently. All children commented positively on the visits from the experts in literacy and also the community readers, with almost all saying that the experience had made them more interested in books. A few children said the experience did not make them want to read more but they would like being read to more at home. Many children said that they had successfully completed their pledge, for example recommending a book to a friend. Evaluations highlighted that overall the favourite activities during the week were the Character Cat walk, the class visits and the Scholastic Book Fair. There were a number of suggestions as to how to continue to promote reading. More than half of our children have commented that they want to read a wider range of books and enjoy reading more. This will have a positive impact on attainment in reading over time and improvement in reading skills and the range of books children are reading will also improve children’s imaginations and vocabulary and improve the quality of writing.  As a result of feedback from children during focus groups evaluating literacy and reading that our resources ‘turned them off’ reading we aim to replace our reading resources to ensure they are modern and motivating and meet the needs of the wide range of readers we have in school:  • Less able but mature readers  • Less able readers  • More able, less mature readers  • Able readers,  • Gender specific books  • Dyslexia Friendly books.  Parents have reported that across all stages the majority of children are showing a renewed interest in reading either independently or by sharing books with parents, friends or siblings. One parent reported that her son, who had shown very little interest in books prior to this year’s activities, had recently spent a whole afternoon sitting beside a family bookshelf with a friend reading together. A growing number of children have been observed selecting books to take outside at lunch and break times and a number have been seen regularly enjoying a book in quiet areas of the school grounds. A number of children have also been noted walking to school reading a book and asking their peers when they would be finished a book so that they could read it thereafter, These are all positive signs of an improved culture of reading and enthusiasm for reading, A few children have commented that they would like more challenging activities during Book Week in future and more opportunities for paired reading across the school.  “To see my child happily and confidently choose a new book for the holiday was such a great moment.’ Parent  “We have a whole new interest in books in our home. Such is the enthusiasm from the wonderful Book Week. Well done to all!” Parent  “It has been a real pleasure to share the whole school’s enthusiasm for reading and books, and we have looked forward to every visit each class has made to the library. So much research shows just how valuable promoting a love of reading is for all ages, so it is great to have such a close partnership with such a supportive school and parent body” Librarian.  Overall, the response from colleagues was also very positive. We have succeeded in promoting the reading culture of the school, and the FM Reading Challenge provided a useful context to ‘jump start’ this. We now have a tried and tested template to repeat something similar in future and a host of contacts willing to support us. Improved approaches to motivating children to read more and often will have appositive impact on reading attainment. Further improvement of resources to encourage more boys to read, and provide engaging resources to motivate less and more able readers, readers with specific challenges e.g. dyslexia etc. will further contribute to improvement in reading over time.   * The extreme reader winners were announced and published on the school website to celebrate the children’s creativity and achievement. * The Reading Committee produced a very informative newsletter to report to the school and wider community on the highlights of the week. * A range of very creative book cover designs P1-7 are on display around the school * A display showing regular updates from our reading journey as well as the responses from our visitors is available for children and visitors to view. * Focus Groups of children met with the HT and DHT to give feedback on next steps for our school. * An upgrade to approaches and resources for reading in school has been included in our school improvement plan for next year as a result of all of the children’s comments. * More paired reading opportunities are also planned.   As a result of successful staff training in High 5 and Wave 3 children with additional support needs were given targeted support in school. This has improved the confidence of almost all children and all children involved have made progress in their reading. |
| Next steps: | * Although an attractive display, the materials to support reading at home were accessed only by those parents who visited the Book Fair. The Development group would like to explore more interactive ways of promoting reading at home to ensure a wider audience and greater sphere of influence. * More peer observations will be facilitated with peers at different Curriculum for Excellence levels. This will be in response to teacher’s individual development needs. We also plan to facilitate observations between the Nursery class and the lower Primary stages and in future across learning community schools. * Explore the possibility of repeating Reading Week in future. In particular, the book swap was seen worth repeating in terms of community engagement and providing the children access to different books. * Staff to work in partnership with another stage to facilitate paired reading activity for at least one term. * Design a school policy document outlining the key principles for the teaching of reading from early to third level. This will include reference to national guidance and sharing of best practice. * Make use of Government funding PEF to improve school library, provide new books for classes, newspaper subscription (First News for children) and appropriate apps (iPad). |