

Literacy Improvement and Development Plan 2010-2011

	OUTCOME	ACTION	LEAD	TIMESCALE	IMPACT
1	<p><u>Achieving</u> All children will be literate by the end of P6, unless they have identified specific learning difficulties or severe and complex needs.</p> <p>We will close the gap between the attainment of the lowest attaining 20% of pupils and their peers</p>	<p><u>Improving performance</u></p> <ul style="list-style-type: none"> • Gather the updated PIPs data for the lowest 20% in the authority. • Engage with schools to identify children in the lowest 20% across the authority and establish support in place to improve literacy levels for these children. • Use literacy tool where appropriate to identify needs and strategies for further support. • Work with schools, Educational Psychology service to ensure strategies are in place and measure impact. • Share effective practice. • Develop an assessment strategy to measure the improvements in literacy in line with the Educational Outcome 'All children will be literate by the end of P6' and share this with schools. • Implement authority assessment strategy fully and report on progress. 	<p>KH/MH/PS</p> <p>MH</p> <p>MH</p> <p>MH/AH</p> <p>All</p> <p>KH/MH</p> <p>All</p>	<p>30/09/10</p> <p>2010-11</p> <p>2010-11</p> <p>2010-11</p> <p>30/09/10</p> <p>2011-...</p>	
2	<p><u>Achieving</u> All children will be literate by the end of P6, unless they have identified specific learning difficulties or severe and complex needs.</p> <p><u>Service improvement</u> We will collect and systematically use relevant and focused information</p>	<p><u>Curriculum for Excellence - moderation</u></p> <ul style="list-style-type: none"> • Develop a strategy for moderation of English and Literacy at school, cluster and authority. • Develop CPD to build capacity in staff to engage effectively in moderation. • Facilitate moderation at school, cluster and authority. • Quality assure moderation practice at school, cluster and authority. • Continue to develop moderation to ensure the process is robust and that standards are raised and shared. 	<p>All</p> <p>All</p> <p>MH/FK/ES</p> <p>QIOs/MH</p> <p>All</p>	<p>2010-11</p> <p>2010-11</p> <p>2010-11</p> <p>2010-11</p> <p>2010 ...</p>	

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	and data to support this Service Improvement Plan through analysis of outcomes.	<ul style="list-style-type: none"> Develop a strategy for moderation to inform the outcome 'All children will be literate by the end of P6'. 	KH/MH	2010	
3	<p><u>Achieving</u> All children will be literate by the end of P6, unless they have identified specific learning difficulties or severe and complex needs.</p> <p>Every school will achieve a very good level of performance in Learning and Teaching.</p> <p><u>Service improvement</u> We will collect and systematically use relevant and focused information and data to support this Service Improvement Plan through analysis of outcomes.</p>	<p><u>Building capacity</u> <i>(Nursery/primary schools and Secondary literacy groups)</i></p> <ul style="list-style-type: none"> Engage in school visits to audit practice: <ul style="list-style-type: none"> Lowest 20% (see above) Highest 10% and challenge Successful strategies and impact Development needs Use these visits and data to: <ul style="list-style-type: none"> Facilitate and share good practice Provide proportionate level of support and challenge Support and develop teaching and learning 	MH MH/ES/FK QIOs	2010-11 2010-11	
4	<p><u>Service improvement</u> We will collect and systematically use relevant and focused information and data to support this Service Improvement Plan through analysis of outcomes.</p>	<p><u>Accelerated Reader</u></p> <ul style="list-style-type: none"> Conduct an evaluation of accelerated reader and the impact this development has had on learners. Use this information to plan future use and development of this resource. 	MH	2010-11	