



Glasgow City Council

Education, Skills and Early Years

City Policy Committee

Report by Executive Director of Education

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Item

3rd October 2019

Glasgow's Improvement Challenge 2015 – 2020

Raising attainment in literacy and numeracy through targeted support and interventions in primary schools.

Purpose of Report:

To update the Committee on the progress being made in Glasgow on Glasgow's Improvement Challenge as part of the Scottish Attainment Challenge. This is the second of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

Recommendations:

The Committee is asked to consider the contents of the report.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No

consulted: Yes No

1. **Raising attainment in literacy and numeracy through targeted support and interventions in primary schools**

1.1 This session we have continued to build on the support and challenge provided through our Leaders of Learning team who are led by a seconded head teacher. The head teacher, depute and Leaders of Learning are based on the third floor of Royston Primary School. The facility hosts a variety of training and meeting rooms equipped with the latest digital technology to support the delivery of highly effective staff development sessions. The team work very closely with Glasgow's Attainment Advisor from Education Scotland.

1.2 There are two main work strands – **Literacy for ALL** and **Glasgow Counts**. The planned outcomes for both are listed below.

- Increased practitioner knowledge and confidence in teaching of literacy/numeracy leading to improved learner experiences particularly for learners living in the 20% most deprived postcodes.
- Increase and enhance the reach and capacity of GIC team through partnership working.
- Increase practitioner knowledge and implementation of research based approaches and reduce the poverty related vocabulary gap for identified early level learners.
- Increased secondary practitioner knowledge and confidence in teaching of Numeracy across the Curriculum leading to improved learner experiences in the BGE particularly for learners living in the 20% most deprived postcodes.
- Improved analysis of data to plan interventions in closing the gap and evaluate impact and next steps for learners, particularly for learners living in the 20% most deprived postcodes.

Literacy for ALL Training: A comprehensive programme of core training in reading, 'reading into writing' and this session approaches to enhance talking and listening have been delivered. There continues to be a clear focus on pedagogy and promoting collaboration throughout the programmes.

During 2018/19, all core training sessions for reading, writing, listening and talking were delivered to 117 practitioners, primarily Challenge Leaders of Learning (CLOLs) and some Pupil Equity Funding (PEF) funded teachers undertaking the CLOL role. Delegates evaluated all sessions very positively.

1.3 **18/19 participation**

In addition, a universal offer of seventeen twilight sessions have been attended by 302 delegates representing 88 schools.

Literacy for ALL Reach: Core Training CLOLs				
2015/16	2016/7	2017/8	2018/9	2019/20
36	84	103	117	127

Total Number of CLOLs / PEF Teachers: Literacy and Numeracy				
15/16	16/17	17/18	18/19	19/20
56	119	205	191	219

Almost all establishments have now undertaken Literacy for All core training and have reported on measurable outcomes; this includes 19 schools that are using PEF to release staff to lead on Literacy.

- 1.4 Almost all establishments have taken on board the need to build capacity via the delivery of high quality professional learning to their staff. Building capacity in this way is continuing to have a positive impact on teacher confidence and on improving practice.
- 1.5 The majority of establishments have enhanced their professional learning offer by implementing regular modelling and/or team teaching sessions. The impact of this can be seen again in 'Peoples' Views' analysis, with clear increases in staff knowledge, confidence and skills evidenced in pre and post surveys. Other benefits include a heightened focus on collaboration and planning, and developing consistency of the learner experience. In order to further improve staff confidence, knowledge and skills, almost half of establishments offer additional voluntary drop in sessions.
- 1.6 The Challenge Link process has recognised that in most establishments there is a high level of confidence that changes to pedagogy in reading, writing or numeracy strategies are consistently embedded across classes and that teacher collaboration has had an impact on this. The change has been observed during Senior Leadership Team (SLT) class visits and feedback from peer visits most of which incorporate the Peer Observation of Learning Leading to Improvement (POLLI) approach.
- 1.7 The majority of establishments included training for Support for Learning Workers (SfLWs) in their calendar as a further way of building capacity and working towards sustainability. Establishments report that a focussed, evidence based approach to supporting children has been welcomed by support staff and contributed to impact on children.
- 1.8 Support visits are undertaken annually to support both literacy and numeracy CLOLs by identifying what is working well and where they may need further support. There are also a range of clinics and drop in sessions to provide

further support as required. Areas of concern and support are shared with the leadership team of GIC and intervention planned where necessary using the established risk matrix and GCC Area Tracker. Support is then planned at Area Improvement Team meetings.

- 1.9 Most CLOLs who have embarked on Listening and Talking have opted to focus on the vocabulary gap. The majority of the CLOLs who had enhancing vocabulary as an outcome provided positive evidence of increased practitioner knowledge and confidence. Most provided evidence of progress towards closing an identified gap in vocabulary acquisition.
- 1.10 In collaboration with Glasgow's Psychological Services, an enquiry based pilot was established to measure the impact of the Word Aware approach on improving vocabulary. All learners in the pilot made progress in retention of vocabulary and vocabulary scores measured by the British Picture Vocabulary Scale (BPVS). In one of the four schools, the majority closed the gap between their chronological age and their vocabulary age, two schools closed the gap for most of the children and one school closed the gap for all the children in their intervention groups. We have subsequently agreed on a two year study where there will be a focus on comparison group data and tracking of attainment over time.
- 1.11 Gathering evidence

The GIC team continue to support leaders in the process of evidencing the impact of their interventions on raising attainment and closing the identified poverty-related attainment gap. This is supported by a range of sessions designed to support CLOLs and Senior Leaders to plan appropriate outcomes and measure the impact of these, including the toolkit - 'How Good is Our Project?' (HGIOP).
- 1.12 Almost all establishments provided evidence that their targeted interventions are leading to the closing of identified learning gaps for children living in SIMD deciles 1&2. In addition, the majority of children in the targeted intervention groups were now on track to achieve Curriculum for Evidence levels. Barriers to achievement and appropriate next steps were detailed by most of the Challenge Leaders of Learning (CLOLs). Almost all Literacy CLOLs were able to demonstrate confidence in the use of data to identify target groups and interventions, to monitor progress and to measure impact.
- 1.13 The majority of establishments undertook moderation activities as part of their professional learning. These included CLOLs from across clusters taking on a leadership role within their learning community, where they led in-service training days on the moderation cycle. Other benefits include heightened awareness of and increased use of national benchmarks.
- 1.14 To increase the reach and capacity of the GIC team we have been continually developing partnership working since 2017. This includes liaison with Glasgow's Psychological Services (GPS) developing case studies on the impact of Word Aware (enhancing vocabulary at early level); new liaison with Glasgow Life on Enjoyment and Choice in developing reading and new partnership with the English Speaking Union to develop materials on Group

Talk and Debating. In addition, we have enhanced partnership working with Scottish Book Trust which has increased the number of schools involved in the Reading Buddies initiative.

- 1.15 Our partnership working with Glasgow's Dyslexia Support Service (GDSS) and English as an Additional Language service (EAL) has been enhanced by providing continued input on Meeting Learners' Needs within reading and writing and new input on vocabulary.

2 CREATE Youth music programme

- 2.1 Through partnership working with CREATE Youth Music Initiative, a case study on the links between music and attainment in phonological awareness has been completed and an evaluative tool has been created. All of the pupils in the target group made progress over the six month period and the majority of the pupils in the target group are now on track with key phonemic skills.

- 2.2 An additional 18 schools took forward Scotland Reads, an evidence - based paired reading programme, and worked in partnership with Glasgow University and parents. From a sample, most children receiving Scotland Reads support made progress, with most now having a reading age equal to or greater than their chronological age. A closer liaison with the Leaders of Early Learning (working in nurseries) is leading to greater consistency in terms of progression and the distillation of key messages

2.3 Music4All

In June 2019 all of Glasgow CREATE's Youth Music Initiative Tutors were trained in the LfA approaches to phonological awareness and early literacy development to ensure consistency of message across the city. Following this, members of the LfA and CREATE team worked collaboratively to plan a Primary 1 music programme which enhances skills for early literacy development.

- 2.4 In August 2019, LfA and CREATE delivered training on music and early literacy development which was attended by 147 Primary 1 teachers. The intended outcome of this training was to deepen teacher knowledge and understanding of the links between music and literacy at Early Level, as well as to increase teacher confidence and skills leading music activities in the Primary 1 classroom.
- 2.5 All Primary 1 teachers in Glasgow are now working in partnership with a Youth Music Initiative Tutor to engage all Primary 1 children in a high quality, skills based music programme which promotes skills required for literacy development. Four primary schools in particular will measure the impact of a daily, 8 week, music programme on pupil engagement and attainment in phonological awareness, phonics and reading in Primary 1 from August 2019.

2.6 Early Years Music Research Project

Through CREATE Steering Group and partnership with GIC Literacy for All and Psychological Services, a strategy for supporting Early Years Literacy and Music will be devised to include Professional Learning for Early Years Practitioners and Teachers to support raising attainment in phonological awareness and closing the poverty related attainment gap including aspects of Health and Well Being.

2.7 Singing to Learn, Learning to Sing

In order to increase opportunities for children to experience music every day in the classroom and support teachers to use singing as an important contributor to the development of transferrable skills across the curriculum, there will be a City Launch of Education Scotland's 'Singing to Learn, Learning to Sing' in January 2019 which will raise the profile of the benefits to singing and how it can contribute to improved outcomes for children and young people.

3 Glasgow Counts training

3.1 During 2018/19, all core training sessions for developing numeracy through Glasgow Counts were delivered to 74 practitioners, primarily Challenge Leaders of Learning (CLOLs) and some Pupil Equity Funding (PEF) funded teachers undertaking the CLOL role. Delegates evaluated all sessions very positively. The sessions highlighted as being of most help were:

- Concrete Pictorial, Abstract
- Range of Strategies, including Chat that Counts
- Bar Modelling
- New input on fractions, decimals and percentages

3.2 In addition, a universal offer of twenty-four twilight sessions have been attended by 717 delegates representing 101 schools.

Glasgow Counts Reach: Core Training				
2015/16	2016/17	2017/18	2018/19	2019/20
20	35	102	74	92

3.3 Most establishments report that they have dedicated time to allow for professional dialogue and understanding around the Glasgow Counts framework leading to consistency in planning and in fostering a joint understanding. Timetabling commitments of the Challenge Leaders of Learning (CLOL) have taken cognisance of the benefits of team teaching and/or modelling in most establishments. Common approaches include modelling the use of Concrete, Pictorial and Abstract (CPA) and flexible numeracy strategies and approaches.

3.4 Almost all CLOLs delivered collegiate training sessions on a variety of numeracy topics in school as part of their leadership role and the majority also offered small group drop-in sessions to build practitioner confidence. Building capacity through high quality CLPL and modelling/team teaching is continuing to have a positive impact on improving practice.

3.5 The majority of CLOLs are revising or introducing learning and teaching policies which reflect Glasgow Counts approaches. These detail expectations for classroom practice such as the routine use of the Glasgow Counts Progression Framework, the use of 'Chat that Counts' initiative and ensuring problem solving is at the heart of every lesson.

3.6 **Partnership working**

Partnership working with Physical Education, Physical Activity, and School Sport (**PEPASS**) has promoted examples of activities to support the development of numeracy skills through physical education. This is outlined in the paper for work stream two. The impact of this programme will be further evaluated in session 19/20.

3.7 The Glasgow Counts team is currently delivering early numeracy development sessions for class teachers and support staff who are promoting and facilitating play across learning in our Primary One classrooms.

3.8 The majority of schools have developed and promoted bespoke family learning activities focused on numeracy. Most schools ran a variety of different activities to engage their parents and support them as partners in their children's learning. This ranged from pupil demonstrations during parents' evenings, numeracy cafés, after school clubs or homework support clubs and 'Read Write Counts' programmes.

3.9 'Chat that Counts' has been delivered to pilot schools, incorporating Number Talks approaches. A case study evidenced impact on a variety of areas, including improvements in staff knowledge, confidence and skills. Further improvements could be seen around consistency of delivery and strategies promoted across stages. Practitioners are now using an agreed approach to develop mental agility, mathematical language and strategies. Cluster working has been an additional benefit of the 'Chat that Counts'. Schools in the pilot using the Peer Observation of Learning Leading to Improvement (POLLI) approach in trios as part of the moderation process. This approach has helped to ensure consistency and greater understanding of the key skills within Numeracy and Mathematics across clusters.

3.10 Secondary Programme

All secondary schools have now engaged with Glasgow Counts, with 141 teachers attending the three day core training package. This comprised 135 Maths teachers, transition/ numeracy teachers and physics teachers. The engagement and participation of the secondary programme has met the target set to reach all secondary school maths departments as well as additional teaching and support staff. The comprehensive secondary sector professional

learning offer has been delivered to provide consistency of approaches and effective transitions.

3.11 Gathering evidence

From an extensive sample of HGIOPs, most establishments were able to provide evidence that their targeted interventions are leading to closing identified gaps in learning for children living in SIMD deciles 1&2. In addition, almost half of children in the targeted intervention groups were now on track to achieve a level.

3.12 As with the Literacy for All analysis, the majority of establishments undertook moderation activities as part of their professional learning. This included a few schools using a Lesson Study approach to moderation, and others the (POLLI) toolkit to formulate 'big questions' which in turn helped focus moderation activity.

3.13 Most schools are providing evidence within the CLOL HGIOPS that their targeted interventions are leading to the closing of identified learning gaps for children living in SIMD deciles 1&2. The GIC team will now be further supporting Head Teachers to track attainment over time and develop effective processes for tracking conversations with teaching staff.

3.14 **Playful Pedagogy**

An increasing number of primary schools have introduced 'Playful Pedagogy' approaches into the early stages of primary school. In over 60 primary schools these approaches are being supported by child development officers (CDOs). Pupil Equity Funding has been used to support this development. Experienced CDOs were recruited from local nurseries to work in the primary schools.

3.15 After core training and engagement at the annual 'Playful Pedagogy' conference almost all practitioners reported an increase in confidence of (1.36 points on a 5 point scale) with regards to developing play through a variety of literacy and numeracy contexts within P1. Almost all practitioners collaborated in network groups, visiting each other's P1 rooms and a local Early Years Child Care Centres. All who took part in this process reported that working collaboratively has had positive impact on their confidence in taking play forward.

3.16 The GIC team are helping to sustain the work already undertaken by establishments by facilitating and supporting Primary One staff collaborative networks. These involve visits across establishments and to local early years centres, as well as further training input for teachers and support staff in key areas identified from feedback and quality assurance visits by GIC Head Teacher and Playful Pedagogy lead.

3.17 **Leadership of Change**

Establishments were asked to evidence leadership of change, focussing on how they embed and sustain their Glasgow's Improvement Challenge (GIC) approaches. Specific examples include further use of modelling and team

teaching; the staggering of new staff across the school so that they can be supported by more experienced staff; opportunities for staff to observe each other's practice and the recognition that establishments can look outwards for support within their GIC clusters. Further detail in work stream 4 paper on leadership.

- 3.18 Most of the CLOLs commented on the enhanced leadership skills they had gained from their role in developing literacy. Comments on this leadership role include being given opportunities to promote and support collaboration, facilitate self-evaluation, provide staff with training and modelling and become familiar with data handling skills through tracking attainment as well as liaising with their Senior Leadership Team (SLT). Most notable are the mentions of increased awareness of the triangulation process and confidence in gathering and analysing data in order to improve outcomes for children evidenced in the HGIOP process.
- 3.19 Evidence has been gathered from establishments engaged in the LOL team three part support process which indicates that this is a successful model in terms of building capacity and supporting practitioners who have had barriers to the implementation of interventions. The Glasgow Counts team also offer this support process.

4 Evidence of attainment

- 4.1 Full analysis of performance in literacy and numeracy across the broad general education will be taken to the next Committee.

5 Policy and Resource Implications

Resource Implications:

<i>Financial:</i>	Glasgow receives additional funding from the Scottish Attainment Fund as a Challenge Authority. Schools receive additional monies through Pupil Equity Funding.
<i>Legal:</i>	In line with the Standards in Scotland's Schools etc. Act 2000 and Education Act 2016
<i>Personnel:</i>	Additional staffing has been deployed in schools using the additional funding.
<i>Procurement:</i>	Not applicable

Council Strategic Plan: Excellent and Inclusive Education – 22, 28, 30 and 37

Equality Impacts:

Does the proposal support the Council's Equality Outcomes 2017-22

Yes, outcome 9 – barriers to participation in learning are reduced.

What are the potential equality impacts as a result of this report?

Limited impact

Sustainability Impacts:

Environmental:

Not applicable

Social:

If our young people achieve positive outcomes in their lives this will have a positive impact on the longer term social and community life of Glasgow.

Economic:

Young people who are better educated are able to contribute more positively to the growing economy of the city.

Privacy and Data Protection impacts:

Not applicable

6 Recommendations:

- 6.1 The Committee is asked to consider the contents of the report.