Northern Alliance

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Raising Attainment in Literacy, Language and Communication

Final Report: July 2017

ABERDEEN CITY COUNCIL
Aberdeenshire COUNCIL
The Highland Council Comhairle na Gàidhealtachd
the moray Council
ORKNEY ISLANDS COUNCIL
Shetland Islands Council
Comhairle nan Eilean Siar

Northern Alliance

Raising Attainment in Literacy, Language and Communication
Final Report: July 2017

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Northern Alliance

Raising Attainment in Literacy, Language and Communication
Final Report: July 2017

This report summarises the progress made in the Northern Alliance Raising Attainment in Literacy, Language and Communication project between June 2016 and June 2017.

Final Report Summary – Key Points:

The data from the surveys completed by practitioners in September 2016 following the initial project launch, October/ November 2016 following the first local authority networks and June 2017 following the Sharing Our Learning Event have found that the project has had the following impact on practitioners and outcomes for children:

- The support programme – including the initial project launch, local authority networks, the Sharing Our Learning Event, bespoke training and ongoing communication – has increased teacher subject knowledge of foundational reading and writing skills, enabling teachers to take a developmental approach to Emerging Literacy.

- Collaboration between and across local authorities and between and across health boards has allowed for the aims of education practitioners, Allied Health Professionals (AHPs) and educational psychologists to align, allowing practitioners to support the learning of children, young people and their families, creating a shared vocabulary across professions.

- Teachers report that they have an improved understanding of the teacher judgement of the progress and achievement of children through the knowledge and skills acquired in taking a developmental approach to Emerging Literacy. The collaboration has supported '**Achievement of a Level**' teacher judgements in the Early Level.

- Teachers report that each and every child has made progress in Literacy and English. Through taking a developmental approach to Emerging Literacy, teachers have been able to effectively match the teaching and learning to the needs of each and every child. Teachers have been able to effectively monitor and track the progress of children throughout the 2016/2017 session.

- Teachers report that through taking a developmental approach to Emerging Literacy, children are more proficient in reading and writing by the end of Primary 1 than they have been in previous years.

Final Report Summary – Key Points (cont.):

The data collection from a sample of Primary 1 pupils across the Northern Alliance in September 2016, January 2017 and May 2017 has suggested the following outcomes for children:

- It is typical for children to enter Primary 1 with gaps in their foundational reading and writing skills, some of this is due to natural variation and some of this is due to background experiences. The particular pattern of gaps are different for each child, regardless of their local authority or background factors external to school; however, there are some aspects of foundational skills for reading and writing in which gaps are more and less prominent.

- Through matching the teaching and learning to the needs of each and every child, teachers have been able to address the gaps in foundational reading and writing skills as part of their Literacy and English programme to strengthen the skills which underpin the automaticity of reading and writing.

- Through taking a developmental approach to Emerging Literacy, practitioners have been able to interrupt the poverty related gap. In Phonological Awareness skills, by May 2017, the gap between children from the most deprived areas (SIMD 1-3) and children from the middle and least deprived areas (SIMD 4-10) has begun to close.

- By the end of May 2017 almost eight in ten children (80%) in Primary 1 were secure in almost all of the Phonological Awareness skills assessed(10 or more out of possible 12). This is an increase of 68%, with only 12% of children secure in almost all of Phonological Awareness skills in September 2016.

- By the end of May 2017 over nine in ten children (91%) in Primary 1 were secure in nearly all of the Pre-Handwriting skills assessed (17 or more out of a possible 21). This is an increase of 14%, with just over three quarters of children measured (77%) secure in the majority of Pre-Handwriting skills in September 2016.

The overview of engagement data between 2016/2017 and the projected data for 2017/2018 has identified that:

- In 2016/2017, 17% of schools across the Northern Alliance were supported in taking a developmental approach to Emerging Literacy. This was delivered through a core (5% of schools) and parallel (12% of schools) support programme.

- In 2017/2018 it is projected that 51% of schools across the Northern Alliance will be engaged. This has been made possible through supporting local authorities and health boards to develop parallel groups to enable sustainability within local authorities. The 2017/2018 support will be delivered through a core (17% of schools) and parallel (34% of schools) support programme.

Final Report Summary – Future Recommendations:

1. The gaps in foundational skills for reading and writing in Primary 1 have been addressed through direct teaching. Taking a developmental approach has allowed for practitioners to target learning and teaching to directly address the gaps identified in initial assessments. The gaps which have been addressed have been tracked between September 2016 and May 2017. It is recommended that learners who transition into Primary 2 with gaps in their foundational reading and writing skills are supported in developing these skills in Primary 2. Guidance has been provided to support schools in the transition between Primary 1 and Primary 2.

2. Having access to continuous support through collaborative networks, including colleagues from both education and health, has instilled confidence in practitioners and enhanced teaching practice. The 2017/2018 networks of support should encourage 'collaborative buddying' between schools who have been initially supported in 2016/2017 and those who will begin to be supported during the 2017/2018 session. This will allow for sustainability across the Northern Alliance.

3. Whilst there are some examples of practice in which schools have developed a whole school approach to Emerging Literacy to support all children, it is recommended that practitioners are supported through the local networks to develop a whole-school culture to 'Taking a developmental approach to Emerging Literacy' across the Northern Alliance.

4. Following the success of the project, 'Taking a developmental approach to Emerging Literacy' should be acknowledged as the approach being embedded across the Northern Alliance. The Northern Alliance has demonstrated success through the partnerships which have been developed with Early Learning and Childcare (ELC) centres and schools across local authorities and beyond ELC centres and schools with Allied Health Professionals (AHPs) and educational psychologists across local authorities and health boards. Following the **announcement of funding** from the Scottish Government which will support the further development of the approach across the Northern Alliance during the 2017/2018 and 2018/2019 sessions, the steering group of practitioners across education and health should plan for sustainability to enable practice to become embedded across the Northern Alliance.

5. Following the release of the **final Literacy and English Benchmarks** in June 2017, the 2017/2018 report should, in addition to the pupil level data reported in this report, report on the '**Achievement of a Level**' teacher judgements in the Early Level.

James Cook –
Lead Officer: Raising Attainment in Literacy, Language and Communication, Northern Alliance
July 2017

Background to Final Report – July 2017

This report follows the two interim reports of the 2016/2017 academic session which were published on **Thursday 1st December 2016** and **Friday 3rd March 2017**.

The December 2016 interim report detailed:

- the project background, rationale and implementation
- the support available to Local Authorities during the 2016/ 2017 session
- the P1 pupil data from September 2016 for Phonological Awareness and Pre-Handwriting
- the practitioner feedback data following the initial Northern Alliance Raising Attainment in Literacy, Language and Communication launch in September 2016
- feedback from practitioners following local authority support networks
- the bespoke training and support made available to individual local authorities between August 2016 and December 2016 based on their 2016/2017 priorities
- the recommendations for the remainder of the 2016/2017 session.

CLICK HERE to access the December 2016 interim report.

The March 2017 interim report detailed:

- the P1 pupil data from January 2017 for Phonological Awareness and Pre-Handwriting, including the comparison with the data collected in September 2016
- the support provided to practitioners through the local networks between December 2016 and March 2017
- the bespoke training and support made available to individual local authorities between December 2016 and March 2017 based on their 2016/2017 priorities
- the recommendations for the remainder of the 2016/2017 session.

CLICK HERE to access the March 2017 interim report.

The purpose of this final report (July 2017) is to:

- share the impact on practitioners and the outcomes for children and young people between August 2016 and June 2017
- provide an update on the pupil data for Phonological Awareness and Pre-Handwriting, sharing comparison data between September 2016, January 2017 and May 2017
- provide an overview of the input made available to practitioners across the Northern Alliance between August 2016 and June 2017
- make recommendations as to the continued partnership of the Northern Alliance in taking forward Raising Attainment in Literacy, Language and Communication.

Background and Rationale of Taking a Developmental Approach to Emerging Literacy across the Northern Alliance

Following a funding bid which was submitted to the Scottish Attainment Challenge's Innovation Fund in February 2016, and subsequently approved, local authority directors across the Northern Alliance (Aberdeen City, Aberdeenshire, Eilean Siar (Western Isles), Highland, Moray, Orkney and Shetland) met in April 2016 to discuss the implementation of the project. A steering group met in June and August 2016 to agree on an action and implementation plan for the 2016/2017 session. It was agreed that Highland Council's approach to taking a developmental approach to Emerging Literacy would be cascaded across the Northern Alliance partnership.

Due to both biological differences in development and to different experiences, children differ widely in their emerging literacy skills at P1 entry. To promote attainment in the long term, teaching and learning needs to take account of this variation.

Across the seven Local Authorities within the Northern Alliance, the project has aimed to develop an approach within Early Level environments which supports learners through taking a developmental approach to literacy. Emerging Literacy, an approach originally developed in Highland Council, supports cross-sector working, providing education practitioners with the development knowledge of Allied Health Professionals and Educational Psychologists, delivered in a classroom context. The rationale behind Emerging Literacy aims to ensure that the appropriate foundational reading and writing skills are planned for within early literacy programmes, ensuring solid foundations are developed as a fundamental component of early literacy programmes. Further information on taking a developmental approach to Emerging Literacy can be found on:
Highland Literacy Blog – www.highlandliteracy.com/emerging-literacy

Each of the authorities (Aberdeen City, Aberdeenshire, Eilean Siar, Moray, Orkney and Shetland) nominated three/ four schools to pilot Highland's Emerging Literacy methodologies and resources. Highland Council continued to develop their approach, embedding across the Local Authority through the Authority's improvement plan. For the purpose of the project, six schools within Highland have been part of the data collection in 2016/2017.

Classroom practitioners, senior managers, education support staff and Allied Health Professionals (AHPs) – Speech and Language Therapy and Occupational Therapy – have been supported through the introduction to, the implementation of and the on-going monitoring of taking a developmental approach to Emerging Literacy within their settings.

The **funding from the Scottish Government** will support the further development of the approach across the Northern Alliance during the 2017/2018 and 2018/2019 sessions.

Measuring Impact/ Outcomes

The following pre/post measurements have been used:

- Developmental Continua (**www.highlandliteracy.com/emerging-literacy**) screens and trackers:
  Data to be collected and submitted to track and monitor learner progress by:
  - Friday 30th September 2016
  - Friday 27th January 2017
  - Friday 26th May 2017.
- Practitioner evaluations and reflections (June 2017).

Ongoing evaluation of the impact and outcomes have been shared through the **December 2016 Interim Report**, the **March 2017 Interim Report** and this final end of year report from July 2017.

Implementation of the Project

Each Local Authority has a nominated Key Link, co-ordinated by James Cook (Northern Alliance).

- Aberdeen City Council – Lydia Tait
- Aberdeenshire Council – Gaye Stevenson
- Eilean Siar (The Western Isles Council) – Mary Clare Ferguson
- Highland Council – James Cook
- Moray Council – Corrina Campbell
- Orkney Islands Council – Amy McCracken
- Shetland Islands Council – Samantha Flaws

Each Local Authority nominated three/ four schools which were supported in the programme during the 2016/2017 session. These schools have been supported through the implementation of taking a developmental approach to Emerging Literacy.

The schools involved in the project during the 2016/2017 academic session are as follows:

Aberdeen City	Greenbrae	Kaimhill	Quarryhill	Woodside
Aberdeenshire	Fraserburgh South Park	Lairhillock	Methlick	Mill O' Forest
Eilean Siar (The Western Isles)	Laxdale	Sgoil Bhaile a'Mhanaich	Sir E Scott	
Highland	Auldearn	Marybank	Park	Smithton
Moray	Hythiehill	Keith	Kinloss	Millbank
Orkney	Glaitness	Orphir	Papdale	
Shetland	Hamnavoe	Tingwall	Whalsay	

Support Programme (August 2016 – June 2017)

The December 2016 report detailed the overview of support for the 2016/2017 session and the support between August 2016 and December 2016. The March 2017 report detailed the specific information between December 2016 and March 2017. This report shares the specific information between March 2017 and June 2017 as well as the overall impact and outcomes between June 2016 and June 2017.

1) Data collection and analysis

- **Outcomes for children and young people**
- **Impact on practitioners**

2) On-going support for 2016/2017 and preparation for 2017/2018

- **Core support in 2016/2017**
- **Bespoke support in 2016/2017**

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1. Data collection and analysis: Outcomes for Children and Young People

There have been three sets of data collected for Primary 1 children from the schools involved in the data sample across the Northern Alliance during the 2016/2017 session. The first submission was the 30th September 2016 to acquire an initial baseline of foundational reading and writing skills. The second was collected on the 27th January 2017 to acquire midyear comparison data. The third and final submission was on 27th May 2017 to detail the value added during the academic session (between September 2016 and May 2017).

The **Emerging Literacy** assessment tools and trackers were used between September 2016, January 2017 and May 2017 to monitor progress.

In September 2016, Primary 1 practitioners from each of the schools used the Phonological Awareness Assessment and Continuum and the Pre-Handwriting Continuum to identify a baseline of their children's foundational skills in reading and writing. There were 683 entries of Phonological Awareness in English and 16 for Gaelic. Due to the sample size no statistical conclusions can be published for Gaelic Phonological Awareness. There were 523 entries for Pre-Handwriting.

Following the identification of gaps within Phonological Awareness and Pre-Handwriting in September 2016, practitioners used the data to plan universal and targeted learning opportunities to address foundational reading and writing skills gaps. The data collection and analysis in the **December 2016 Interim Report** detailed the data sets from the baseline measurement.

In January 2017, Primary 1 practitioners from each of the schools again provided their data sets for Phonological Awareness and Pre-Handwriting. There were 665 entries of Phonological Awareness in English and 14 for Gaelic. Due to the sample size no statistical conclusions can be published for Gaelic Phonological Awareness. There were 513 entries in January for Pre-Handwriting.

The data collection and analysis in the **March 2017 Interim Report** detailed the individual data sets from September 2016 and January 2017 as well as the comparison of data between September 2016 and January 2017 following classroom instruction to address the gaps in foundational reading and writing skills.

In May 2017, Primary 1 practitioners from each of the schools again provided their data sets for Phonological Awareness and Pre-Handwriting. There were 649 entries of Phonological Awareness in English and 14 for Gaelic. Due to the sample size no statistical conclusions can be published for Gaelic Phonological Awareness. There were 497 entries in May for Pre-Handwriting.

The data collection and analysis from the May 2017 submission is included within this report. This has allowed for comparison over time between September 2016, January 2017 and May 2017.

This report also details the outcomes for children linked to deprivation. Scottish Index of Multiple Deprivation (SIMD) information has been submitted by schools (where available). In Phonological Awareness the profile of SIMD information is as follows: SIMD 1-3 (most deprived), 79 responses; SIMD 4-7 (middle), 254 responses; and SIMD 8-10 (least deprived), 123 responses. In Pre-Handwriting the profile of SIMD information is as follows: SIMD 1-3 (most deprived), 69 responses; SIMD 4-7 (middle), 182 responses; and SIMD 8-10 (least deprived), 121 responses.

The breakdown of responses from the December 2016, March 2017 and June 2017:

	Breakdown in each submission: December 2016, March 2017 and May 2017			**Breakdown by deprivation**		
Submission	*December 2016*	*March 2017*	*May 2017*	*SIMD 1-3 (most dep)*	*SIMD 4-7 (middle)*	*SIMD 8-10 (least dep)*
Phonological Awareness English	683	665	649	79	254	123
Phonological Awareness Gaelic	16	14	14	N/A	N/A	N/A
Pre-Handwriting	523	513	497	69	182	121

Phonological Awareness Over Time: September 2016 – May 2017

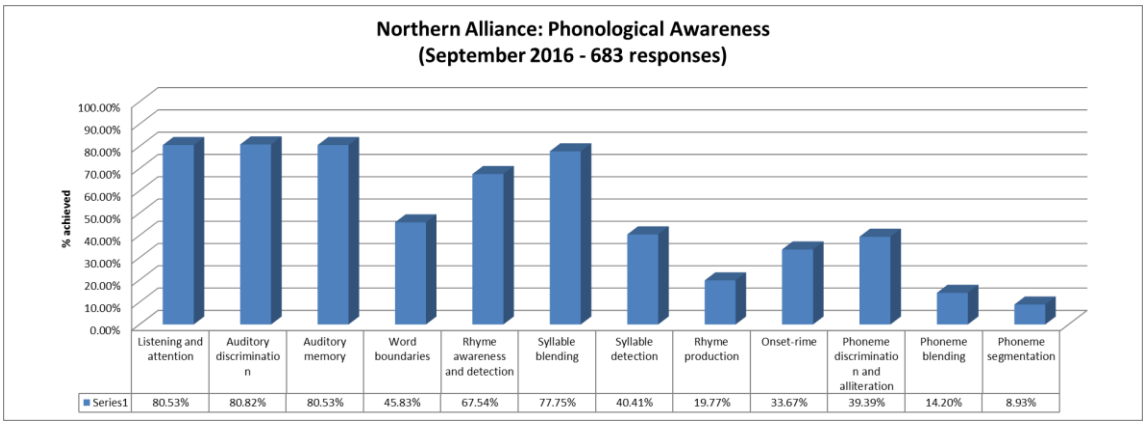


Figure 1.1 – Phonological Awareness September 2016

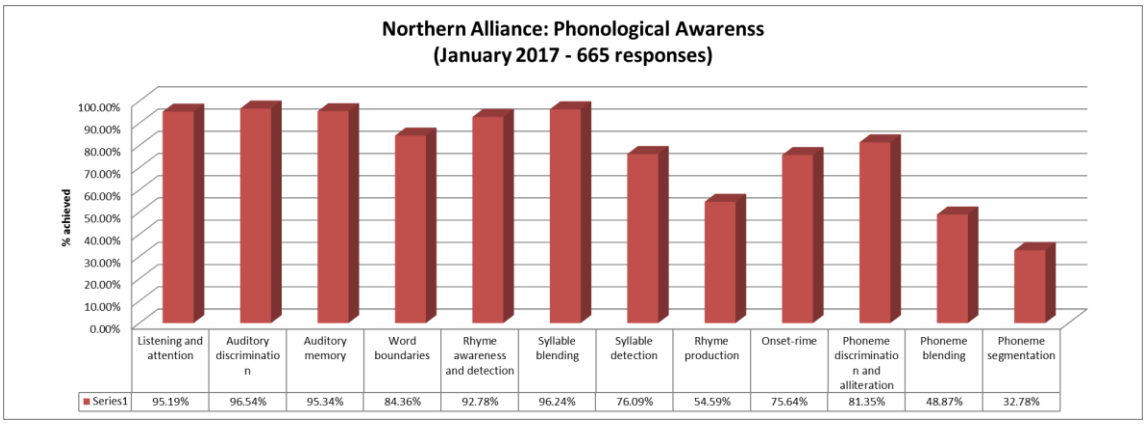


Figure 1.2 – Phonological Awareness January 2017

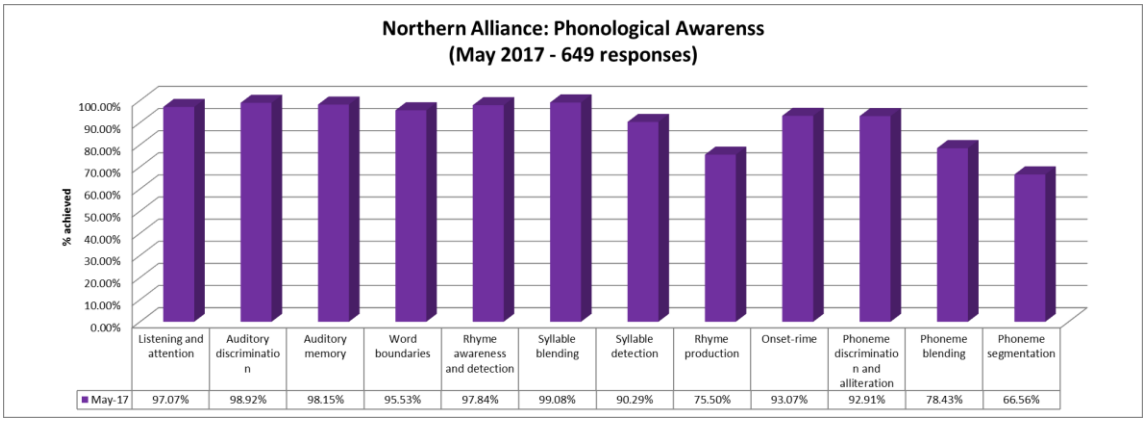
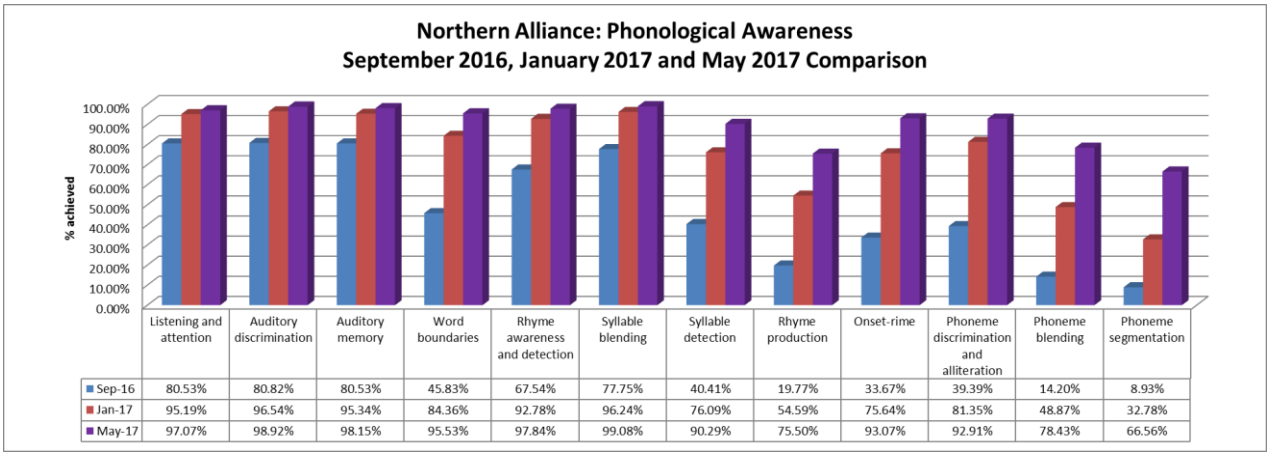


Figure 1.3 – Phonological Awareness May 2017



	Listening and attention	Auditory discrimination	Auditory memory	Word boundaries	Rhyme awareness and detection	Syllable blending	Syllable detection	Rhyme production	Onset-rime	Phoneme discrimination and alliteration	Phoneme blending	Phoneme segmentation
Sep-16	80.53%	80.82%	80.53%	45.83%	67.54%	77.75%	40.41%	19.77%	33.67%	39.39%	14.20%	8.93%
Jan-17	95.19%	96.54%	95.34%	84.36%	92.78%	96.24%	76.09%	54.59%	75.64%	81.35%	48.87%	32.78%
May-17	97.07%	98.92%	98.15%	95.53%	97.84%	99.08%	90.29%	75.50%	93.07%	92.91%	78.43%	66.56%

Figure 1.4 – Phonological Awareness Comparisons: September 2016, January 2017 and May 2017

The collated phonological awareness data above (***Figure* 1.1, Figure 1.2, Figure 1.3 and Figure 1.4**) has indicated that:

- 96% of those Primary 1 children assessed are now (May 2017) secure with Word Boundaries, a rise of 50% since September 2016 (46%). There is a similar percentage rise in Syllable Detection with 90% of those Primary 1 children assessed secure as of May, a rise of 50% since September (40%).

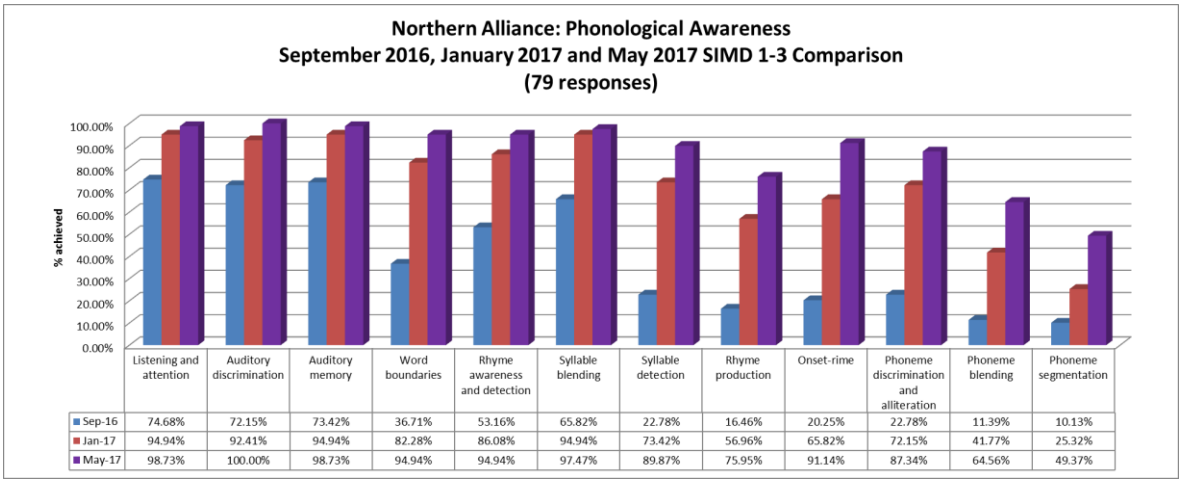
- In September 2016 less than one fifth of the Primary 1 children assessed had secure Rhyme Production (20%). There has been a rise of 56% since September 2016 with over half of the Primary 1 children assessed secure by May 2017 (76%).

- In September 2016, with a score of a possible twelve, less than two in ten children in Primary 1 (20%) scored nine or more. This has increased by 71% to more than nine in ten children in Primary 1 (91%) scoring nine or more out of a possible twelve by May 2017.

- There has been an increase of 48% between September 2016 (15%) and May 2017, with more than half of the Primary 1 children assessed having fully secure phoneme discrimination, phoneme segmentation and phoneme blending by May 2017 (63%) which are crucial foundational skills for reading and writing, supporting automaticity of reading and spelling words using phonics.

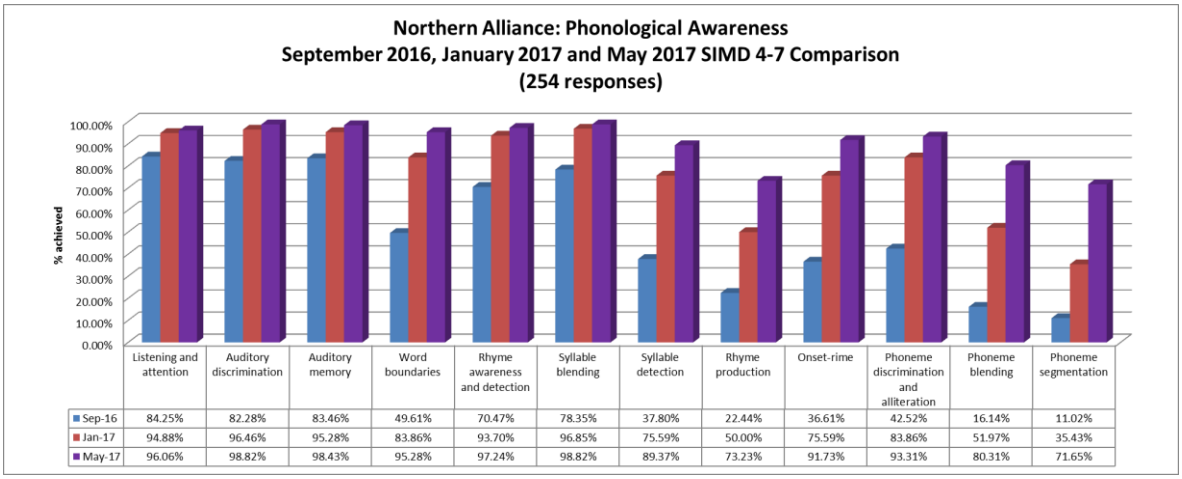
- Due to the sample size no statistical conclusions can be published for Gaelic Phonological Awareness. With an increased sample size of Gaelic Medium Education (GME) pupils in 2017/2018 it is projected that conclusions will be drawn from 2017/2018 data.

Phonological Awareness By Deprivation Over Time: Sep 2016 – May 2017



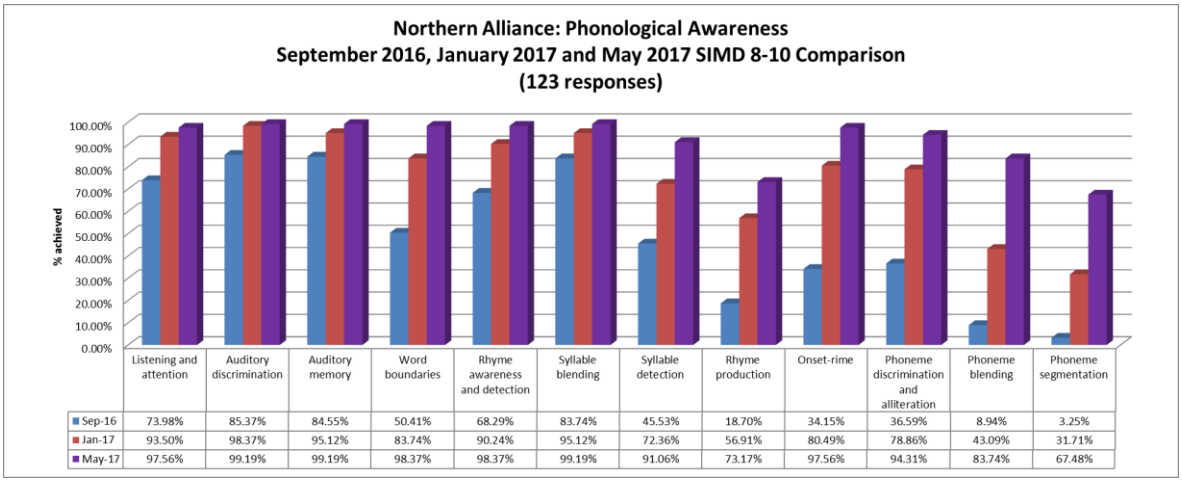
	Listening and attention	Auditory discrimination	Auditory memory	Word boundaries	Rhyme awareness and detection	Syllable blending	Syllable detection	Rhyme production	Onset-rime	Phoneme discrimination and alliteration	Phoneme blending	Phoneme segmentation
Sep-16	74.68%	72.15%	73.42%	36.71%	53.16%	65.82%	22.78%	16.46%	20.25%	22.78%	11.39%	10.13%
Jan-17	94.94%	92.41%	94.94%	82.28%	86.08%	94.94%	73.42%	56.96%	65.82%	72.15%	41.77%	25.32%
May-17	98.73%	100.00%	98.73%	94.94%	94.94%	97.47%	89.87%	75.95%	91.14%	87.34%	64.56%	49.37%

Figure 2.1 – Phonological Awareness SIMD 1-3 (Most Deprived)



	Listening and attention	Auditory discrimination	Auditory memory	Word boundaries	Rhyme awareness and detection	Syllable blending	Syllable detection	Rhyme production	Onset-rime	Phoneme discrimination and alliteration	Phoneme blending	Phoneme segmentation
Sep-16	84.25%	82.28%	83.46%	49.61%	70.47%	78.35%	37.80%	22.44%	36.61%	42.52%	16.14%	11.02%
Jan-17	94.88%	96.46%	95.28%	83.86%	93.70%	96.85%	75.59%	50.00%	75.59%	83.86%	51.97%	35.43%
May-17	96.06%	98.82%	98.43%	95.28%	97.24%	98.82%	89.37%	73.23%	91.73%	93.31%	80.31%	71.65%

Figure 2.2 – Phonological Awareness SIMD 4-7(Middle)



	Listening and attention	Auditory discrimination	Auditory memory	Word boundaries	Rhyme awareness and detection	Syllable blending	Syllable detection	Rhyme production	Onset-rime	Phoneme discrimination and alliteration	Phoneme blending	Phoneme segmentation
Sep-16	73.98%	85.37%	84.55%	50.41%	68.29%	83.74%	45.53%	18.70%	34.15%	36.59%	8.94%	3.25%
Jan-17	93.50%	98.37%	95.12%	83.74%	90.24%	95.12%	72.36%	56.91%	80.49%	78.86%	43.09%	31.71%
May-17	97.56%	99.19%	99.19%	98.37%	98.37%	99.19%	91.06%	73.17%	97.56%	94.31%	83.74%	67.48%

Figure 2.3 – Phonological Awareness SIMD 8-10 (Least Deprived)

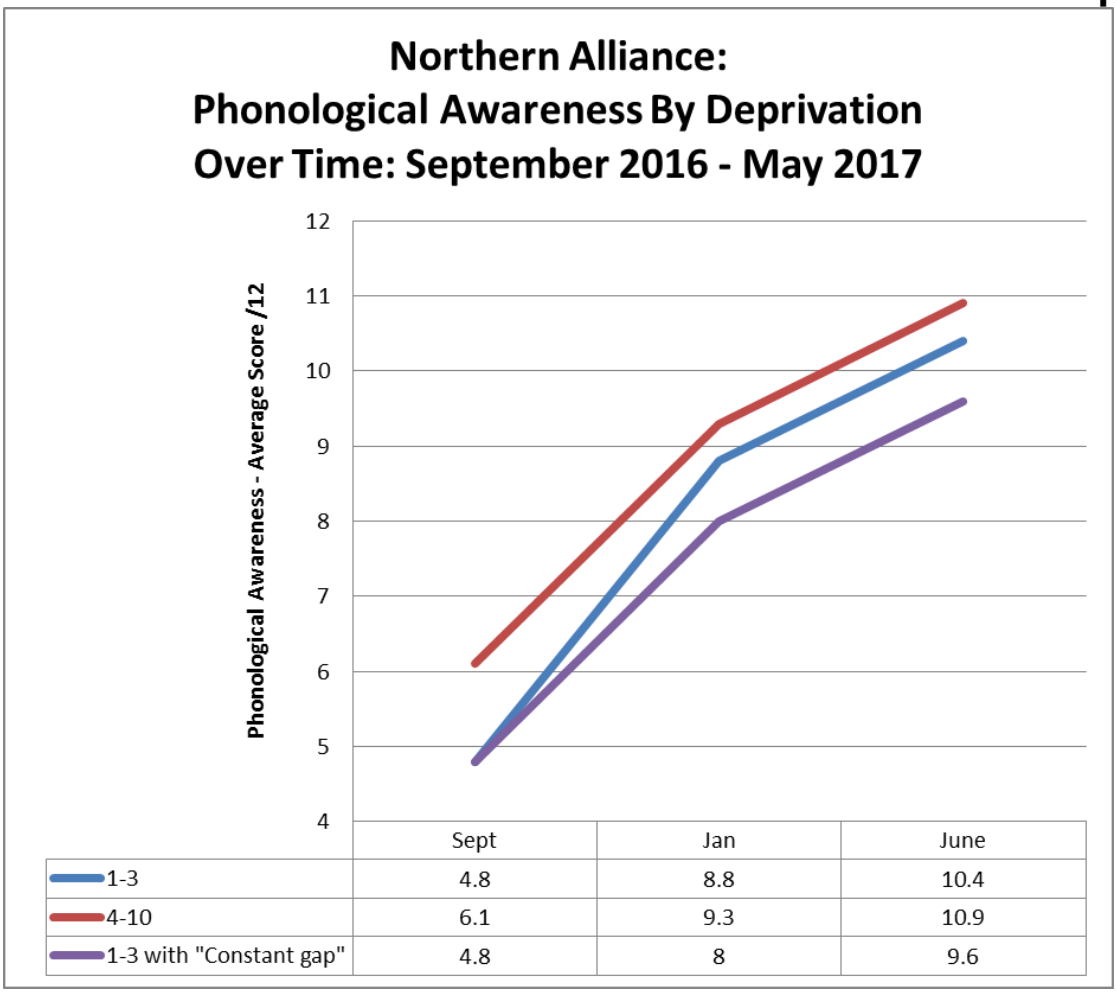


Figure 2.4 – Phonological Awareness; Deprivation Over Time: September 2016-May 2017

The collated phonological awareness data, linked to deprivation, above (***Figure* 2.1, Figure 2.2, Figure 2.3 and Figure 2.4**) has indicated that:

- In September 2016, children from the most deprived areas (SIMD 1-3) had an average score of 4.8 out of 12. The children from the middle and least deprived areas (SIMD 4-10) had an average score of 6.1 out of 12. This is a gap of 1.3.

- By May 2017, the gap between children from the most deprived areas (SIMD 1-3) and children from the middle and least deprived areas (SIMD 4-10) has begun to close. In May, children living in the most deprived areas (SIMD 1-3) had an average score of 10.4 and those living in the least deprived areas (SIMD 4-10) had an average of 10.9. This is a gap of 0.5, 0.8 less than if the "constant gap" of 1.3 had continued.

It is evident that the gaps in foundational reading and writing skills with regards to Phonological Awareness are closing. The data is supporting practitioners to identify, plan for and address the gaps in phonological awareness in order to build solid foundational reading and writing skills.

Pre-Handwriting – Fine Motor Skills Over Time: September 2016 – May 2017

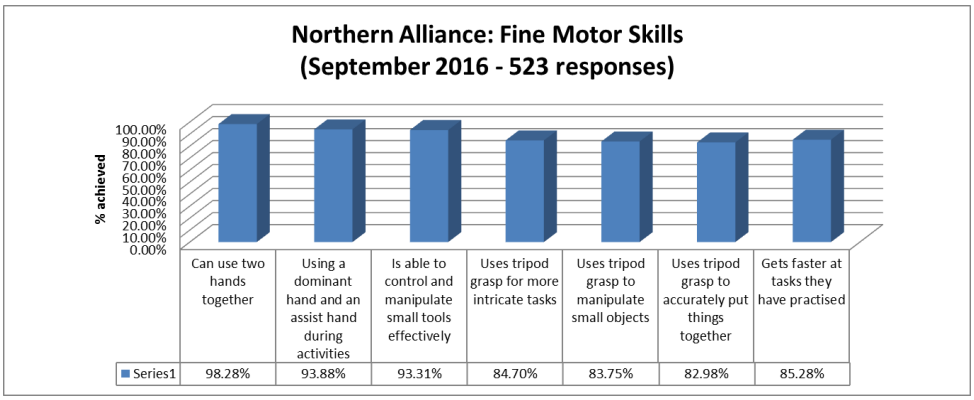


Figure 3.1 – Fine Motor Skills September 2016

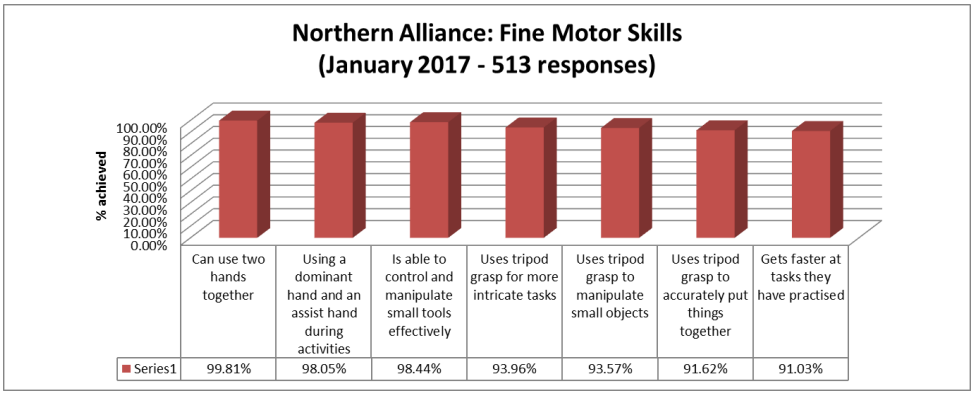


Figure 3.2 – Fine Motor Skills January 2017

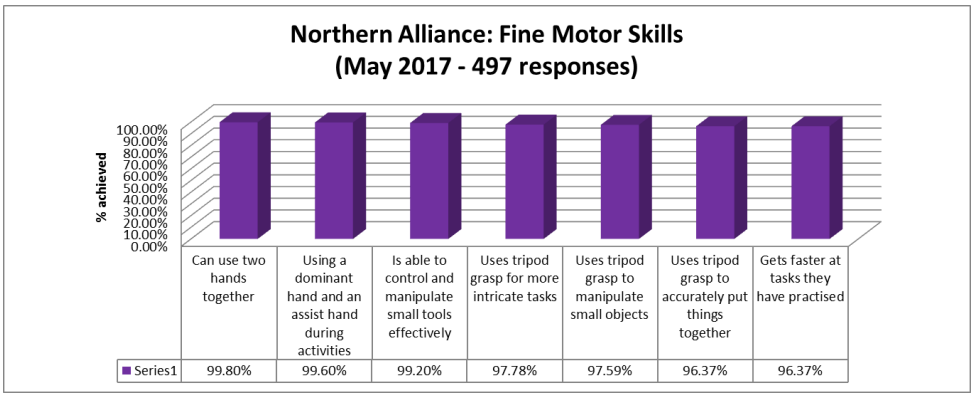
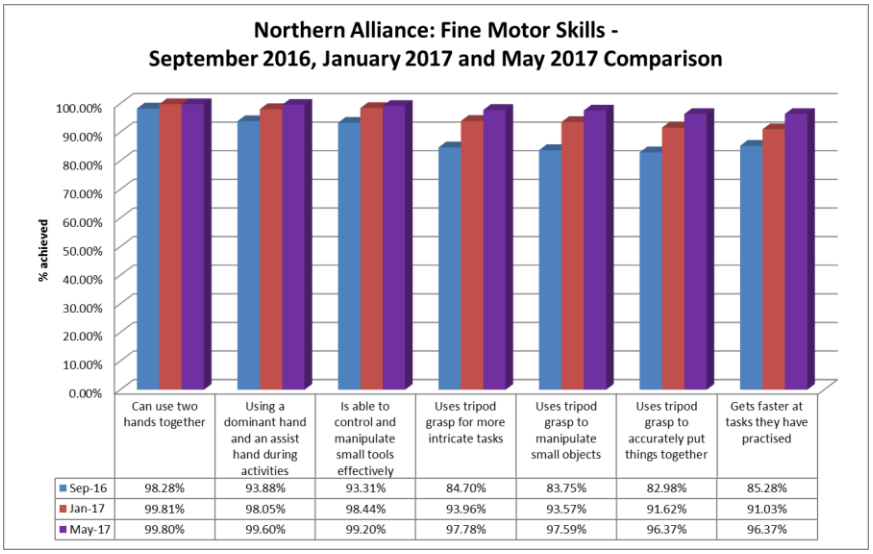


Figure 3.3 – Fine Motor Skills May 2017



	Can use two hands together	Using a dominant hand and an assist hand during activities	Is able to control and manipulate small tools effectively	Uses tripod grasp for more intricate tasks	Uses tripod grasp to manipulate small objects	Uses tripod grasp to accurately put things together	Gets faster at tasks they have practised
Sep-16	98.28%	93.88%	93.31%	84.70%	83.75%	82.98%	85.28%
Jan-17	99.81%	98.05%	98.44%	93.96%	93.57%	91.62%	91.03%
May-17	99.80%	99.60%	99.20%	97.78%	97.59%	96.37%	96.37%

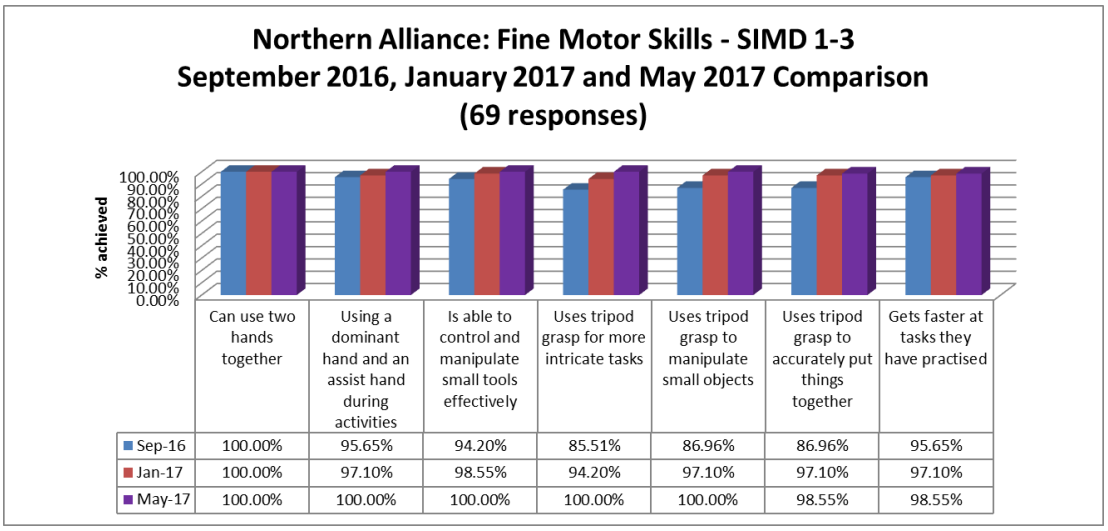
Figure 3.4 – Fine Motor Skills Comparisons: September 2016, January 2017 and May 2017

The collation of Pre-Handwriting data – Fine Motor Skills Over Time (**Figure 3.1, Figure 3.2, Figure 3.3 and Figure 3.4)** has indicated that:

- By the end of May 2017 almost all children in Primary 1 assessed (96%) scored six or seven out of a possible seven in fine motor skills. This is an increase of 19% from September 2016 (77%).

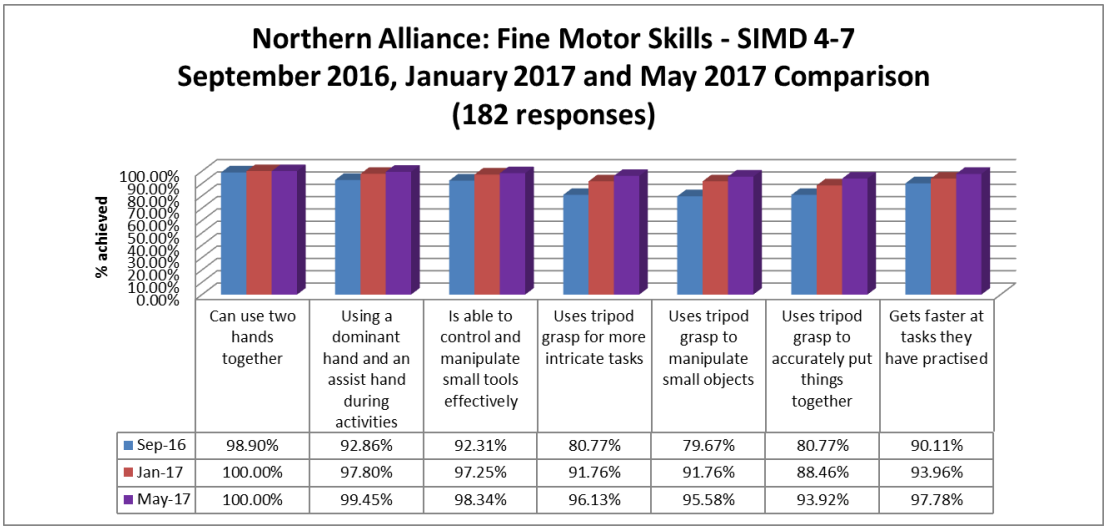
- By May 2017 almost all of the Primary 1 children assessed (97%) had a secure tripod grasp which is required for children to manipulate writing implements with sufficient precision and ease to allow for effective learning of handwriting. There has been an increase of 13% since September 2016 (84%).

Pre-Handwriting – Fine Motor Skills By Deprivation Over Time: Sep 2016 – May 2017



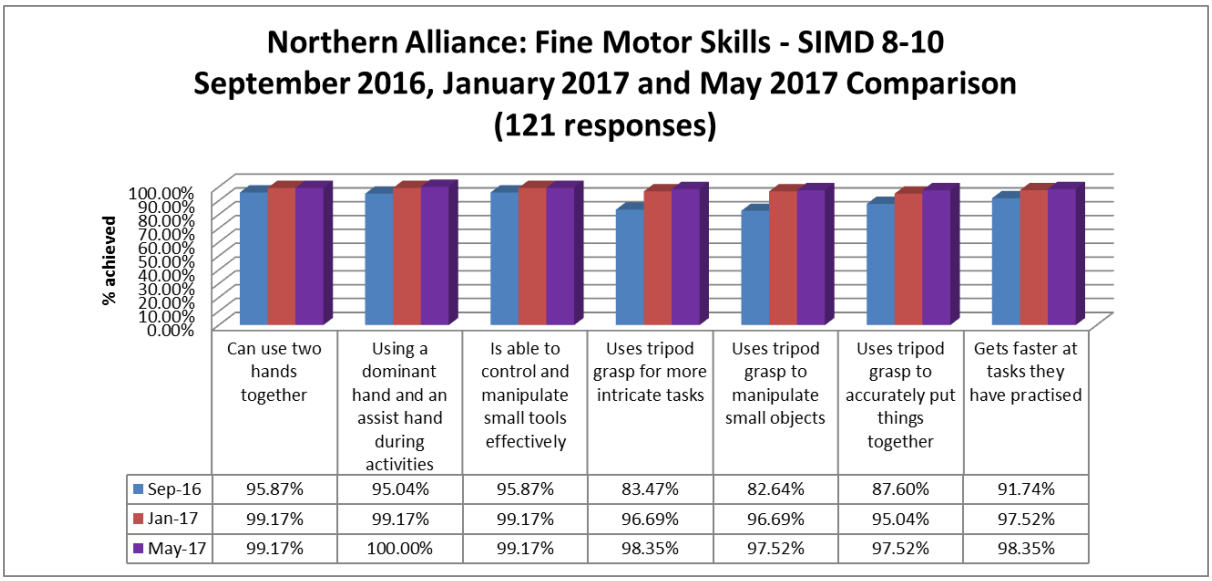
	Can use two hands together	Using a dominant hand and an assist hand during activities	Is able to control and manipulate small tools effectively	Uses tripod grasp for more intricate tasks	Uses tripod grasp to manipulate small objects	Uses tripod grasp to accurately put things together	Gets faster at tasks they have practised
Sep-16	100.00%	95.65%	94.20%	85.51%	86.96%	86.96%	95.65%
Jan-17	100.00%	97.10%	98.55%	94.20%	97.10%	97.10%	97.10%
May-17	100.00%	100.00%	100.00%	100.00%	100.00%	98.55%	98.55%

Figure 4.1 – Fine Motor Skills SIMD 1-3 (Most Deprived)



	Can use two hands together	Using a dominant hand and an assist hand during activities	Is able to control and manipulate small tools effectively	Uses tripod grasp for more intricate tasks	Uses tripod grasp to manipulate small objects	Uses tripod grasp to accurately put things together	Gets faster at tasks they have practised
Sep-16	98.90%	92.86%	92.31%	80.77%	79.67%	80.77%	90.11%
Jan-17	100.00%	97.80%	97.25%	91.76%	91.76%	88.46%	93.96%
May-17	100.00%	99.45%	98.34%	96.13%	95.58%	93.92%	97.78%

Figure 4.2 – Fine Motor Skills SIMD 4-7(Middle)



	Can use two hands together	Using a dominant hand and an assist hand during activities	Is able to control and manipulate small tools effectively	Uses tripod grasp for more intricate tasks	Uses tripod grasp to manipulate small objects	Uses tripod grasp to accurately put things together	Gets faster at tasks they have practised
Sep-16	95.87%	95.04%	95.87%	83.47%	82.64%	87.60%	91.74%
Jan-17	99.17%	99.17%	99.17%	96.69%	96.69%	95.04%	97.52%
May-17	99.17%	100.00%	99.17%	98.35%	97.52%	97.52%	98.35%

Figure 4.3 – Fine Motor Skills SIMD 8-10 (Least Deprived)

The collation of Pre-Handwriting data – Fine Motor Skills by Deprivation Over Time (**Figure 4.1, Figure 4.2 and Figure 4.3)** has not indicated a statistically significant difference between children living in the most deprived areas (SIMD 1-3) and children living in the middle (SIMD 4-7) and least (SIMD 8-10) deprived areas.

Pre-Handwriting – Scissor Skills Over Time: September 2016 – May 2017

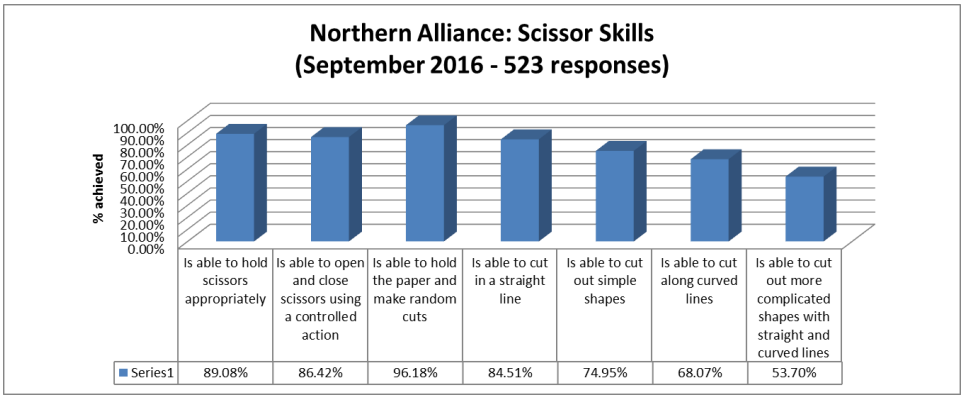


Figure 5.1 – Scissor Skills September 2016

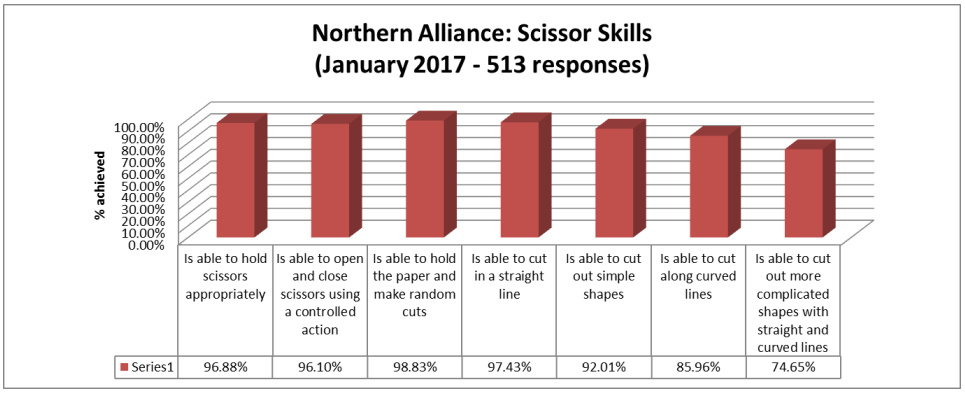


Figure 5.2 – Scissor Skills January 2017

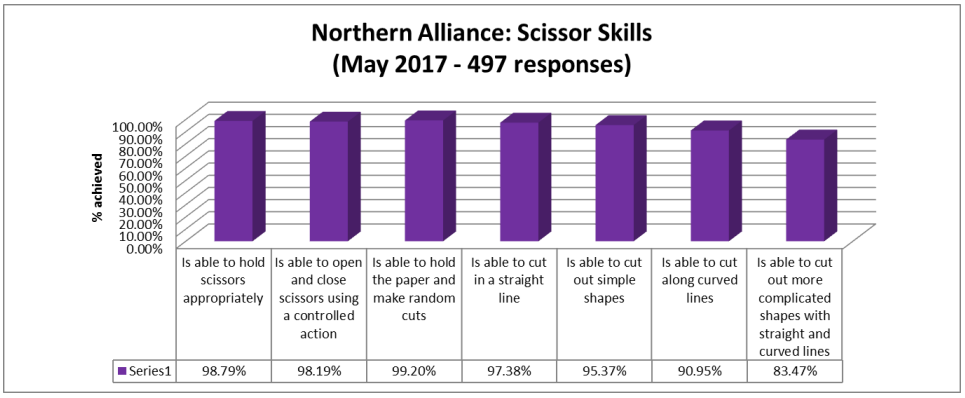
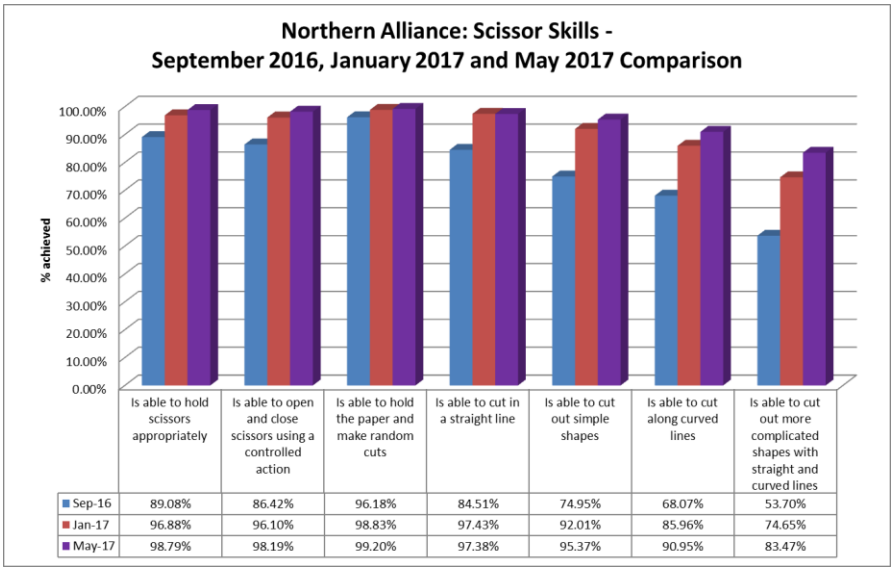


Figure 5.3 – Scissor Skills May 2017



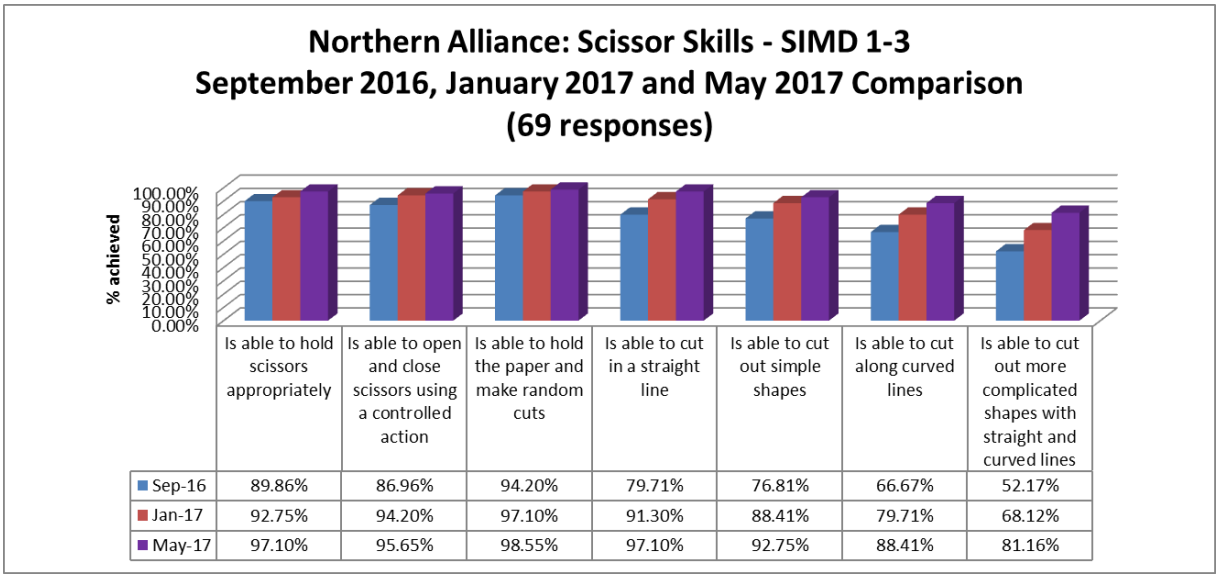
	Is able to hold scissors appropriately	Is able to open and close scissors using a controlled action	Is able to hold the paper and make random cuts	Is able to cut in a straight line	Is able to cut out simple shapes	Is able to cut along curved lines	Is able to cut out more complicated shapes with straight and curved lines
Sep-16	89.08%	86.42%	96.18%	84.51%	74.95%	68.07%	53.70%
Jan-17	96.88%	96.10%	98.83%	97.43%	92.01%	85.96%	74.65%
May-17	98.79%	98.19%	99.20%	97.38%	95.37%	90.95%	83.47%

Figure 5.4 – Scissor Skills Comparisons: September 2016, January 2017 and May 2017

The collation of Pre-Handwriting data – Scissor Skills Over Time (**Figure 5.1, Figure 5.2, Figure 5.3 and Figure 5.4)** has indicated that:

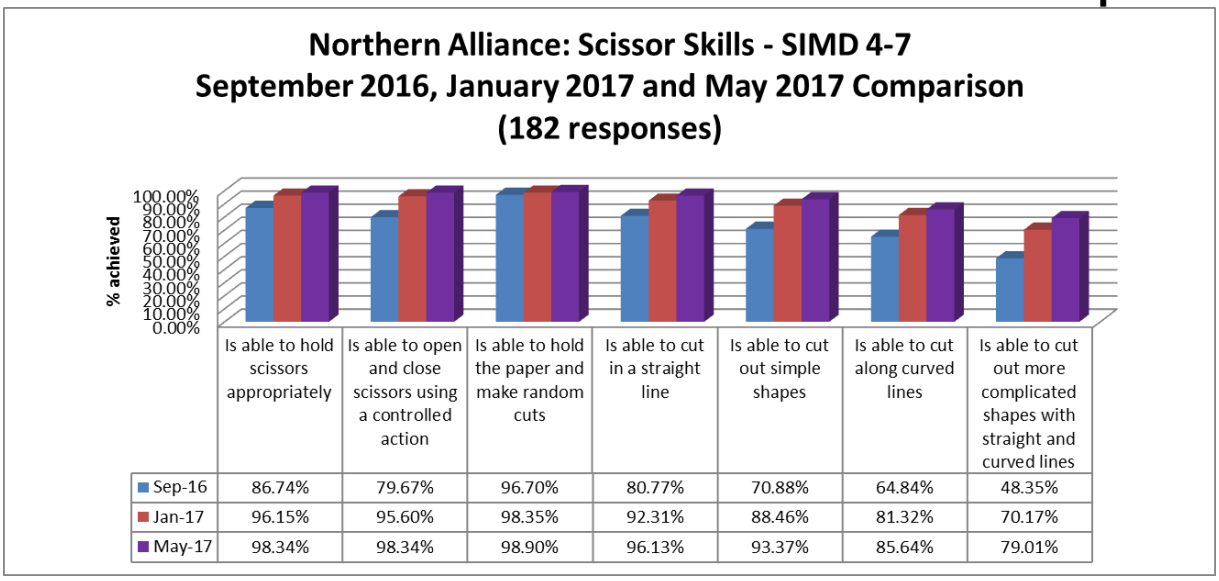
- By the end of May 2017 more than nine in ten children in Primary 1 assessed (91%) scored six or seven out of a possible seven in scissor skills. This is an increase of 28% from September 2016 (63%).

Pre-Handwriting – Scissor Skills By Deprivation Over Time: Sep 2016 – May 2017



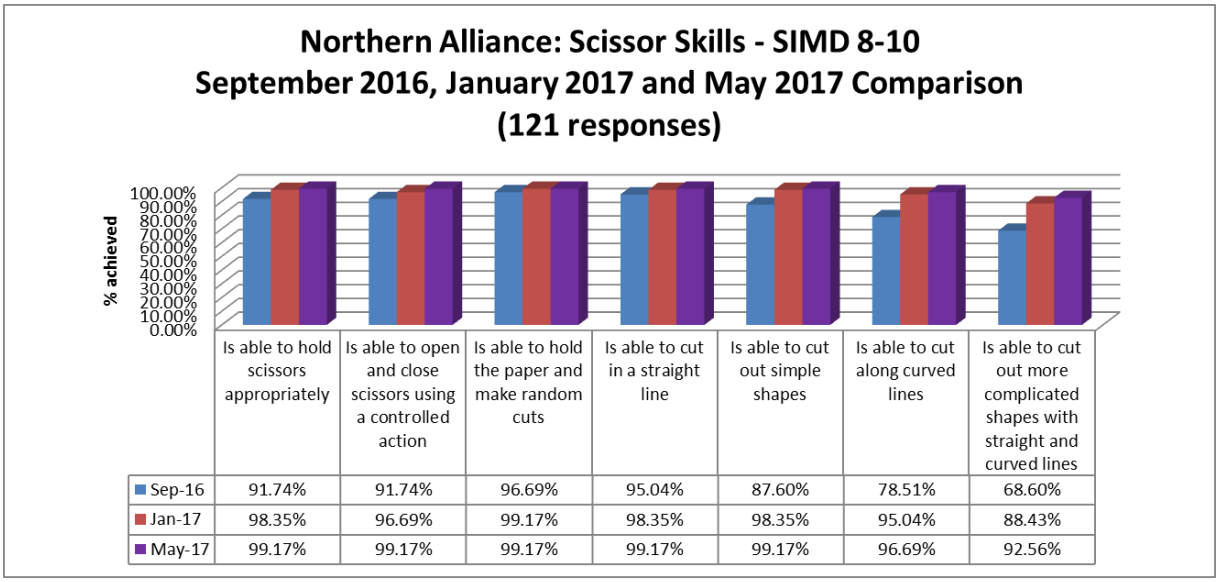
	Is able to hold scissors appropriately	Is able to open and close scissors using a controlled action	Is able to hold the paper and make random cuts	Is able to cut in a straight line	Is able to cut out simple shapes	Is able to cut along curved lines	Is able to cut out more complicated shapes with straight and curved lines
Sep-16	89.86%	86.96%	94.20%	79.71%	76.81%	66.67%	52.17%
Jan-17	92.75%	94.20%	97.10%	91.30%	88.41%	79.71%	68.12%
May-17	97.10%	95.65%	98.55%	97.10%	92.75%	88.41%	81.16%

Figure 6.1 – Scissor Skills SIMD 1-3 (Most Deprived)



	Is able to hold scissors appropriately	Is able to open and close scissors using a controlled action	Is able to hold the paper and make random cuts	Is able to cut in a straight line	Is able to cut out simple shapes	Is able to cut along curved lines	Is able to cut out more complicated shapes with straight and curved lines
Sep-16	86.74%	79.67%	96.70%	80.77%	70.88%	64.84%	48.35%
Jan-17	96.15%	95.60%	98.35%	92.31%	88.46%	81.32%	70.17%
May-17	98.34%	98.34%	98.90%	96.13%	93.37%	85.64%	79.01%

Figure 6.2 – Scissor Skills SIMD 4-7(Middle)



	Is able to hold scissors appropriately	Is able to open and close scissors using a controlled action	Is able to hold the paper and make random cuts	Is able to cut in a straight line	Is able to cut out simple shapes	Is able to cut along curved lines	Is able to cut out more complicated shapes with straight and curved lines
Sep-16	91.74%	91.74%	96.69%	95.04%	87.60%	78.51%	68.60%
Jan-17	98.35%	96.69%	99.17%	98.35%	98.35%	95.04%	88.43%
May-17	99.17%	99.17%	99.17%	99.17%	99.17%	96.69%	92.56%

Figure 6.3 – Scissor Skills SIMD 8-10 (Least Deprived)

The collation of Pre-Handwriting data – Scissor Skills by Deprivation Over Time (**Figure 6.1, Figure 6.2 and Figure 6.3)** has indicated that in September 2016 those living in the most deprived areas (SIMD 1-3) had an average score of 5.5 out of a possible 7. This increased by 1.0 to 6.5 out of a possible 7 by May 2017. In September 2016 those living in the middle (SIMD 4-7) and least (SIMD 8-10) deprived areas had an average score of 5.5 out of 7. This increased by 1.1 to 6.6 out of a possible 7 by May 2017.

Pre-Handwriting – Pre-writing Skills Over Time: September 2016 – May 2017

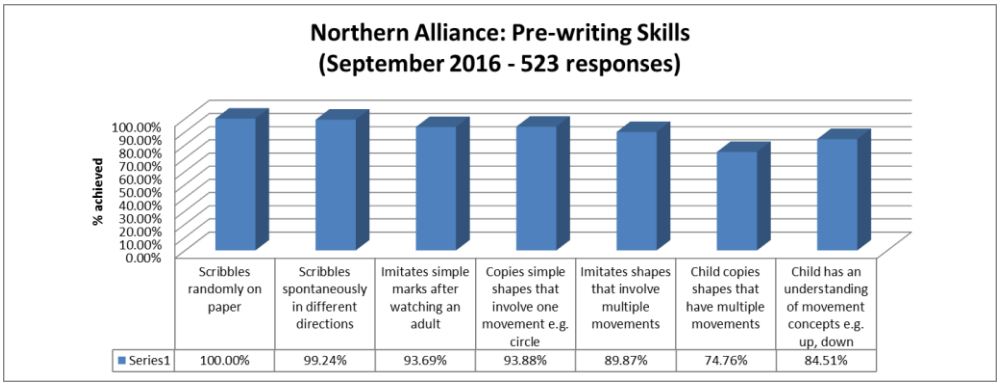


Figure 7.1 – Pre-writing Skills September 2016

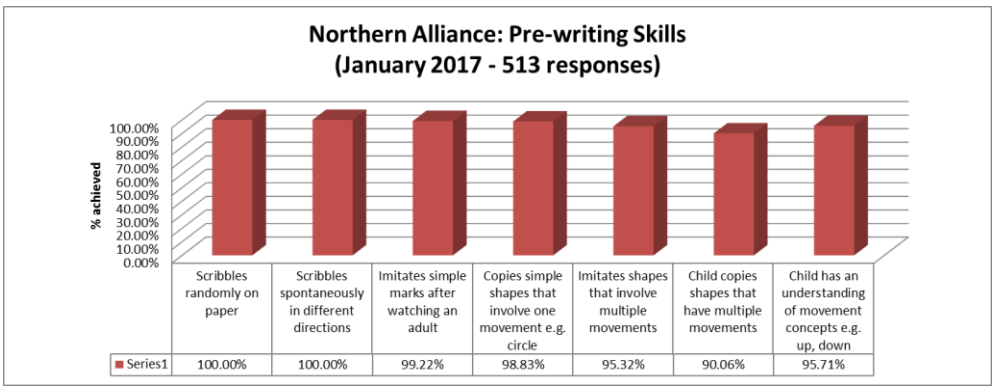


Figure 7.2 – Pre-writing Skills January 2017

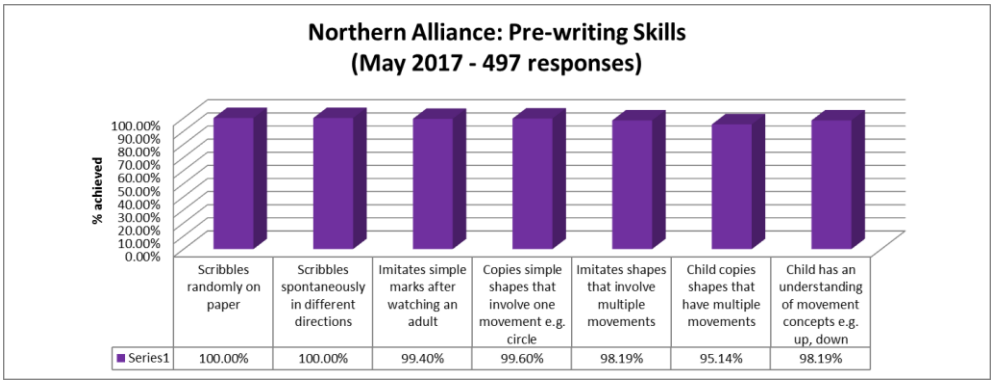
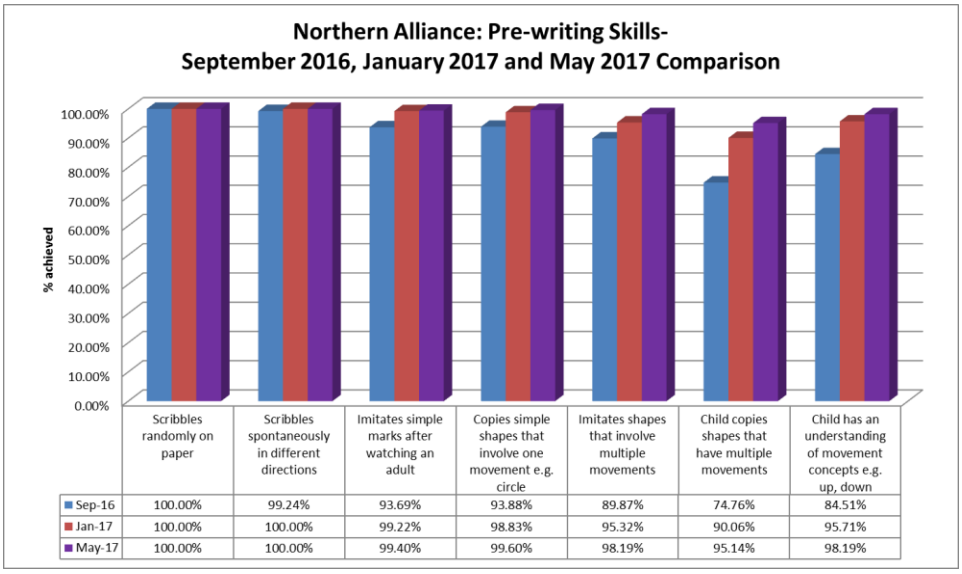


Figure 7.3 – Pre-writing Skills May 2017



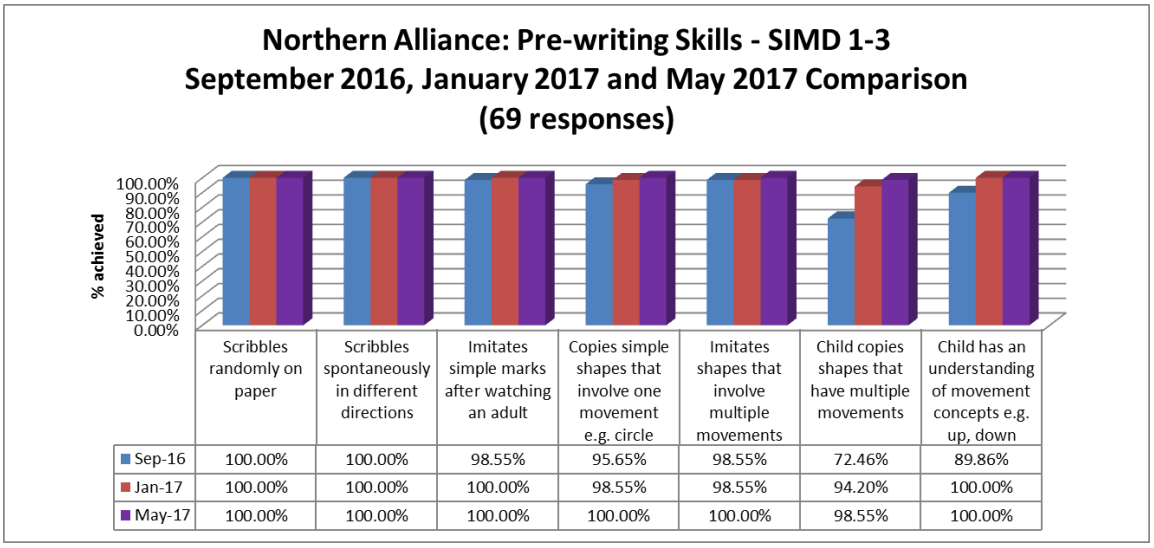
	Scribbles randomly on paper	Scribbles spontaneously in different directions	Imitates simple marks after watching an adult	Copies simple shapes that involve one movement e.g. circle	Imitates shapes that involve multiple movements	Child copies shapes that have multiple movements	Child has an understanding of movement concepts e.g. up, down
Sep-16	100.00%	99.24%	93.69%	93.88%	89.87%	74.76%	84.51%
Jan-17	100.00%	100.00%	99.22%	98.83%	95.32%	90.06%	95.71%
May-17	100.00%	100.00%	99.40%	99.60%	98.19%	95.14%	98.19%

Figure 7.4 – Pre-writing Skills Comparisons: September 2016, January 2017 and May 2017

The collation of Pre-Handwriting data – Pre-writing Skills Over Time (**Figure 7.1, Figure 7.2, Figure 7.3 and Figure 7.4)** has indicated that:

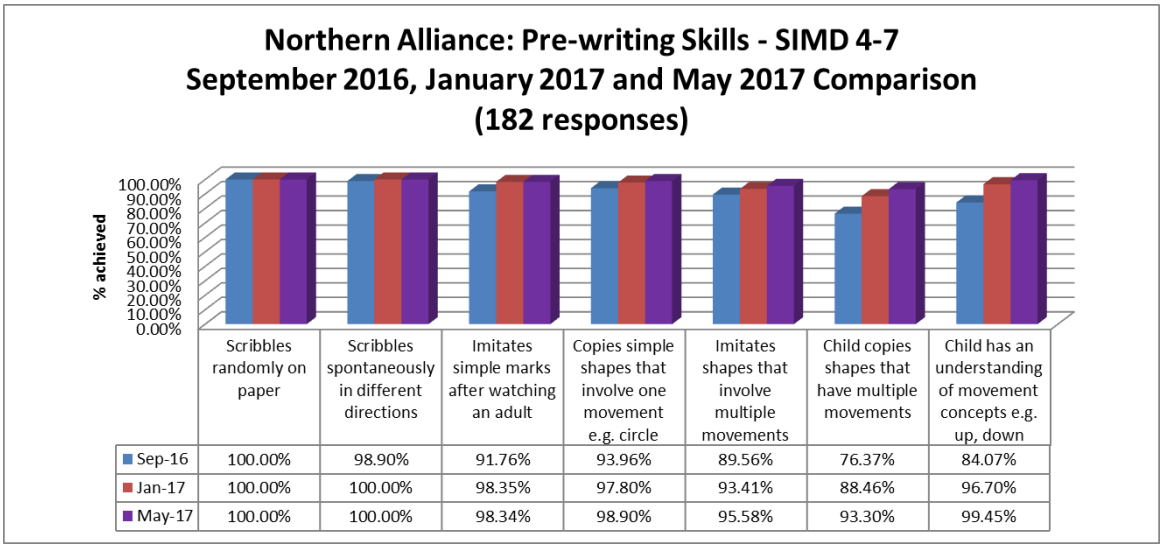
- By the end of May 2017 almost all Primary 1 children assessed (97%) scored six or seven out of a possible seven for pre-writing skills. There has been an increase of 11% from September 2016 (86%).
- By May 2017 almost all of the Primary 1 children assessed (97%) demonstrated security in the pre-writing skills of '*copying shapes which involved one movement, e.g. a circle',* and *'copying shapes which involved multiple movements, e.g. an x',* these being foundational to the formation of letters. This is an increase of 8% since September 2016 (89%).

Pre-Handwriting – Pre-writing Skills By Deprivation Over Time: Sep 2016 – May 2017



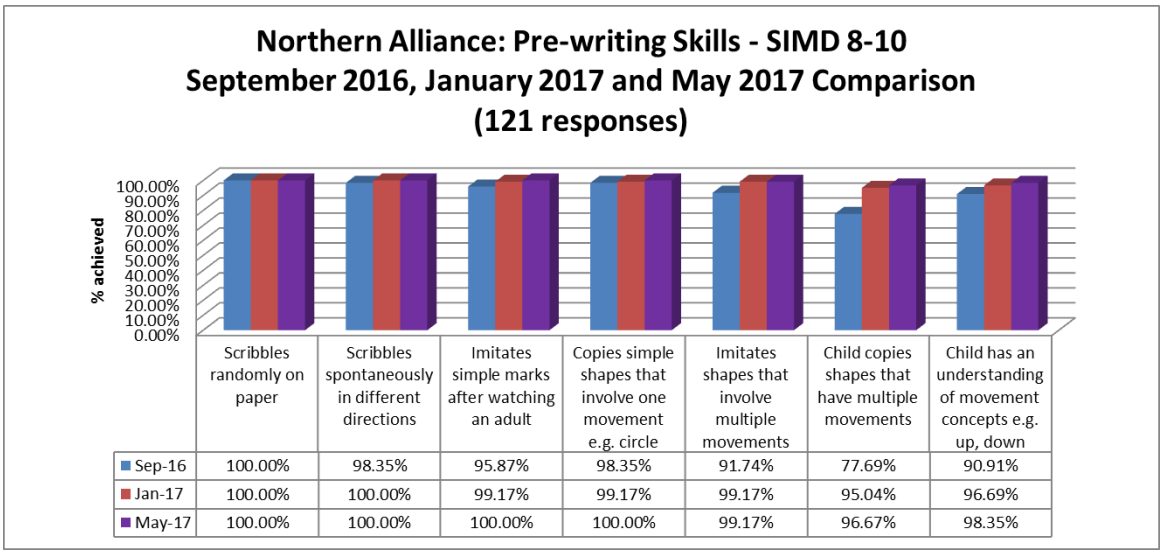
	Scribbles randomly on paper	Scribbles spontaneously in different directions	Imitates simple marks after watching an adult	Copies simple shapes that involve one movement e.g. circle	Imitates shapes that involve multiple movements	Child copies shapes that have multiple movements	Child has an understanding of movement concepts e.g. up, down
Sep-16	100.00%	100.00%	98.55%	95.65%	98.55%	72.46%	89.86%
Jan-17	100.00%	100.00%	100.00%	98.55%	98.55%	94.20%	100.00%
May-17	100.00%	100.00%	100.00%	100.00%	100.00%	98.55%	100.00%

Figure 8.1 – Pre-writing Skills SIMD 1-3 (Most Deprived)



	Scribbles randomly on paper	Scribbles spontaneously in different directions	Imitates simple marks after watching an adult	Copies simple shapes that involve one movement e.g. circle	Imitates shapes that involve multiple movements	Child copies shapes that have multiple movements	Child has an understanding of movement concepts e.g. up, down
Sep-16	100.00%	98.90%	91.76%	93.96%	89.56%	76.37%	84.07%
Jan-17	100.00%	100.00%	98.35%	97.80%	93.41%	88.46%	96.70%
May-17	100.00%	100.00%	98.34%	98.90%	95.58%	93.30%	99.45%

Figure 8.2 – Pre-writing Skills SIMD 4-7(Middle)



	Scribbles randomly on paper	Scribbles spontaneously in different directions	Imitates simple marks after watching an adult	Copies simple shapes that involve one movement e.g. circle	Imitates shapes that involve multiple movements	Child copies shapes that have multiple movements	Child has an understanding of movement concepts e.g. up, down
Sep-16	100.00%	98.35%	95.87%	98.35%	91.74%	77.69%	90.91%
Jan-17	100.00%	100.00%	99.17%	99.17%	99.17%	95.04%	96.69%
May-17	100.00%	100.00%	100.00%	100.00%	99.17%	96.67%	98.35%

Figure 8.3 – Pre-writing SIMD 8-10 (Least Deprived)

The collation of Pre-Handwriting data – Pre-writing Skills by Deprivation Over Time (**Figure 8.1, Figure 8.2 and Figure 8.3)** has indicated that in September 2016 those living in the most deprived areas (SIMD 1-3) had an average score of 6.5 out of a possible 7. This increased by 0.5 to 7 out of a possible 7 by May 2017. In September 2016 those living in the middle (SIMD 4-7) and least (SIMD 8-10) deprived areas had an average score of 6.4 out of 7. This increased by 0.5 to 6.9 out of a possible 7 by May 2017.

It is evident that the gaps in pre-handwriting skills with regards to fine motor, scissor and pre-writing skills are closing. The data is supporting practitioners to identify, plan for and address the gaps in fine motor, scissor and pre-writing in order to build solid pre-handwriting skills.

Comparison between Phonological Awareness and Pre-Handwriting

There is no statistical correlation between phonological awareness and pre-handwriting data. At the data measurement points in September 2016, January 2017 and May 2017 some of the learners who had gaps in phonological awareness had relatively few or no gaps in their pre-handwriting, and vice versa, some of the learners who had gaps in their pre-handwriting had relatively few or no gaps in phonological awareness. Some children had relatively low or no gaps in both phonological awareness and pre-handwriting.

It should be noted that some of these individual differences arise from natural variation in development as well as from environmental factors. Children vary in the rate at which they develop, and this can be different across domains. Thus gaps are not exclusively to be expected for children in relatively deprived areas nor assumed to be absent for those children in less deprived areas. For all children, the appropriate intervention is to become aware of, and cater for their foundational skills, both by providing environments that support the natural pace of development, and by adapting explicit literacy instruction to the presenting skill level.

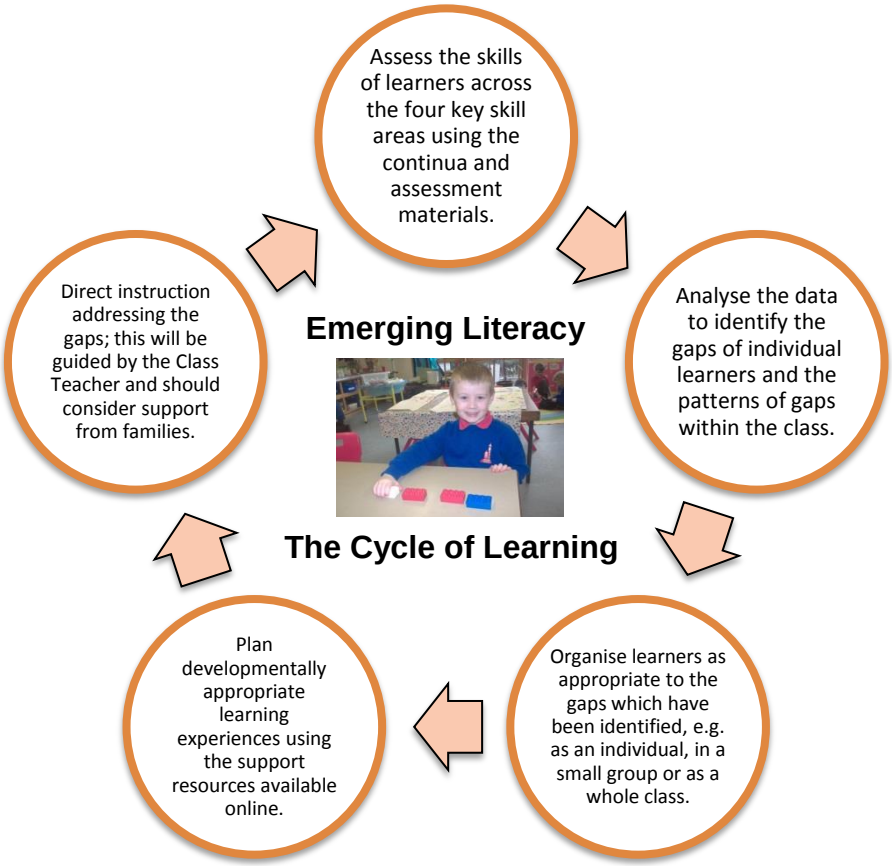


Figure 9 – Emerging Literacy – Cycle of Learning

Practitioners are encouraged to engage with the 'Emerging Literacy – Cycle of Learning' above (**Figure 9)** to support effective literacy instruction.

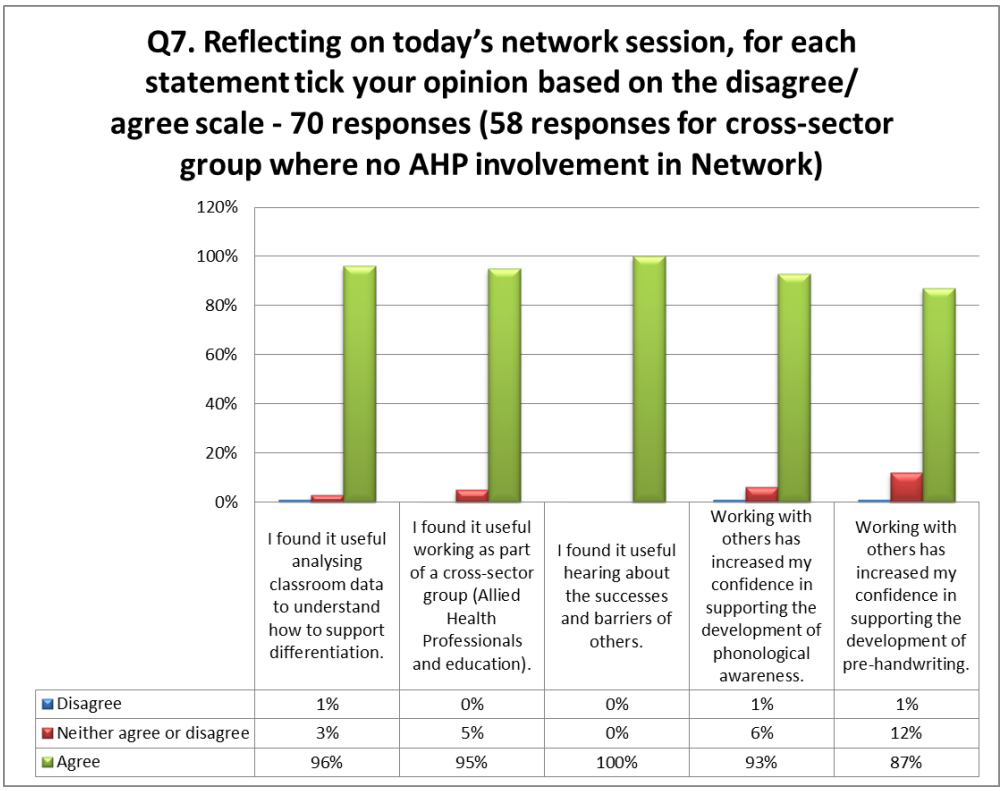
1. Data collection and analysis: Impact on Practitioners

In addition to measuring and evaluating the outcomes for children and young people, the project also aims to measure and evaluate the impact on practitioners.

Following the initial Northern Alliance launch in September 2016 a survey was sent to all practitioners. The summary from this survey can be found in ***Appendix 1*** of this document.

From the survey data it would be reasonable to summarise that following the initial launch all practitioners had a moderate to high confidence in using the methodology, assessment tools and support materials to develop concepts of print, oral language, phonological awareness and pre-handwriting skills within their environments. Confidence was higher for phonological awareness and pre-handwriting than it was for oral language and concepts of print. Phonological awareness and pre-handwriting featured during the majority of the launch event. Following the analysis of data, consolidating confidence with phonological awareness and pre-handwriting and further support in oral language and concepts of print were identified as priorities for the local networks.

As part of the networks across the Northern Alliance the project co-ordinator worked alongside Education Scotland to derive the best ways of identifying and measuring the change in practice amongst practitioners. Whilst some of the aspects could be observed within the network, other aspects required explicit questioning and dialogue.



	I found it useful analysing classroom data to understand how to support differentiation.	I found it useful working as part of a cross-sector group (Allied Health Professionals and education).	I found it useful hearing about the successes and barriers of others.	Working with others has increased my confidence in supporting the development of phonological awareness.	Working with others has increased my confidence in supporting the development of pre-handwriting.
Disagree	1%	0%	0%	1%	1%
Neither agree or disagree	3%	5%	0%	6%	12%
Agree	96%	95%	100%	93%	87%

Figure 10 – Northern Alliance Network Data: Network Reflection (October/November 2016)

Within the local authority networks, practitioners identified aspects of the network which were beneficial to their practice.

All of the practitioners (100%) found it useful to hear about the successes and barriers of others. This was a key part of the network which allowed practitioners to reflect on their current successes and barriers and work collaboratively to identify their next steps. At one of the Highland networks a practitioner said *'Initially time constraints meant that I could not get all of my data completed. Seeing how the data has informed what and how others in the room are teaching, I have been spurred on to complete my assessments as soon as possible to support all my kids.'*

It is evident that the networks have allowed time for reflection. An aim of the project is to strengthen the working partnerships between education and allied health. Almost all of the practitioners (95%) found it beneficial to work as part of a cross-sector group. This is something which should continue to be expanded through the partnership.

The first networks which were delivered in October and November aimed to support practitioners in analysing the data which they were presented with from their Phonological Awareness and Pre-Handwriting assessments and observations. The networks were structured to allow practitioners to make links with their own data to support the process of individualisation for each school. Almost all of the practitioners (96%) found the analysis of classroom data an effective process.

The final aim of the October and November local authority networks was to increase the practitioner confidence in supporting the development of phonological awareness and pre-handwriting. 93% of practitioners identified that working collaboratively in the network increased their confidence in supporting phonological awareness. This equated to 100% of classroom practitioners. The 7% who indicated that they 'disagreed' or 'neither agreed or disagreed' with the statement were Allied Health Professionals who hold the specialist knowledge in supporting phonological awareness development; their network role here being support and guidance.

87% of practitioners identified that working collaboratively in the network increased their confidence in supporting pre-handwriting. This equated to 100% of classroom practitioners. The 13% who indicated that they 'disagreed' or 'neither agreed or disagreed' with the statement were Allied Health Professionals for which pre-handwriting is not an aspect which they develop within their role.

The local authority networks in January and February focused on the development of Language Rich Environments and Oral Language.

It was identified that a third local authority network would be useful to further develop the frequency of face to face collaboration. This will be planned for in 2017/2018.

Increase in Confidence Over Time

At the 'Sharing Our Learning Event' in June 2017, school practitioners reflected on the impact on their confidence through the support programme provided during the 2016/2017 session. The breakdown of growth in confidence is as follows:

Compared to last August, for each of the 4 key aspects are you now… /72 Responses								
Development Area	***Less confident***		***About the same***		***A bit more confident***		***A lot more confident***	
	No.	***%***	***No.***	***%***	***No.***	***%***	***No.***	***%***
Vocabulary and Language	0	***0***	5	***6.9***	20	***27.8***	47	***65.3***
Pre-Handwriting skills	0	***0***	4	***5.6***	25	***34.7***	43	***59.7***
Concepts of Print	0	***0***	8	***11.1***	25	***34.7***	39	***54.2***
Phonological Awareness	0	***0***	3	***4.1***	12	***16.7***	57	***79.2***

Figure 11 – Northern Alliance: Confidence Growth Over Time: September 2016 – May 2017

The reflection on confidence over time **(Figure 11)** has indicated that:

- Almost all practitioners are more confident, '*A bit more confident*' and '*A lot more confident*', in each of the skill areas of Vocabulary and Language (93%), Pre-Handwriting Skills (94%), Concepts of Print (89%) and Phonological Awareness (96%).

- The highest growths in confidence are in Phonological Awareness with 79% of practitioners and Vocabulary and Language with 65% of practitioners rating themselves '*A lot more confident*'. These were two priority areas of the Northern Alliance events and the local authority network sessions.

- In the areas of Pre-Handwriting Skills and Concepts of Print, the confidence growth was not as significant as Phonological Awareness and Vocabulary and Language allowing for further targeted development to be identified during the 2017/2018 session.

Practitioners were also asked to provide their reflections on the outcomes for children. Some of the qualitative reflections from practitioners were that taking a developmental approach to Emerging Literacy has:

- created "happy kids who are keen and willing"
- ensured that "more children are ready to start 1st Level in Primary 2"
- "improved pupil attainment"
- developed "children who are more articulate"
- received "positive parental feedback"
- enabled children to "progress further than in previous years".

Practitioners have based their judgements on a variety of data sources including:

- ongoing assessments
- periodic holistic assessments
- tracking information from the developmental continuums
- Curriculum for Excellence (CfE) Level judgements
- standardised assessment information.

In addition to the classroom practitioner evaluations a practice video was created to allow practitioners across the Northern Alliance to reflect on the impact and outcomes of taking a developmental approach to Emerging Literacy. This video was published in June 2017 and can be accessed on:
https://www.youtube.com/watch?v=WU0g8CLsXmM.

Many thanks to the following staff for their contributions to the video:

- Anne Graham – Head Teacher, Balivanich School, The Western Isles Council
- Dianne Morrison – P1/2 Teacher (GM), Balivanich School, The Western Isles Council
- Gaye Gorman – Director of Education and Children's Services, Aberdeen City Council
- Lydia Tait – Education Officer, Aberdeen City Council
- Margaret Joan Macleod – P1/2 Teacher (GM), Laxdale School, The Western Isles
- Ritchie Summers – Senior Early Years Practitioner, Aith Junior High School, Shetland Islands Council
- Susan Blair – P1 Teacher/ Depute Head, Woodside School, Aberdeen City Council
- Vicki Mackinnon – Speech and Language Therapist, Moray Council, NHS Grampian.

2) On-going support in 2016/2017 and preparation for 2017/2018

Core support in 2016/2017:

The core support programme across the Northern Alliance during the 2016/2017 academic session was as follows:

Support	Timescale/ Information
Initial Launch Event	Practitioners across the Northern Alliance attended the **Initial Launch Event** on **Tuesday 6th September 2016** in Aberdeen to share the theory and rationale behind Emerging Literacy, the support tools available and the plan for the academic session. This provided the opportunity for practitioners to network across the local authorities and health boards.
Local Authority Network 1	In **October 2016** and **November 2016** practitioners from each local authority/ health board met for **Local Authority Network 1**. This session developed a network of practitioners within the local authority/ health board. The content of this network was to develop data analysis and data literacy skills to support the interrogation of Emerging Literacy data.
Local Authority Network 2	In **January 2017** and **February 2017** practitioners from each local authority/ health board met for **Local Authority Network 2**. The content of this network was further learning and reflection on the development of Oral Language and Language Rich Environments.
Sharing Our Learning Event	Practitioners across the Northern Alliance attended the **Sharing Our Learning Event** on **Tuesday 6th June 2017** in Aberdeen to share the impact on their learning and the outcomes for children and young people. This session also launched the **Northern Alliance Principles of Effective Phonics Teaching** and developed further practice around Concepts of Print.

A key reflection from practitioner evaluations during the academic session was the timing of the Initial Launch Event. It was felt that September was too late in the academic session; therefore, the launch events for the 2017/2018 session took place in May and June of 2017.

A breakdown of the engagement information across the Northern Alliance can be found in **Figure 12** and full list of schools by local authority in ***Appendix 2*** of this document. By the beginning of the 2017/2018 session, 51% of schools will be engaging with the programme across the Northern Alliance. The information includes the number and percentage of schools supported in one of four categories:

- 2016/2017-Core (initial launch schools from 2016/2017)
- 2016/2017-Parallel (parallel 2016/2017 schools supported by local authorities/ health boards)
- 2017/2018-Core (initial launch schools from 2017/2018)
- 2017/2018-Parallel (parallel 2017/2018 schools supported by local authorities/ health boards).

Overview of engagement 2016 – 2018:

Northern Alliance – Raising Attainment in Literacy, Language and Communication Breakdown of engagement 2016-2018												
Local Authority	No of Primary Schools	2016/2017 – Core		2016/2017 – Parallel		2017/2018 – Core		2017/2018 – Parallel			TOTAL 2016 – 2018	
		No.	%	No.	%	No.	%	No.	%		No.	%
Aberdeen City	47	4	8.51	0	0	12	25.83	17	36.17		33	70.21
Aberdeenshire	152	4	2.36	13	8.55	11	7.24	43	28.29		71	46.71
Highland	173	6	3.47	43	24.86	6	3.47	47	24.86		102	58.96
Moray	46	4	8.70	0	0	10	21.74	0	0		14	30.43
Orkney	20	3	15.00	0	0	7	35.00	0	0		10	50.00
Shetland	26	3	11.54	0	0	8	30.77	0	0		11	42.31
The Western Isles	22	3	13.64	0	0	6	27.27	0	0		9	40.91
Total:	486	27	5.56	56	11.52	60	12.35	107	22.02		**250**	**51.44**

Figure 12 – Northern Alliance, Raising Attainment in Literacy, Language and Communication: Breakdown of Engagement – 2016-2018

Where parallel schools have been identified within local authorities, the initial launch has been delivered by the project co-ordinator. Subsequent support through the Local Authority Networks is being provided by the Local Authority Education Key Link and partners from Allied Health through a train-the-trainer model.

Bespoke support in 2016/2017:

As part of the project funding, in addition to the strategic roll-out within the identified pilot schools, the project co-ordinator has worked alongside each of the local authorities to support a wider cascade based on the priorities of each local authority.

As detailed in the December 2016 and March 2017 reports, many support opportunities were provided between August 2016 and March 2017. The following details the bespoke support which has been provided between August 2016 and June 2017 across the Northern Alliance local authorities.

Aberdeen City Council

The project co-ordinator has worked with staff within Aberdeen City Council between August 2016 and June 2017 to:

- deliver training to 85 practitioners across 36 schools in taking a developmental approach to reading through the introduction to the rationale behind taking a developmental approach, the use of the Phonological Awareness Assessment and support tools. There was also representation from Speech and Language Therapy, Educational Psychology and the Quality Improvement Team

- develop Emerging Literacy within and across the Early Level through delivering training to 89 practitioners within 39 Early Learning and Childcare (ELC) and primary school settings to support them in taking a developmental approach to Emerging Literacy through developmental pedagogical knowledge and practical strategies. The events also had attendance from the Early Years Team, the English as an Additional Language (EAL) Service and the Quality Improvement Team

- pilot the use of Highland's '**Developmental Overviews**' and '**Bumps to Bairns**' materials in Early Learning and Childcare establishments in order to take a developmental approach within and across the Early Level

- deliver 'An introduction to taking a developmental approach to Emerging Literacy' to the four Scottish Attainment Challenge (SAC) schools to 117 practitioners including Additional Support Needs Teachers, Class Teachers, Early Years Practitioners, Pupil Support Assistants and Senior Managers

- share the work of Emerging Literacy within Highland Council and across the Northern Alliance at the Aberdeen Learning Festival through delivering a workshop on 'An introduction to taking a developmental approach to Emerging Literacy' to 100 practitioners.

Aberdeenshire Council

The project co-ordinator has worked with staff within Aberdeenshire Council between August 2016 and June 2017 to:

- deliver training to 41 practitioners across a further 14 schools in taking a developmental approach to emerging literacy through a whole day training on the rationale, the assessment tools and the support materials. This also included practitioners from the Early Years Team, the Quality Improvement Team and Speech and Language Therapy. The Key Link from Aberdeenshire is using the materials from the local authority networks to cascade to the additional schools, working in partnership with Speech and Language Therapy colleagues

- deliver training to 21 Early Years Principal Teachers and members of the Early Years Quality Improvement Team across the Authority to support Early Learning and Childcare (ELC) settings in taking a developmental approach to emerging literacy within the Early Years

- support the work of the 'Early Literacy Federation' to support the development of Literacy, Language and Communication across the Early Level within the Local Authority.

Eilean Siar (The Western Isles)

The project co-ordinator has worked with staff within Eilean Siar (The Western Isles) between August 2016 and June 2017 to:

- develop Emerging Literacy within and across the Early Level through delivering training to 130 Early Learning and Childcare (ELC), school and support staff across 28 centres and schools within the Authority to support them in taking a developmental approach to Emerging Literacy through developmental pedagogical knowledge and practical strategies. This training also had attendance from central Additional Support and Speech and Language staff. Part one of the training took part in January 2017 and part two took place in March 2017.

Highland Council

Emerging Literacy is a development which has been grown in Highland. The project co-ordinator has worked with colleagues across Highland to further develop their Authority-wide roll-out of Emerging Literacy and cascade this with partners across the Northern Alliance. Emerging Literacy sits within the Authority's Care and Learning Improvement Plan. The project co-ordinator has worked alongside the Early Years Educational Psychologist, Early Years Education Support Officers, the Occupational Therapy department, the Speech and Language Therapy department and the Quality Improvement Team to:

- continue the support for practitioners across 49 schools (6 core and 43 parallel) in taking a developmental approach to Emerging Literacy through the development of seven local networks which meet regularly throughout the 2016/ 2017 session

- deliver training to 159 practitioners across 91 schools in taking a developmental approach to Emerging Literacy through a whole day training on the rationale, the assessment tools and the support materials; this session was also delivered to 79 probationer teachers

- deliver a 'Head Teacher' update and awareness session for Emerging Literacy to share outcomes, impact and support opportunities in 2016/2017 and 2017/2018

- create and deliver practical training for Early Learning and Childcare (ELC) settings to support the development of Emerging Literacy within and through the Early Level which have been delivered through 16 training events across the Authority between March 2017 and May 2017. These events had attendance from 235 practitioners across 85 centres and schools. The Council's Early Years Education Support Officers (EYESOs) will continue this training in the 2017/2018 supported through train-the-trainer sessions

- continue to publish materials to support the development of Emerging Literacy on www.highlandliteracy.com/emerging-literacy – resources are updated regularly on the Highland Literacy site and directed to staff within Highland and across the Northern Alliance

- develop draft Emerging Literacy Practice guidance which has been reviewed by each of the Highland Local Networks; due to be published in August 2017

- develop videos to support the Words Up Key Messages which are used to support adult/child interactions to promote oral language development: https://highlandliteracy.com/words-up-videos/.

Moray Council

The project co-ordinator has worked with staff within Moray Council between August 2016 and June 2017 to:

- work with the Early Years Network in January 2017 through the delivery of a workshop to 15 ELCC, school, support and Speech and Language practitioners who represent the group for the Local Authority
- deliver training to 40 Early Learning and Childcare (ELC), school and support staff across 25 centres and schools within the Authority to support them in taking a developmental approach to Emerging Literacy through developmental pedagogical knowledge and practical strategies. Part one of the training took part in November 2016 and part two took part in January 2017. This training also had attendance from central support and Speech and Language staff
- deliver a 'Head Teacher' update and awareness session for Emerging Literacy to share outcomes, impact and support opportunities in 2016/2017 and 2017/2018; this was attended by Head Teachers, Early Years Managers, Speech and Language Therapists and Educational Psychologists.

Orkney Islands Council

The project co-ordinator has worked with staff within Orkney Islands Council between August 2016 and June 2017 to:

- discuss the cross-over between the work in taking a developmental approach to Emerging Literacy and the work done in developing a Primary 1 Play Based Curriculum – further bespoke opportunities to be planned for in 2017/2018.

Shetland Islands Council

The project co-ordinator has worked with staff within Shetland Islands Council between August 2016 and March 2017 to:

- deliver training to 57 Early Learning and Childcare (ELC), school and support staff across 25 centres and schools within the Authority to support them in taking a developmental approach to Emerging Literacy through developmental pedagogical knowledge and practical strategies. Part one of the training took part in October 2016 and part two took part in March 2017
- identify links which can be made between Emerging Literacy development and the 'Vocabulary Project' developed through the Scottish Attainment Challenge.

Northern Alliance: Principles of Effective Phonics Teaching

Research from the Educational Endowment Foundation shows that phonics is effective for the teaching and learning of reading and writing. The Northern Alliance **Principles of Effective Phonics Teaching** were created with staff across the Northern Alliance during the 2016/2017 session to support practitioners and schools to plan for developmentally appropriate teaching and learning of phonics.

The principles share the key messages of effective phonics teaching and learning, built on solid foundational reading and writing skills through taking a developmental approach to **Emerging Literacy**.

The principles **(Figure 13)** were launched at the 2016/2017 Sharing Our Learning event on Tuesday 6th June 2017 and will be embedded within the Local Area Networks during the 2017/2018 session.

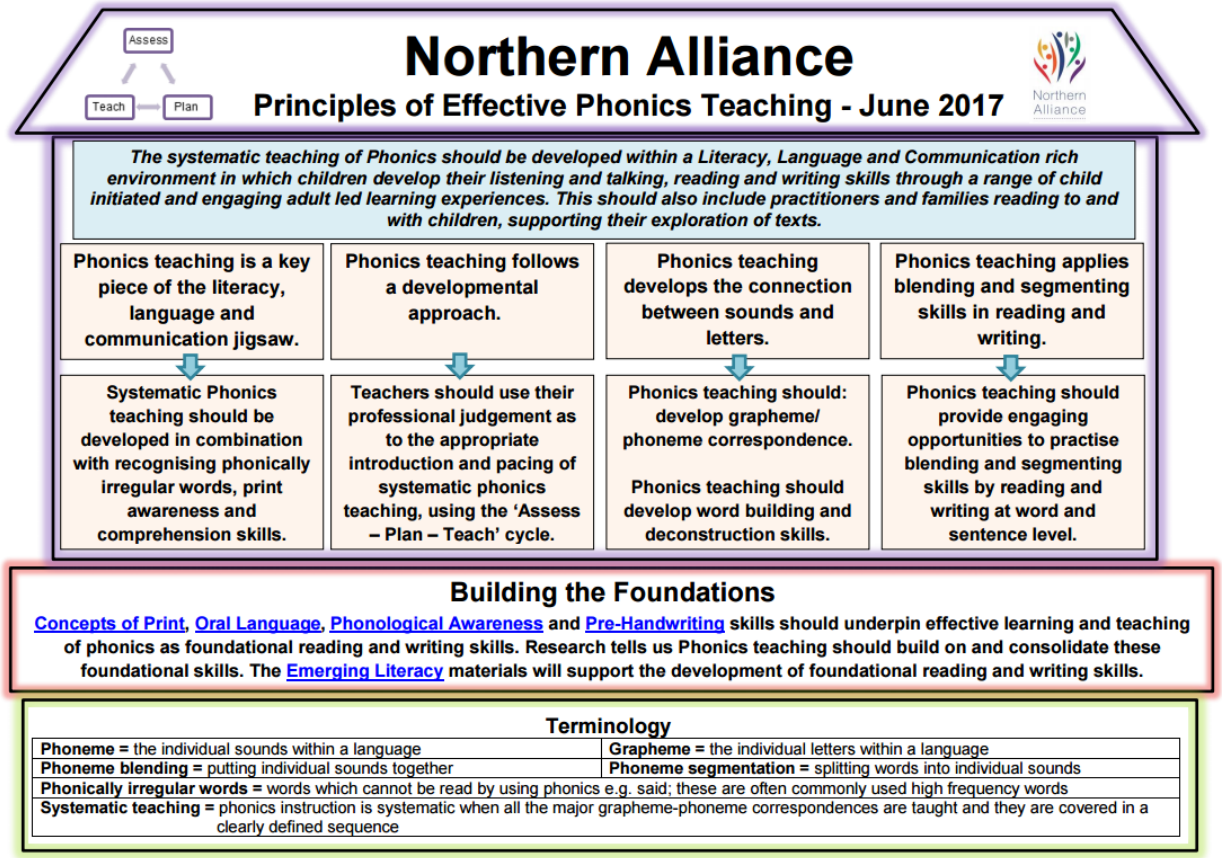


Figure 13: Northern Alliance: Principles of Effective Phonics Teaching (pg. 1 of 2)

To support practitioners in developing their framework for phonics teaching the Challenge Questions **(Figure 14)** have been created to support practitioners and schools in auditing their current approaches to phonics teaching, allowing them to reflect and plan for next steps.

Assess
Teach → Plan

Northern Alliance

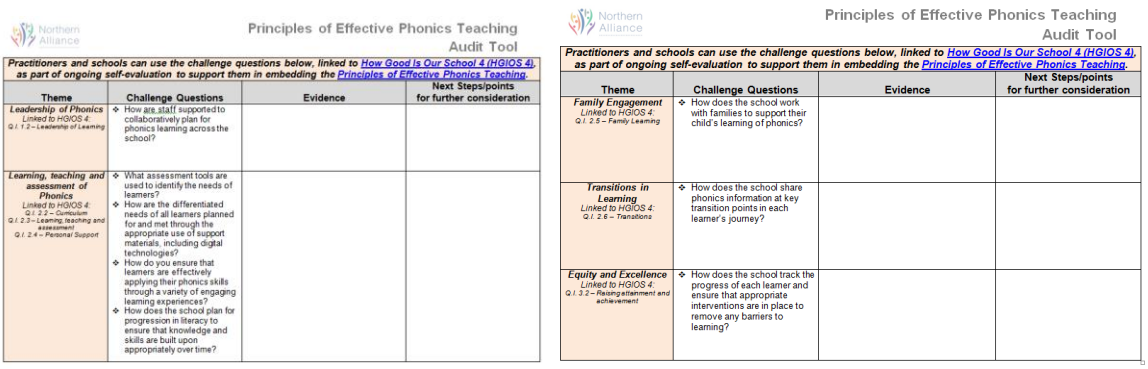
Principles of Effective Phonics Teaching - June 2017

Practitioners and schools can use the challenge questions below, linked to How Good Is Our School 4 (HGIOS 4), as part of ongoing self-evaluation to support them in embedding the Principles of Effective Phonics Teaching.

Theme	Challenge Question(s)
Leadership of Phonics *Linked to HGIOS 4:* *Q.I. 1.2 – Leadership of Learning*	❖ How are staff supported to collaboratively plan for phonics learning across the school?
Learning, teaching and assessment of Phonics *Linked to HGIOS 4:* *Q.I. 2.2 – Curriculum* *Q.I. 2.3 – Learning, teaching and assessment* *Q.I. 2.4 – Personal Support*	❖ What assessment tools are used to identify the needs of learners? ❖ How are the differentiated needs of all learners planned for and met through the appropriate use of support materials, including digital technologies? ❖ How do you ensure that learners are effectively applying their phonics skills through a variety of engaging learning experiences? ❖ How does the school plan for progression in literacy to ensure that knowledge and skills are built upon appropriately over time?
Family Engagement *Linked to HGIOS 4:* *Q.I. 2.5 – Family Learning*	❖ How does the school work with families to support their child's learning of phonics?
Transitions in Learning *Linked to HGIOS 4:* *Q.I. 2.6 – Transitions*	❖ How does the school share phonics information at key transition points in each learner's journey?
Equity and Excellence *Linked to HGIOS 4:* *Q.I. 3.2 – Raising attainment and achievement*	❖ How does the school track the progress of each learner and ensure that appropriate interventions are in place to remove any barriers to learning?

Figure 14: Northern Alliance: Principles of Effective Phonics Teaching (pg. 2 of 2)

An **audit tool** **(Figure 15)** has been created to support practitioners in using the **Principles of Effective Phonics Teaching**.



Principles of Effective Phonics Teaching
Audit Tool

Practitioners and schools can use the challenge questions below, linked to How Good Is Our School 4 (HGIOS 4), as part of ongoing self-evaluation to support them in embedding the Principles of Effective Phonics Teaching.

Theme	Challenge Questions	Evidence	Next Steps/points for further consideration
Leadership of Phonics *Linked to HGIOS 4:* *Q.I. 1.2 – Leadership of Learning*	❖ How are staff supported to collaboratively plan for phonics learning across the school?		
Learning, teaching and assessment of Phonics *Linked to HGIOS 4:* *Q.I. 2.2 – Curriculum* *Q.I. 2.3 – Learning, teaching and assessment* *Q.I. 2.4 – Personal Support*	❖ What assessment tools are used to identify the needs of learners? ❖ How are the differentiated needs of all learners planned for and met through the appropriate use of support materials, including digital technologies? ❖ How do you ensure that learners are effectively applying their phonics skills through a variety of engaging learning experiences? ❖ How does the school plan for progression in literacy to ensure that knowledge and skills are built upon appropriately over time?		
Family Engagement *Linked to HGIOS 4:* *Q.I. 2.5 – Family Learning*	❖ How does the school work with families to support their child's learning of phonics?		
Transitions in Learning *Linked to HGIOS 4:* *Q.I. 2.6 – Transitions*	❖ How does the school share phonics information at key transition points in each learner's journey?		
Equity and Excellence *Linked to HGIOS 4:* *Q.I. 3.2 – Raising attainment and achievement*	❖ How does the school track the progress of each learner and ensure that appropriate interventions are in place to remove any barriers to learning?		

Figure 15: Northern Alliance: Principles of Effective Phonics Teaching (audit tool)

Final Report Summary – Future Recommendations:

1. The gaps in foundational skills for reading and writing in Primary 1 have been addressed through direct teaching. Taking a developmental approach has allowed for practitioners to target learning and teaching to directly address the gaps identified in initial assessments. The gaps which have been addressed have been tracked between September 2016 and May 2017. It is recommended that learners who transition into Primary 2 with gaps in their foundational reading and writing skills are supported in developing these skills in Primary 2. Guidance has been provided to support schools in the transition between Primary 1 and Primary 2.

2. Having access to continuous support through collaborative networks, including colleagues from both education and health, has instilled confidence in practitioners and enhanced teaching practice. The 2017/2018 networks of support should encourage 'collaborative buddying' between schools who have been initially supported in 2016/2017 and those who will begin to be supported during the 2017/2018 session. This will allow for sustainability across the Northern Alliance.

3. Whilst there are some examples of practice in which schools have developed a whole school approach to Emerging Literacy to support all children, it is recommended that practitioners are supported through the local networks to develop a whole-school culture to 'Taking a developmental approach to Emerging Literacy' across the Northern Alliance.

4. Following the success of the project, 'Taking a developmental approach to Emerging Literacy' should be acknowledged as the approach being embedded across the Northern Alliance. The Northern Alliance has demonstrated success through the partnerships which have been developed with Early Learning and Childcare (ELC) centres and schools across local authorities and beyond ELC centres and schools with Allied Health Professionals (AHPs) and educational psychologists across local authorities and health boards. Following the **announcement of funding** from the Scottish Government which will support the further development of the approach across the Northern Alliance during the 2017/2018 and 2018/2019 sessions, the steering group of practitioners across education and health should plan for sustainability to enable practice to become embedded across the Northern Alliance.

5. Following the release of the **final Literacy and English Benchmarks** in June 2017, the 2017/2018 report should, in addition to the pupil level data reported in this report, report on the '**Achievement of a Level**' teacher judgements in the Early Level.

James Cook –
Lead Officer: Raising Attainment in Literacy, Language and Communication, Northern Alliance
July 2017

Appendix 1: Initial launch Summary Survey (pg.1 of 7)

Background to survey

Following the initial launch of the 'Raising Attainment through Literacy, Language and Communication' project on the 6th of September 2016, participants were asked to complete one of two surveys:

1. School Practitioner Survey

The school survey was designed for school staff who attended the launch. The purpose of the school survey was to:

- Identify the confidence levels of practitioners in using each of the developmental continua
- Identify practitioners' priorities with regards to each of the developmental continua.

2. Partner Practitioner Survey

The partner survey was designed for Allied Health Professionals, Educational Psychologists, Local Authority Support Staff and Education Scotland Attainment Advisors. The purpose of the partner survey was to:

- Identify the confidence levels of partner practitioners in supporting each of the developmental continua.

Survey Data

1. School Survey

The school survey was completed by 34 practitioners across the seven local authorities in the Northern Alliance. The breakdown of responses is as follows:

Local Authority	Response Count
Aberdeen City	4
Aberdeenshire	4
Highland	5
Moray	8
Orkney	3
Shetland	6
Eilean Siar (The Western Isles)	4
	34

Appendix 1: Initial launch Summary Survey (pg.2 of 7)

School Practitioner Confidence

School practitioners were asked to rate their confidence, 10 being 'very confident' and 1 being 'unconfident' in using the training and support materials to develop Phonological Awareness, Oral Language, Pre-Handwriting and Concepts of Print in their classrooms.

Phonological Awareness

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Phonological Awareness	*0*	*0*	*0*	*0*	*0*	*2*	*3*	*8*	*10*	*11*	**34**
	0%	0%	0%	0%	0%	5.9%	8.8%	23.5%	29.4%	32.4%	**100%**

- All participants rated their confidence as six or above
- 85.3% of participants rated their confidence as eight or above

It would be appropriate to suggest that following the initial input and engagement with the resources that the majority of school practitioners feel confident in supporting Phonological Awareness using the materials and support infrastructure provided. There are, however, 14.7% of practitioners who have moderate confidence (rating six or seven). This can be prioritised in individual local authority network sessions. Practitioners are encouraged to link with their local Speech and Language Therapy service.

Oral Language

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Oral Language	*0*	*0*	*0*	*0*	*1*	*2*	*4*	*10*	*10*	*7*	**34**
	0%	0%	0%	0%	2.9%	5.9%	11.8%	29.4%	29.4%	20.6%	**100%**

- All participants rated their confidence as five or above
- 79.4% of participants rated their confidence as eight or above

It would be appropriate to suggest that following the initial input and engagement with the resources that the majority of school practitioners feel confident in supporting Oral Language using the materials and support infrastructure provided. There are, however, 20.6% of practitioners who have moderate confidence (rating five, six or seven). This can be prioritised in individual local authority network sessions. Resources will be added to the Oral Language section of the

Appendix 1: Initial launch Summary Survey (pg.3 of 7)

Highland Literacy Blog during the 2016/2017 session in the form of videos of P1 classrooms. The purpose of these videos will be to demonstrate how the Words Up – Key Messages can be developed within the Primary 1 environment. Practitioners are encouraged to link with their local Speech and Language Therapy service.

Pre-Handwriting

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Pre Handwriting	*0*	*0*	*0*	*0*	*0*	*2*	*2*	*11*	*8*	*11*	**34**
	0%	0%	0%	0%	0%	5.9%	5.9%	32.4%	23.5%	32.4%	**100%**

- All participants rated their confidence as six or above
- 88.3% of participants rated their confidence as eight or above

It would be appropriate to suggest that following the initial input and engagement with the resources that the majority of school practitioners feel confident in supporting Pre Handwriting using the materials and support infrastructure provided. There are, however, 11.7% of practitioners who have moderate confidence (rating six or seven). This can be prioritised in individual local authority network sessions. Practitioners are encouraged to link with their local Occupational Therapy service.

Concepts of Print

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Concepts of Print	*0*	*0*	*0*	*0*	*0*	*5*	*4*	*9*	*8*	*8*	**34**
	0%	0%	0%	0%	0%	14.7%	11.8%	26.5%	23.5%	23.5%	**100%**

- All participants rated their confidence as six or above
- 73.5% of participants rated their confidence as eight or above

It would be appropriate to suggest that following the initial input and engagement with the resources that the majority of school practitioners feel confident in supporting Concepts of Print using the materials and support infrastructure provided. There are, however, 26.5% of practitioners who have moderate confidence (rating six or seven). This can be prioritised in individual local authority network sessions. Resources will be added to the Highland Literacy Blog during the 2016/2017 session to support the development of Working Memory. Practitioners are encouraged to link with their local Educational Psychology service.

Appendix 1: Initial launch Summary Survey (pg.4 of 7)

School Practitioner Priorities

Following the initial launch, school practitioners were asked to rate their priorities for their classroom from 1 – 4 against each of the developmental continua*, e.g. If looking at Concepts of Print first, mark with '1'*.

Developmental Continua	1st Priority	2nd Priority	3rd Priority	4th Priority
Phonological Awareness	67.64%	17.65%	2.94%	11.76%
Oral Language	17.65%	26.47%	41.18%	14.71%
Pre Handwriting	14.71%	44.12%	26.47%	14.71%
Concepts of Print	0.00%	11.76%	29.41%	58.82%

From the information provided by school practitioners it would be appropriate to suggest that Phonological Awareness is an immediate priority for school practitioners with 67.64% of practitioners indicating this as their first priority. The majority of school practitioners have indicated that Concepts of Print is their fourth priority with 58.82%. Local authority network sessions will be tailored to meet the response of individual authority confidence and priorities.

Aberdeen City (4 responses)

Developmental Continua	1st Priority	2nd Priority	3rd Priority	4th Priority
Phonological Awareness	75%	25%	0%	0%
Oral Language	25%	50%	25%	0%
Pre Handwriting	0%	25%	25%	50%
Concepts of Print	0%	0%	50%	50%

Aberdeenshire (4 responses)

Developmental Continua	1st Priority	2nd Priority	3rd Priority	4th Priority
Phonological Awareness	100%	0%	0%	0%
Oral Language	0%	25%	75%	0%
Pre Handwriting	0%	75%	0%	25%
Concepts of Print	0%	0%	25%	75%

Appendix 1: Initial launch Summary Survey (pg.5 of 7)

Highland (5 responses)

Developmental Continua	1st Priority	2nd Priority	3rd Priority	4th Priority
Phonological Awareness	80%	20%	0%	0%
Oral Language	0%	40%	60%	0%
Pre Handwriting	20%	20%	40%	20%
Concepts of Print	0%	20%	0%	80%

Moray (8 responses)

Developmental Continua	1st Priority	2nd Priority	3rd Priority	4th Priority
Phonological Awareness	75%	12.5%	0%	12.5%
Oral Language	25%	12.5%	37.5%	25%
Pre Handwriting	0%	75%	25%	0%
Concepts of Print	0%	0%	37.5%	62.5%

Orkney (3 responses)

Developmental Continua	1st Priority	2nd Priority	3rd Priority	4th Priority
Phonological Awareness	66.67%	33.33%	0%	0%
Oral Language	0%	33.33%	33.33%	33.33%
Pre Handwriting	33.33%	33.33%	33.33%	0%
Concepts of Print	0%	0%	33.33%	66.67%

Shetland (6 responses)

Developmental Continua	1st Priority	2nd Priority	3rd Priority	4th Priority
Phonological Awareness	50%	33.33%	0%	16.67%
Oral Language	0	16.67%	50%	33.33%
Pre Handwriting	50%	33.33%	16.67%	0%
Concepts of Print	0	16.67%	33.33%	50%

Appendix 1: Initial launch Summary Survey (pg.6 of 7)

Eilean Siar, The Western Isles (4 responses)

Developmental Continua	1st Priority	2nd Priority	3rd Priority	4th Priority
Phonological Awareness	25%	0%	25%	50%
Oral Language	75%	0%	25%	0%
Pre Handwriting	0%	50%	25%	25%
Concepts of Print	0%	50%	25%	25%

2. Partner Survey

The partner survey was completed by 7 practitioners across five of the seven local authorities in the Northern Alliance. The breakdown of responses is as follows:

Local Authority	Response Count
Aberdeen City	2
Aberdeenshire	1
Highland	0
Moray	2
Orkney	0
Shetland	1
Eilean Siar (The Western Isles)	1
	7

Whilst all local authorities were represented by a Key Education Link, not all local authorities had representation from Allied Health Professionals, Educational Psychology or Attainment Advisors from Education Scotland.

Partner Practitioner Confidence

Partner practitioners were asked to rate their confidence, 10 being 'very confident' and 1 being 'unconfident' in using the training and support materials to support the development of Phonological Awareness, Oral Language, Pre-Handwriting and Concepts of Print in their local authorities.

Appendix 1: Initial launch Summary Survey (pg.7 of 7)

Phonological Awareness

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Phonological Awareness	0	0	0	0	0	1	0	1	1	4	7
	0%	0%	0%	0%	0%	14.3%	0%	14.3%	14.3%	57.1%	100%

Oral Language

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Oral Language	0	0	0	0	0	1	0	1	1	4	7
	0%	0%	0%	0%	0%	14.3%	0%	14.3%	14.3%	57.1%	100%

Pre Handwriting

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Pre Handwriting	0	0	0	0	0	1	0	3	1	2	7
	0%	0%	0%	0%	0%	14.3%	0%	42.9%	14.3%	28.6%	100%

Concepts of Print

Answer Options	1	2	3	4	5	6	7	8	9	10	Response Count
Concepts of Print	0	0	0	0	0	1	0	3	1	2	7
	0%	0%	0%	0%	0%	14.3%	0%	42.9%	14.3%	28.6%	100%

Across the developmental continua the majority of partner practitioners have identified that they're confident in supporting the development of emerging literacy using the training and support materials. 85.7% of partner practitioners rated their confidence for each of the developmental continua as eight or above. The creation of the developmental continua and support materials were co-ordinated, in the main, by an Early Years Educational Psychologist, Occupational Therapist and Speech and Language Therapist from Highland Council. The majority of partner practitioners who attended the launch were Allied Health Professionals from local authorities.

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LA Name	School Name	Year Engaged
Aberdeen City	Abbotswell School	2017/2018-Parallel
Aberdeen City	Bramble Brae School	2017/2018
Aberdeen City	Broomhill School	2017/2018-Parallel
Aberdeen City	Cornhill School	2017/2018
Aberdeen City	Danestone Primary School	2017/2018-Parallel
Aberdeen City	Fernielea School	2017/2018-Parallel
Aberdeen City	Ferryhill School	2017/2018-Parallel
Aberdeen City	Forehill School	2017/2018-Parallel
Aberdeen City	Gilcomstoun School	2017/2018-Parallel
Aberdeen City	Glashieburn School	2017/2018-Parallel
Aberdeen City	Greenbrae School	2016/2017
Aberdeen City	Hanover Street School	2017/2018-Parallel
Aberdeen City	Heathryburn School	2017/2018
Aberdeen City	Holy Family RC School	2017/2018
Aberdeen City	Kaimhill Primary School	2016/2017
Aberdeen City	Kingsford School	2017/2018-Parallel
Aberdeen City	Kingswells Primary School	2017/2018-Parallel
Aberdeen City	Kirkhill School	2017/2018-Parallel
Aberdeen City	Kittybrewster School	2017/2018
Aberdeen City	Loirston School	2017/2018-Parallel
Aberdeen City	Manor Park School	2017/2018
Aberdeen City	Muirfield School	2017/2018
Aberdeen City	Quarryhill School	2016/2017
Aberdeen City	Riverbank School	2017/2018
Aberdeen City	Seaton School	2017/2018
Aberdeen City	Skene Square School	2017/2018-Parallel
Aberdeen City	St Joseph's RC School	2017/2018-Parallel
Aberdeen City	St Peter's RC School	2017/2018
Aberdeen City	Stoneywood School	2017/2018-Parallel
Aberdeen City	Sunnybank School	2017/2018
Aberdeen City	Walker Road School	2017/2018-Parallel
Aberdeen City	Westpark School	2017/2018
Aberdeen City	Woodside School	2016/2017

Primary Total:	47	
2016/2017	4	8.51%
2017/2018	11	23.40%
2017/2018-Parallel	17	36.17%
Total No/%	32	68.09%

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LA Name	School Name	Year Engaged
Aberdeenshire	Alehousewells School	2017/2018
Aberdeenshire	Alford Primary School	2016/2017-Parallel
Aberdeenshire	Arduthie School	2017/2018-Parallel
Aberdeenshire	Auchenblae School	2017/2018-Parallel
Aberdeenshire	Auchterellon School	2016/2017-Parallel
Aberdeenshire	Ballater School	2017/2018-Parallel
Aberdeenshire	Balmedie School	2017/2018-Parallel
Aberdeenshire	Banff Primary School	2016/2017-Parallel
Aberdeenshire	Bervie School	2017/2018-Parallel
Aberdeenshire	Burnhaven School	2017/2018-Parallel
Aberdeenshire	Clerkhill School	2016/2017-Parallel
Aberdeenshire	Crombie School	2016/2017-Parallel
Aberdeenshire	Dales Park School	2017/2018
Aberdeenshire	Daviot School	2016/2017-Parallel
Aberdeenshire	Drumblade School	2017/2018-Parallel
Aberdeenshire	Durris School	2017/2018-Parallel
Aberdeenshire	Echt School	2016/2017-Parallel
Aberdeenshire	Fetterangus School	2017/2018-Parallel
Aberdeenshire	Fettercairn School	2017/2018-Parallel
Aberdeenshire	Fintry School	2017/2018-Parallel
Aberdeenshire	Fordyce School	2017/2018-Parallel
Aberdeenshire	Forgue School	2016/2017-Parallel
Aberdeenshire	Fraserburgh South Park School	2016/2017
Aberdeenshire	Glass School	2017/2018-Parallel
Aberdeenshire	Glenbervie School	2017/2018-Parallel
Aberdeenshire	Gordon Primary School	2017/2018-Parallel
Aberdeenshire	Gourdon School	2017/2018-Parallel
Aberdeenshire	Hatton (Cruden) School	2017/2018-Parallel
Aberdeenshire	Hill of Banchory School	2017/2018
Aberdeenshire	Hillside School	2017/2018-Parallel
Aberdeenshire	Inverallochy School	2017/2018-Parallel
Aberdeenshire	Kincardine O'Neil School	2017/2018-Parallel
Aberdeenshire	King Edward School	2017/2018-Parallel
Aberdeenshire	Kintore School	2016/2017-Parallel
Aberdeenshire	Lairhillock School	2016/2017
Aberdeenshire	Lochpots School	2017/2018
Aberdeenshire	Logie Durno School	2017/2018-Parallel
Aberdeenshire	Macduff School	2017/2018-Parallel
Aberdeenshire	Marykirk School	2017/2018-Parallel
Aberdeenshire	Meethill School	2017/2018-Parallel
Aberdeenshire	Meldrum School	2017/2018

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LA Name	School Name	Year Engaged
Aberdeenshire	Methlick School	2016/2017
Aberdeenshire	Midmill School	2017/2018-Parallel
Aberdeenshire	Mill O'Forest School	2016/2017
Aberdeenshire	Monquhitter School	2016/2017-Parallel
Aberdeenshire	New Deer School	2017/2018-Parallel
Aberdeenshire	New Machar School	2017/2018
Aberdeenshire	New Pitsligo & St John's School	2017/2018-Parallel
Aberdeenshire	Newburgh Mathers School	2017/2018-Parallel
Aberdeenshire	Newtonhill School	2016/2017-Parallel
Aberdeenshire	Oyne School	2016/2017-Parallel
Aberdeenshire	Pitmedden School	2017/2018
Aberdeenshire	Port Elphinstone School	2017/2018-Parallel
Aberdeenshire	Portlethen Primary School	2017/2018-Parallel
Aberdeenshire	Rathen School	2017/2018-Parallel
Aberdeenshire	Redmyre School	2017/2018-Parallel
Aberdeenshire	Rosehearty School	2017/2018-Parallel
Aberdeenshire	Rothienorman School	2017/2018-Parallel
Aberdeenshire	Sandhaven School	2017/2018-Parallel
Aberdeenshire	St Cyrus School	2017/2018
Aberdeenshire	St Fergus School	2017/2018-Parallel
Aberdeenshire	Strathburn School	2017/2018-Parallel
Aberdeenshire	Strichen School	2017/2018
Aberdeenshire	Stuartfield School	2017/2018-Parallel
Aberdeenshire	Tarves School	2016/2017-Parallel
Aberdeenshire	Torphins School	2017/2018
Aberdeenshire	Tullynessle School	2017/2018
Aberdeenshire	Udny Green School	2017/2018-Parallel
Aberdeenshire	Westfield School	2017/2018-Parallel
Aberdeenshire	Westhill Primary School	2017/2018-Parallel
Aberdeenshire	Whitehills School	2017/2018-Parallel

Primary Total:	152	
2016/2017	4	2.63%
2016/2017-Parallel	13	8.55%
2017/2018	11	7.24%
2017/2018-Parallel	43	28.29%
Total No/%	71	46.71%

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LA Name	School Name	Year Engaged
Highland	Abernethy Primary School	2016/2017-Parallel
Highland	Acharacle Primary School	2017/2018-Parallel
Highland	Applecross Primary School	2017/2018-Parallel
Highland	Ardross Primary School	2016/2017-Parallel
Highland	Auldearn Primary School	2016/2017
Highland	Aviemore Primary School	2017/2018
Highland	Badcaul Primary School	2017/2018-Parallel
Highland	Balloch Primary	2017/2018-Parallel
Highland	Banavie Primary School	2016/2017-Parallel
Highland	Beauly Primary School	2017/2018-Parallel
Highland	Bower Primary School	2016/2017-Parallel
Highland	Bridgend Primary School	2016/2017-Parallel
Highland	Brora Primary School	2017/2018-Parallel
Highland	Bun-Sgoil Shleite	2017/2018-Parallel
Highland	Canisbay Primary School	2017/2018-Parallel
Highland	Caol Primary School	2016/2017-Parallel
Highland	Castletown Primary School	2016/2017-Parallel
Highland	Cauldeen Primary School	2017/2018-Parallel
Highland	Cawdor Primary School	2017/2018-Parallel
Highland	Central Primary School	2016/2017-Parallel
Highland	Coulhill Primary School	2016/2017-Parallel
Highland	Craighill Primary School	2017/2018-Parallel
Highland	Cromarty Primary School	2017/2018-Parallel
Highland	Crossroads Primary School	2017/2018-Parallel
Highland	Crown Primary School	2016/2017
Highland	Croy Primary School	2016/2017-Parallel
Highland	Culbokie Primary School	2017/2018-Parallel
Highland	Dalneigh Primary School	2016/2017-Parallel
Highland	Deshar Primary School	2016/2017-Parallel
Highland	Dingwall Primary School	2017/2018-Parallel
Highland	Dornoch Primary	2017/2018-Parallel
Highland	Drakies Primary School	2017/2018-Parallel
Highland	Duncan Forbes Primary School	2017/2018-Parallel
Highland	Dunvegan Primary School	2017/2018-Parallel
Highland	Edderton Primary School	2017/2018-Parallel
Highland	Elgol Primary School	2017/2018-Parallel
Highland	Farr Primary School - Inverness	2016/2017-Parallel
Highland	Ferintosh Primary School	2017/2018-Parallel
Highland	Gergask Primary School	2017/2018-Parallel
Highland	Gledfield Primary School	2017/2018-Parallel
Highland	Glenurquhart Primary School	2016/2017-Parallel
Highland	Golspie Primary School	2017/2018-Parallel

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LA Name	School Name	Year Engaged
Highland	Grantown Primary School	2016/2017-Parallel
Highland	Halkirk Primary School	2016/2017-Parallel
Highland	Helmsdale Primary School	2017/2018-Parallel
Highland	Hilton of Cadboll Primary School	2017/2018-Parallel
Highland	Hilton Primary School	2016/2017
Highland	Holm Primary School	2017/2018-Parallel
Highland	Inshes Primary School	2017/2018
Highland	Inver Primary School	2017/2018-Parallel
Highland	Invergarry Primary School	2016/2017-Parallel
Highland	Inverlochy Primary School	2016/2017-Parallel
Highland	Keiss Primary School	2017/2018-Parallel
Highland	Kilchoan Primary School	2017/2018-Parallel
Highland	Kingussie Primary School	2016/2017-Parallel
Highland	Kinlochleven Primary School	2017/2018-Parallel
Highland	Kinmylies Primary School	2016/2017-Parallel
Highland	Knockbreck Primary School - Tain	2017/2018-Parallel
Highland	Kyle Primary School	2017/2018-Parallel
Highland	Lochardil Primary School	2016/2017-Parallel
Highland	Lochcarron Primary School	2017/2018-Parallel
Highland	Lundavra Primary School	2017/2018
Highland	Mallaig Primary School	2017/2018-Parallel
Highland	Marybank Primary School	2016/2017
Highland	Merkinch Primary School	2016/2017-Parallel
Highland	Millbank Primary School	2017/2018
Highland	Miller Academy Primary School	2016/2017-Parallel
Highland	Milton of Leys Primary School	2016/2017-Parallel
Highland	Milton Primary School	2016/2017-Parallel
Highland	Mount Pleasant Primary School	2016/2017-Parallel
Highland	Muck Primary School	2017/2018-Parallel
Highland	Muirtown Primary School	2017/2018-Parallel
Highland	Mulbuie Primary School	2017/2018-Parallel
Highland	Munlochy Primary School	2016/2017-Parallel
Highland	Newmore Primary School	2016/2017-Parallel
Highland	Newton Park Primary	2016/2017-Parallel
Highland	Newtonmore Primary School	2016/2017-Parallel
Highland	Noss primary school	2016/2017-Parallel
Highland	Park Primary School	2016/2017
Highland	Pennyland Primary School	2016/2017-Parallel
Highland	Portree Primary	2017/2018-Parallel
Highland	Raasay Primary School	2017/2018-Parallel

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LA Name	School Name	Year Engaged
Highland	Reay Primary School	2016/2017-Parallel
Highland	Resolis Primary School	2016/2017-Parallel
Highland	Rogart Primary School	2017/2018-Parallel
Highland	Rosebank Primary School	2016/2017-Parallel
Highland	Scoraig School	2017/2018-Parallel
Highland	Scourie Primary School	2017/2018-Parallel
Highland	Smithton Primary School	2016/2017
Highland	South Lodge Primary School	2016/2017-Parallel
Highland	Spean Bridge Primary School	2016/2017-Parallel
Highland	St Columba's RC Primary School	2016/2017-Parallel
Highland	Strathconon Primary School	2016/2017-Parallel
Highland	Strathdearn Primary School	2017/2018
Highland	Strathgarve Primary School	2016/2017-Parallel
Highland	Strathpeffer Primary School	2017/2018
Highland	Strontian Primary School	2017/2018-Parallel
Highland	Thrumster Primary School	2016/2017-Parallel
Highland	Tongue Primary School	2017/2018-Parallel
Highland	Tore Primary School	2016/2017-Parallel
Highland	Ullapool Primary School	2017/2018-Parallel
Highland	Watten Primary School	2016/2017-Parallel

Primary Total:	173	
2016/2017	6	3.47%
2016/2017-Parallel	43	24.86%
2017/2018	6	3.47%
2017/2018-Parallel	47	27.17%
Total No/%	102	58.96%

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LA Name	School Name	Year Engaged
Moray	Dyke Primary School	2017/2018
Moray	Hopeman Primary School	2017/2018
Moray	Hythehill Primary School	2016/2017
Moray	Keith Primary School	2016/2017
Moray	Kinloss Primary School	2016/2017
Moray	Lhanbryde Primary School	2017/2018
Moray	Linkwood Primary School	2017/2018
Moray	Millbank Primary School	2016/2017
Moray	Mortlach Primary School	2017/2018
Moray	St Gerardine Primary School	2017/2018
Moray	St Peter's RC Primary School	2017/2018
Moray	St Sylvester's RC Primary School	2017/2018
Moray	Tomintoul Primary School	2017/2018
Moray	West End Primary School	2017/2018

Primary Total:	46	
2016/2017	4	8.70%
2017/2018	10	21.74%
Total No/%	14	30.43%

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LA Name	School Name	Year Engaged
Orkney Islands	Burray Primary School	2017/2018
Orkney Islands	Dounby Community School	2017/2018
Orkney Islands	Evie Primary School	2017/2018
Orkney Islands	Firth Primary School	2017/2018
Orkney Islands	Glaitness School	2016/2017
Orkney Islands	Hope Primary School	2017/2018
Orkney Islands	Orphir Community School	2016/2017
Orkney Islands	Papdale Primary School	2016/2017
Orkney Islands	St Andrew's Primary School	2017/2018
Orkney Islands	Stenness Community School	2017/2018

Primary Total:	20	
2016/2017	3	15.00%
2017/2018	7	35.00%
Total No/%	10	50.00%

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LA Name	School Name	Year Engaged
Shetland Islands	Bell's Brae Primary School	2017/2018
Shetland Islands	Brae High School	2017/2018
Shetland Islands	Cunningsburgh Primary School	2017/2018
Shetland Islands	Dunrossness Primary School	2017/2018
Shetland Islands	Hamnavoe Primary School	2016/2017
Shetland Islands	Happyhansel Primary School	2017/2018
Shetland Islands	Sandwick Junior High School	2017/2018
Shetland Islands	Tingwall Primary School	2016/2017
Shetland Islands	Urafirth Primary School	2017/2018
Shetland Islands	Whalsay School	2016/2017
Shetland Islands	Whiteness Primary School	2017/2018

Primary Total:	26	
Special Total:	0	
2016/2017	3	11.54%
2017/2018	8	30.77%
Total No/%	11	42.31%

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LA Name	School Name	Year Engaged
Western Isles	Castlebay School	2017/2018
Western Isles	Laxdale Primary School	2016/2017
Western Isles	Pairc Primary School	2017/2018
Western Isles	Sgoil an Rubha	2017/2018
Western Isles	Sgoil an Taobh Siar	2017/2018
Western Isles	Sgoil Bhaile a Mhanaich	2016/2017
Western Isles	Sgoil-nan-Loch	2017/2018
Western Isles	Sir E Scott School	2016/2017
Western Isles	Stornoway Primary School	2017/2018

Primary Total:	22	
2016/2017	3	13.64%
2017/2018	6	27.27%
Total No/%	9	40.91%