



THE SCOTTISH



ATTAINMENT



CHALLENGE



LITERACY NUMERACY
HEALTH & WELLBEING

Craig Melrose and Elizabeth Montgomery

Overview

- Update on progress with the Challenge and key points
- Effective interventions for Families and Communities
- Effective contexts for Learning
- Clear plan in place for raising **attainment** in literacy: which strategies and approaches are you using?
- Know the gap at school level: what is the difference in the progress and achievement between the most and least socially disadvantaged children?

Outcomes

- Raised awareness of the poverty related attainment gap for children.
- Relate research to planning effective interventions for Families and Communities
- Plan effective contexts for children developing effective listening and talking skills.

Each Attainment Advisor is an ambassador for the primary aged children living in poverty in your local authority area

- Everything should relate to improving literacy, numeracy and health and wellbeing of the children living in poverty

Your children living in poverty

- How many are there?
- Who are they?
- Where are they?
- How are they currently progressing? (data, attendance, exclusion)
- How is the 'gap' currently quantified? How will improvement be measured?

Measurement and evaluation- possible measures

- 93 % attendance primary school most deprived v least deprived.
- 68% Exclusion most deprived v 0.0 % least deprived
- 28.4% Leaving school L6+ v 67.5%
- 80.6 % Positive post school destination 94.5 %
- ? % Sustained post school destination

Measurement and evaluation Vocabulary gap.....

**Stats: Hour long samples of family talk in 42 American families.
Number of words spoken to children by adults by the age of 36 months**

| | |
|---------------------------------|---|
| In professional families | x |
| In other working class families | x |
| In families on welfare | x |

| Kinds of reinforcements | Positive | negative |
|--------------------------------|-----------------|-----------------|
| Professional | x | x |
| Working class | x | x |
| Welfare | x | x |

Measurement and evaluation Vocabulary gap.....

**Stats: Hour long samples of family talk in 42 American families.
Number of words spoken to children by adults by the age of 36 months**

| | |
|---------------------------------|------------|
| In professional families | 35 million |
| In other working class families | 20 million |
| In families on welfare | 10 million |

| Kinds of reinforcements | Positive | negative |
|-------------------------|----------|----------|
| Professional | 500,000 | 50,000 |
| Working class | 200,000 | 100,000 |
| Welfare | 100,000 | 200,000 |

The priorities

**Excellence
and
Equity**

**Raising attainment (universal)
and
Closing the gap (selective intervention)**

Generic/ universal improvement planning won't close the gap (eg raise attainment in writing)

Raising attainment for all through....

- Non-negotiable high expectations for all
- Zero tolerance of underperformance
- Relentless optimism, involving families
- Poverty and performance should not be linked
- Constantly talking about standards
- Forensic focus on children's progress: keep shining the spotlight on this
- Celebrating achievement, challenging underachievement
- Help everyone find their unique genius

Research Supporting Effective Learning for Families and Communities *-listening and talking-*

Craig Melrose

'Unknown children – destined for disadvantage?'

How good are councils and early years providers in helping disadvantaged families?

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/541394/Unknown_children_destined_for_disadvantage.pdf



Helping disadvantaged young children: how good are local authorities and early years providers?

Ofsted – July 2016

Part of: Ofsted early years survey reports

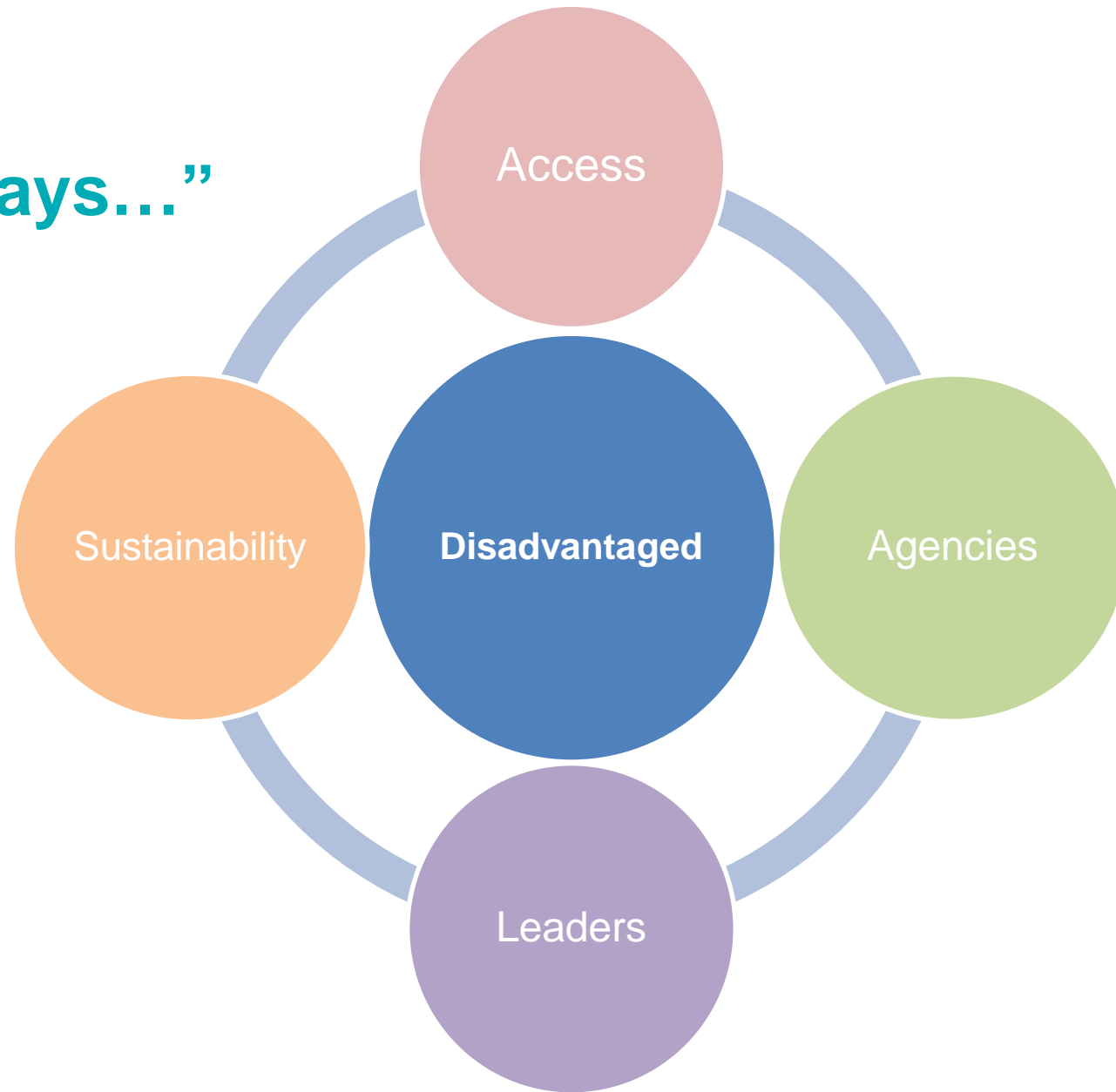
The Big Picture

- In 2015, 66% of five-year-olds achieved a 'good level of development' at the end of the Reception Year, an improvement of 15 percentage points since 2013¹
- In 2015, only 44% of children who had not reached the expected level at the age of five went on to securely achieve the national benchmark in reading, writing and mathematics at the age of 11
- This compares with 77% of children who had achieved the good level of development.

1 'Statistical first release: Early years foundation stage profile results: 2014 to 2015', Department of Education, November 2015; www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2014-to-2015.

Q&A

“Our Survey Says...”



Key findings from the report

Tackling the issues facing disadvantaged families and their children requires leaders across children's services, health and education to have a broader understanding of what it means to be 'disadvantaged'.

- Being disadvantaged continues to have a considerable detrimental impact on children.
- There is a lack of understanding of what success looks like in tackling disadvantage.
- Providing a joined-up service is crucial in tackling disadvantage.
- Early assessments of children's health, learning and development were not benefiting enough families that were in the most need of support.

- Too few early years leaders prioritised opportunities for disadvantaged children to have access to a high-quality education.
- **More needs to be done to ensure that additional funding has sufficient impact.**
- Leaders and managers who used additional government funding successfully had a clear rationale for their spending based on an acute understanding of the needs of eligible children.
- The most successful local authorities visited had devised innovative ways to align national funding streams to ensure continuity of entitlement across a child's entire early education.

How do we identify our 'disadvantaged'?

One pre-school setting attached to a children's centre had an agreed policy about the circumstances in which a child and their family would be regarded as 'at a disadvantage'. This included children who were:

- showing poor speech and language for their age and stage of development
- being looked after by someone other than their parents, such as grandparents
- those whose family was known to be involved in crime
- those who had young or teenage parents
- those who had older siblings with a wide age gap between them.

Further Research

The Financial Impact of Early Years Interventions in Scotland (2010)

<http://www.gov.scot/Resource/Doc/920/0107869.pdf>

Language Development and Enjoyment of Reading: Impacts of Early Parent-Child Activities in Two Growing up in Scotland Cohorts (2016)

<http://www.gov.scot/Resource/0050/00501021.pdf>

Scottish Schools Education Research Centre : Develop Listening & Talking Across Learning (2010)

<http://www.sserc.org.uk/?id=2093:develop-listening-a-talking-across-learning&showall=&start=1>

Your Context

**Priorities : 3-18 Cluster Working/
Literacy, Numeracy and Health and Wellbeing**

Targets

- To raise attainment in literacy through embedding core **skills** in listening and talking across four contexts of learning.
- Develop a progressive approach to **skills** development in listening and talking across early – second levels which integrate these key **skills** within reading and writing.
- Develop shared understanding across schools which reflect national expectations SALs and progression frameworks.
- Engage parents in meaningful family learning opportunities through the use of Literacy Leaders (staff and P6 pupils)

Impact

- Make very good progress in their learning
- Apply their **skills** across the four contexts of learning
- Experience challenging contexts in which to apply literacy skills, developing their higher order thinking **skills**
- Reinforce / extend literacy **skills** through game based learning in school and at home
- Experience a smooth transition to their new school

Innovation Bid

Parental Engagement – family learning. P6 Literacy Leaders will give presentations to parents and lead games based workshops to support effective family learning at home. Games played in school will also then be taken home as part of a literacy lending library. The use of websites and relevant apps will provide a wide range of different engaging learning opportunities at home which will reinforce the literacy skills development in school, thus developing truly effective home school partnership. This model was used this year to great effect with maths. Over 60 families attended games workshops.

Higher Order Thinking Skills



Task

With particular reference to listening and talking Es and Os -

1. What skills based strategies can we embed in the learners' classroom (school) and encourage the use of in the home (community) environment?
2. What are the most rewarding / challenging strategies suggested?





<https://glowscotland.sharepoint.com/sites/PLC/sac/SitePages/Home.aspx>

Challenge limiting beliefs and casual assumptions which kill aspiration

‘We’ve tried that...’

‘We already do that...’

‘I’d love to do that but...’

‘It won’t work ...’

‘It won’t work with our children...’

‘It won’t work with these children...’



1. Climb a tree



11. Go on a really long bike ride



21. Pick blackberries growing in the wild



31. Hunt for bugs



41. Plant it, grow it, eat it



2. Roll down a really big hill



12. Make a trail with sticks



22. Explore inside a tree



32. Find some frogspawn



42. Go swimming in the sea



3. Camp out in the wild



13. Make a mud pie



23. Visit a farm



33. Catch a falling leaf



43. Build a raft



4. Build a den



14. Dam a stream



24. Go on a walk barefoot



34. Track wild animals



44. Go bird watching



5. Skim a stone



15. Play in the snow



25. Make a grass trumpet



35. Discover what's in a pond



45. Find your way with a map and compass



6. Run around in the rain



16. Make a daisy chain



26. Hunt for fossils and bones



36. Make a home for a wild animal



46. Try rock climbing

Workshop

Think of the most effective learning experiences that engage and motivate children. School shows, school discos, pupil council, buddies, leadership committees, computer programming, digital learning, visiting specialists, outdoor learning.

Which ones develop the most effective listening and talking skills?

Do all children participate in the high quality learning experiences outwith the classroom and experience opportunities to develop effective listening and talking skills?

Notes:

P1 – create new words when learning phonics – how does the vocabulary gap impact on this?

PE- do children have the technical vocabulary to accurately describe their learning?

Are buddies aware how the importance of talking and reading to the younger children they support?

Do children have opportunities to talk about their learning?

Curriculum design and rationale

- Are we being bold and brave enough?
- What do you see when you look at your timetables?



Identifying the barriers to learning for children living in poverty?

Each school must ask:

What are the barriers to learning for our disadvantaged pupils?

Choosing school strategies

What strategies will produce these desired outcomes and help the school to achieve these success criteria?

“Individual need, classroom rigour”

Use evidence of what works

Train staff in depth on chosen strategies

Equality = SAMENESS, Equity = FAIRNESS

- You need to fill the listening and talking gap before you close the listening and talking gap
- Who is quietly underachieving in your school?
- Low attaining children often spend a lot of time with support staff – are you monitoring the impact of this?
- Training and professional learning for support staff: are they helping to create independent learners or ‘velcro’ children’ ?
- Avoid ***‘intervention add-ons’*** We need well planned pathways
- This is a social mobility agenda: what about highly able children living in poverty?



Thank you!

Transforming lives through learning