

## *Improving Literacy in Scotland*

ASPEP

### Research-based practice

Educational Psychologists (EPs) are well-placed to support local authorities in delivering the vision of the Literacy Action Plan within a Curriculum for Excellence. EPs have unique expertise in the areas of children's learning, social, emotional and cognitive development, and education/psychological research. Work at an authority level is informed by work with educational establishments and children, and families.

What are the key principles of improving literacy, and how are members of our profession able to support the delivery of these collaboratively within authorities?

Key Principles	Examples of recent EP work
Delivery of a quality literacy curriculum	<ul style="list-style-type: none"> <li>• Provision of information and advice on the most effective methods and programmes for teaching literacy skills and ongoing evaluation of these interventions</li> <li>• Linking authority literacy programmes to research principles</li> <li>• Evaluation of whole authority literacy programmes</li> <li>• Supporting the implementation of phonological awareness programmes</li> </ul>
Quality evidence-based teaching	<ul style="list-style-type: none"> <li>• Delivery of continuing professional development for literacy</li> </ul>
Appropriate and timely assessment of need	<ul style="list-style-type: none"> <li>• Collaboration with education management on establishing robust assessment frameworks</li> <li>• Development of evidence-based methods of assessment</li> <li>• Training for staff on implementing assessment methods to inform teaching and learning</li> </ul>
Ongoing tracking and monitoring of progress especially for struggling pupils	<ul style="list-style-type: none"> <li>• Development of frameworks for tracking progress</li> </ul>
Early identification of and support for struggling pupils (at any stage)	<ul style="list-style-type: none"> <li>• Advice on how to identify pupils with literacy difficulties at any stage</li> <li>• Provision of advice on appropriate support, teaching approaches and resources for enhancing literacy skills in the early years, at primary and secondary and beyond school</li> </ul>

Key Principles	Examples of recent EP work
Embedding and sustaining quality evidence based interventions	<ul style="list-style-type: none"> <li>• Provision of advice regarding evidence based approaches for pupils with different assessment profiles</li> <li>• Ongoing evaluation of literacy interventions</li> <li>• Advice on key factors associated with effective and sustainable implementation</li> <li>• Delivery of longitudinal research into the literacy skills of vulnerable groups (such as Looked After Children). Demonstration of sustained gains in skills over time</li> </ul>
Ensuring good parental / carer support for literacy	<ul style="list-style-type: none"> <li>• Provision of materials and resources for parents and carers</li> <li>• Establishing collaborative workshops with professionals, parents and carers</li> </ul>
Establishing links between emotional well-being and literacy outcomes	<ul style="list-style-type: none"> <li>• Delivery of staff training on significant factors such as the impact of motivational factors on learning.</li> <li>• Delivery of training and advice on how to intervene to improve achievement</li> </ul>

### ***Next Steps***

The Scottish Division of Educational Psychologists (SDEP) has established a network of EPs throughout Scotland who are keen to help their local authorities deliver improved literacy skills for Scotland's children. The Association of Scottish Principal Educational Psychologists (ASPEP) and the SDEP are working with the Scottish Government to help to deliver the key outcomes from the National Literacy Action Plan within each local authority.