

Reading Schools pilot 2020/21

Self-evaluation template

About Reading Schools

Research proves that reading for pleasure has positive impacts on learners' attainment across the curriculum, health and wellbeing, critical thinking, creativity, empathy and resilience.

Reading Schools aims to help every school in Scotland build and sustain the **whole-school reading cultures** that foster these impacts.

Reading Schools offers:

- An **accreditation for every school**, recognising the great work you're doing to support reading for pleasure
- A **coherent structure** for all your reading initiatives and activities, providing focused and clear direction
- A framework mapped to HGIOS 4, supporting **school improvement** and HMIE inspections
- Professional **development and leadership** opportunities for your staff
- A way to develop **learner voice**, leadership skills and confidence
- Opportunities for **collaboration** within and between schools
- Pathways to **engaging your families** and the **wider community**
- **Training and support** from Scottish Book Trust for all schools taking part

The Reading Schools framework

The Reading Schools framework details the Key Areas that we consider crucial to building and sustaining a whole-school reading culture. The Key Areas are mapped against [How Good is Our School? 4](#). Under each of the Key Areas we detail the actions necessary to become a Reading School and advance to silver and gold level.

- The core Reading School accreditation comprises the foundational work key to building a reading culture in school and is focused around reading routines and the school environment.
- Reading School: Silver is based around schools providing additional opportunities to broaden their learners' experiences, such as engaging with authors, visiting libraries, and bringing in other outside expertise.
- Reading School: Gold involves schools sharing the enthusiasm and expertise they have developed as a Reading School with their communities through, for example, working with other schools in their cluster, intergenerational projects in their communities, partnership with local businesses etc.

How to use this self-evaluation template

This template is designed to help your reading leadership group to:

- Assess to what extent a reading culture is currently embedded within your school
- Decide what level of the Reading School award you would like to work towards over the course of the session

Once you have used the self-evaluation template, you can fill in the section below.

School				
Lead staff member/s				
Circle your school's current level	Working towards Reading School	Reading School	Reading School: Silver	Reading School: Gold

Reading School

The core Reading School accreditation comprises the foundational work key to building a reading culture in school and is focused around reading routines and the school environment.

Schools wishing to be accredited as a Reading School should fulfil each of the below criteria. For each point only one example of practice is required.

Criteria	Current status	Notes/comments
Form a reading leadership group who input into a Reading Schools Action Plan. This group must include learners and your school librarian, if you have one, and meet regularly to discuss progress and ideas.		
Show how learners visibly promote reading and recommend books to one another through, for example, badges, signs, book lists, talks or other means.		
Demonstrate how all staff in the school show that they are readers through, for example, badges, signs, book lists, talks or other means.		
Attend a Scottish Book Trust Reading Schools CLPL / webinar and use Scottish Book Trust resources to widen staff knowledge around reading for pleasure.		
Make staff aware of contemporary children's literature through signposting to book lists and other appropriate resources.		
Provide appealing and comfortable spaces to read in the school environment; involve learners in the design of these; have reading displays.		
Provide up-to-date reading materials relevant to the needs, interests and experiences of learners; involve learners in the selection of these.		
Ensure learners have regular access to a school or public library and encourage them to broaden their experience through access to a wide variety of books / reading materials.		
Ensure learners have regular time to read texts of their own choosing.		

Run a book project each year (an interdisciplinary project for each year group at primary level, S1–3 in English lessons at secondary level).		
Give all learners the opportunity to hear a text aloud.		
Engage learners individually in meaningful conversations around books to support their reading for pleasure.		
Allocate time for learners to chat about books with each other.		
Allow learners to respond to what they're reading in a variety of engaging ways that best suit their needs.		
Engage with learners' families to highlight reading for pleasure.		
At primary-level, make the most of the P1 Bookbug Family Bag and Read, Write Count initiatives by inviting families into school for a gifting event / encouraging the use of the bags at home.		
Recognise and celebrate the reading achievements of all learners through, for example, certificates, parties, assemblies or other means.		

Reading School: Silver

Silver level is based around schools providing additional opportunities to broaden their learners' experiences, such as engaging with authors, visiting libraries, and bringing in other outside expertise.

In addition to sustaining bronze-level activities, schools wishing to be accredited as Reading School: Silver should also fulfil each of the below criteria. For each point only one example of practice is required.

Criteria	Current status	Notes/comments
Show how learners support one another in more formal ways through, for example, paired reading, mentoring, clubs or other means.		
Read more widely about the pedagogy and research around reading for pleasure and involve teachers of other subjects / support staff in training opportunities.		
Engage with colleagues and share work around reading for pleasure via social media or face-to-face meetings etc.		
Ensure that staff have access to contemporary children's literature to read.		
Create opportunities for learners to read outside the classroom through, for example, taking reading outdoors, incorporating reading into existing activities or clubs, or other means.		
Take part in national reading celebrations and prizes.		
Provide all learners with the opportunity to join the local public library.		
Develop book projects (at primary-level, provide an opportunity for the classes to share their projects with each other and at secondary level introduce one cross-curricular project involving other subject departments).		

<p>Give learner social networks a more formal structures by, for example, offering interest-based clubs / groups, holding regular reading networking events or through other means.</p>		
<p>Give learners the opportunity to engage with authors (writers, illustrators or storytellers).</p>		
<p>Offer further opportunities to promote reading for pleasure to families by, for example, inviting them to join reading celebrations, events or through other means.</p>		
<p>Offer enhanced opportunities to celebrate reading through, for example, attending special events, gifting books or through other means.</p>		