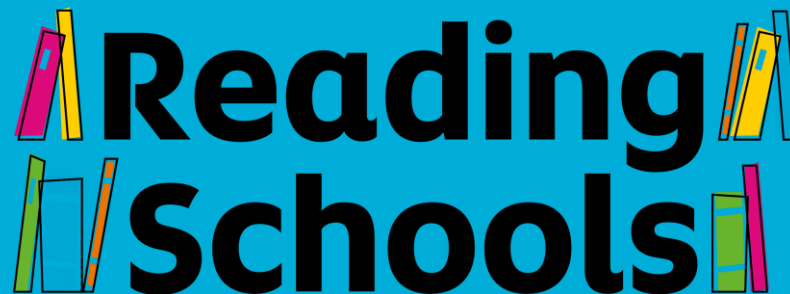


Introducing Reading Schools



What is Reading Schools?

An accreditation framework to recognise and reward schools for building and sustaining a whole-school reading culture in their setting.



Reading Schools offers

- An **accreditation** for every school
- A **coherent structure** for all your reading initiatives and activities
- A framework mapped to HGIOS 4 to support **school improvement** and HMIE inspections
- Professional **development and leadership** opportunities
- A way to develop **learner voice**, leadership and confidence
- Opportunities for **collaboration** within and across schools
- Pathways to engaging your **families and wider community**
- Scottish Book Trust **training and support**

Fits with what you are already doing

Does your school....?

- Watch authors live/on demand
- Have DEAR or ERIC time
- Have a school library or classroom libraries
- Register for FMRC (past or current)
- Celebrate World Book Day
- Engage with an author

Our journey so far

- Builds on First Ministers Reading Challenge, currently in its fifth year
- Supported by FMRC Advisory Group and Scottish Government
- Completed first pilot phase with 34 schools received their accreditation 19/20 - FVWL
- Currently running second pilot phase 20/21 – FVWL/Tayside
- New website launched March
- For 2021/22 moving to strategic national roll out

Through engaging in the Reading Accreditation pilot, teachers and learners are supported to foster and develop that love of reading that we want for all our children, in a dynamic, structured and exciting way.'

M. Cochrane, West Lothian

Why it matters

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

- Pisa surveys demonstrate that strengthening reading ability and enjoyment can '**mitigate 30% of the attainment gap**'
- 93% of primary and 95% of secondary school teachers believe a lack of time spend reading for pleasure is a **root cause of the word gap**. (Oxford Language Report)
- The Organisation for Economic Co-operation and Development found that whether or not a child enjoys reading is **more important** to their educational success than their family background

Recovery Planning

- The majority of participants held the view that school building closures had a **negative effect on pupil progress and attainment**. Children and young people who were most negatively affected by school building closure included those adversely affected by poverty. (Education Scotland, Pupil Equity Audit)
- “There has been a massive gap for the pupils who were in P1, now in P2. They missed that golden period of learning to read.” (Education Scotland, Pupil Equity Audit)
- 92% of teachers think school closures (due to Covid-19) have contributed to a **widening of the word gap** (Oxford Language Report)

'The buzz that is being created around the school with regards to books and reading, even children who are reluctant readers are keen to talk about what they are reading, it's lovely!'

100%

100%

95%

100%

School

said that Reading Schools fits in well with their existing priorities and processes

found that Reading Schools had or had begun to have a positive impact on attainment

said that taking part in Reading Schools helped or had begun to help them with HMIE inspections

found that taking part in Reading Schools was worthwhile for their school, staff and learners

100%

found that Reading Schools had or had begun to have a positive impact on learners' health and wellbeing

86%

said that taking part in Reading Schools helped or had begun to help them to

net,
focus
immy

on supporting reading in ways they hadn't considered before

'Reading Schools is a brilliant initiative that really celebrates all the good work already taking place in schools, highlights good practice, encourages collaboration and motivates practitioners and young people to widen their horizons. I would recommend Reading Schools without hesitation – and can envisage that it will gain even more momentum and recognition as more schools become involved.'

Dr Janet Adam, FVWL RIC Literacy Lead

Impact

'One student started in S1 as a reluctant reader. Through taking part in Reading Schools, she helped organise the fortnightly reading podcasts and participated in these by interviewing staff and pupils about their favourite books; recording herself reading for younger children and organising book quizzes in school. She attended every author event in school and our trip to the local bookshop. In the bookshop, she commented that she had never been in a bookshop before and what a big library it is! During Lockdown, I called this pupil's family each week to check on her and her mum said that she couldn't keep her going with books. As she has 8 siblings, she was taking herself out into the garden every day to read for hours. She has become a reader!'

– Learning professional



A clear map for improvement

‘We were recently inspected by HMIE and they spent quite a significant amount of time talking to us about the RS programme and how our young people, staff and community were benefitting from it; they absolutely loved the fact that the school was devoting so much time and energy to this project and was reaping the benefits.’

***Linda Nisbet
Whitburn Academy***

Reading Schools

How it works

How Reading Schools works

- The **Reading Schools Framework** includes **Key Areas** crucial to building and sustaining a **whole-school** reading culture
- The Key Areas are mapped against **HIGIOS 4** and detail the **core** actions necessary to becoming a Reading School and advance to **silver** and **gold** level
- To be accredited, you provide **evidence** of how you have achieved the standard for each Key Area
- Your accreditation lasts for **3 years**

Reading School accreditation

Foundational work focused around reading routines and the school environment



Reading School: Silver

Additional opportunities broadening learners' experiences, e.g. engaging with authors, visiting libraries, and bringing in outside expertise



Reading School: Gold

Sharing enthusiasm and expertise with your community through, for example, intergenerational projects or local partnerships



The framework

- Reader role modelling
- Staff development
- School environment
- Access to high quality books
- Curriculum
- Creating Social networks
- Engaging with authors
- Raising the profile of reading with families
- Rewarding progress and recognising personal achievements



'The framework is robust and relevant – while simultaneously flexible enough to encompass a whole array of different approaches within individual schools and authorities.– Dr Janet Adam, FVWL RIC

The framework

Key Area 1.2.5 – Staff knowledge of contemporary children’s literature

We expect Reading Schools to support staff to develop their knowledge around reading for pleasure.

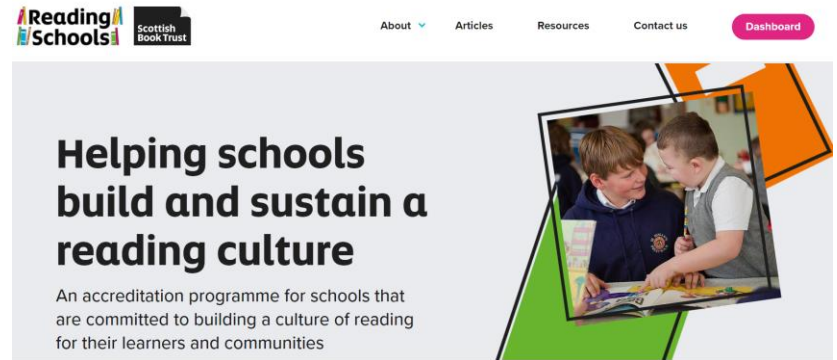
Reading School	Reading School: Silver	Reading School: Gold
<p>Schools should make staff aware of contemporary children’s literature by completing the below mandatory action:</p> <ul style="list-style-type: none"> Making staff aware of contemporary children’s literature through signposting to new book lists and other appropriate resources 	<p>Sustain core activity and:</p> <p>Schools should ensure that staff have access to contemporary children’s literature to read in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> Inviting your local librarian in to talk to staff about new books available to them and ensuring they have a library card Gifting a contemporary children’s book to each staff member, encouraging them to share across the team Having a ‘book borrow box’ in the staff room with regularly updated contemporary children’s books Arranging a staff trip to a local bookshop to speak to booksellers about contemporary children’s titles 	<p>Sustain core and silver-level activity and:</p> <p>Schools should create opportunities for staff to explore, share and discuss contemporary children’s literature in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> Introducing a staff book club Providing physical areas for discussion, eg. an interactive display board in the staff room Providing online spaces for discussion Taking part in Scottish Book Trust Book Discovery sessions or Children’s Book Chat on Twitter Taking part in local authority staff book clubs



‘Teacher knowledge of children’s literature is the cornerstone of effective reading for pleasure practice in school’
– Professor Teresa Cremin, OU

How Reading Schools works

- Sign up to our website
- Self evaluation tools – level quiz
- Reader Leadership group
- Submit action plan
- Survey staff and learners
- Put plans into action
- Resources and CLPL
- Collect evidence as you go
- Submit for accreditation



Next steps

- Build Reading Schools into your School Improvement Plan
- Get staff and learners involved
- Share recordings of these sessions
- Becoming a Reading School CLPL webinar in Aug/Sept
- Access our resources and support
- Suggested timeline –
 - Sign up – watch our introductory video
 - Submit action plan first term
 - Evidence submission window from March onwards

Any questions?

Thank you