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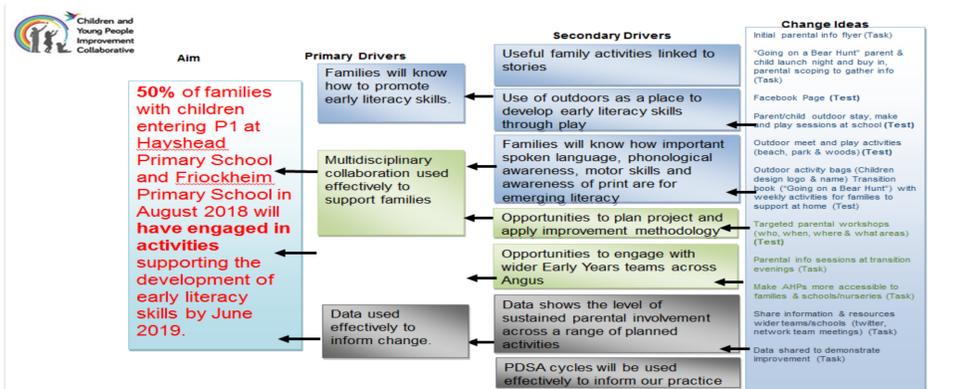
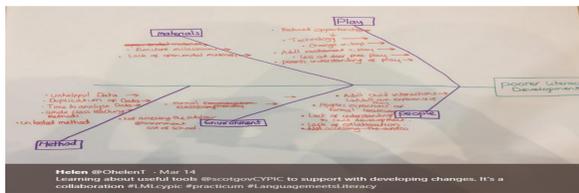
This project is looking at ways to engage families in their child's development of literacy skills taking in 4 key areas. Spoken language, awareness of print, awareness of sounds and motor skills to support handwriting. We used the supporting materials from Highland Literacy/Northern Alliance to come to this decision. We believe that play and outdoor learning is fundamental to the development of early literacy, Wilkes-Gillan et al (2015, pg649) says "the use of play to participate was important to target when working with families in early intervention."

Aim:
50% of families with children entering P1 at Hayshead Primary School and Fricockheim Primary School in August 2018 will have engaged in activities supporting the development of early literacy skills by June 2019.

Method

- Looking at early literacy across health and education we found we were all working towards the same outcome 'how can we engage families more in children's development of early literacy through play?'
- Launch night to share project & gather parental views
- Carried out small tests of change to see what worked and what didn't
- Gathered and shared data regularly
- Correlated data with existing data within school.

Process Change



Achievements

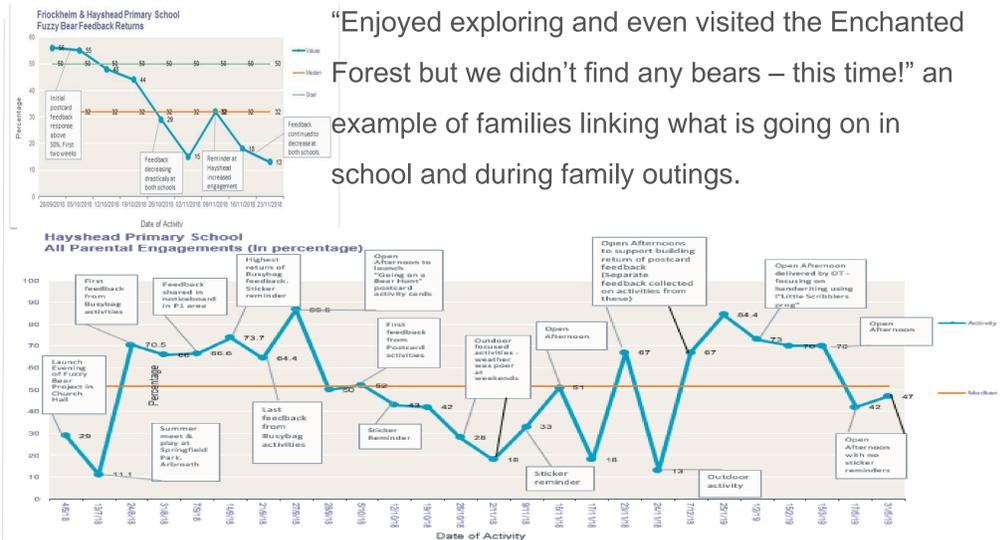
- Increasing collaborative working across education and health, building relationships to enable us to support children's early literacy skills.
- Collaborative practice is now embedded across our services, we are no longer working in our silos.
- Effective conversations with families, education and health professionals around play and the impact on children's development in early literacy.
- Making data collection friendly and informative.

Key Learning Points



- Regular revisit of driver diagram facilitated collaboration and reflection
- Importance of building relationships with families & team.
- Data annotated regularly challenges our own presumptions and supports courageous decision making.
- Stop presuming what families want or need – ask & involve them!
- We learnt it was time to change the way we delivered things to families
- Less formal methods of engagement worked best with our families.

Results...aim achieved!



"Enjoyed exploring and even visited the Enchanted Forest but we didn't find any bears – this time!" an example of families linking what is going on in school and during family outings.

On a bear hunt through the blue door at Edzell... no bears but lots of red squirrels, salmon leaping and a heron.

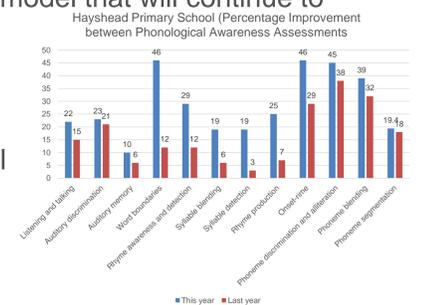


@HaysheadPrimary @grussell39 Murray loved going on a bear hunt and we found a bear #fuzzybearproject #goingonabearhunt



Conclusions

- Using the data we realised that to keep family engagement we needed to have regular times for families to play together informally in school. This increased effective conversations and relationships to build in an informal way. "We enjoyed this activity in school and did it with siblings at home to join in the fun" (parent comment).
- We have a sustainable collaborative model that will continue to evolve to meet the needs of families.
- Our unexpected gain in the project is increased attainment in phonological awareness.



Scale / Spread

- To increase early years staff knowledge and awareness around the pedagogy of early literacy from a developmental perspective across the wider cluster.
- To build on our collaborative work linking tried and tested models used such as 'Little Scribblers' & 'Word Aware' in order to create a transferable collaborative package.
- To spread informal parental engagement throughout the school taking forward the key learning points from this project.
- Continue to spread the learning to other settings and professions.