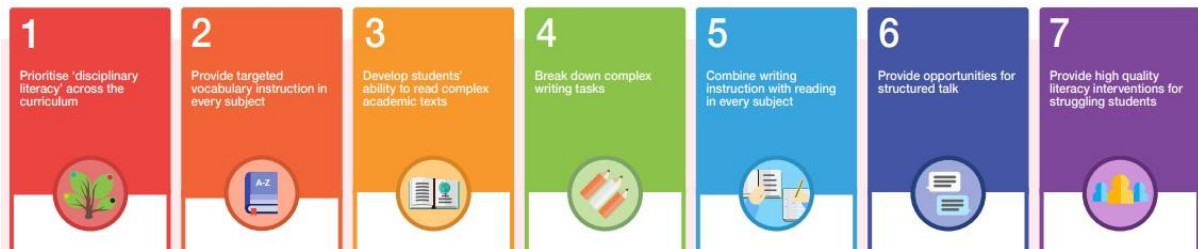


Curriculum Continuity in Slough

A cross-phase school improvement project to develop disciplinary literacy



A group of secondary and primary schools are proposing to join together to provide CPD that develops our staff in planning and delivering **disciplinary literacy** – how to read, write and talk in a subject-specific way. This is a 'curriculum continuity project', which would span Years 5 to 8, bringing together primary and secondary colleagues to help pupils and students make even better progress and to develop the quality of education in Slough schools. The project activities will be fully-funded from Slough's Local School Improvement Fund for any Slough school that wishes to take part. **We are pleased to announce that Durrington Research School will lead three stimulus training days for participants and a wider audience** (see dates below). **Durrington will tailor the training to ensure that it is relevant to both primary and secondary schools.** Two Disciplinary Literacy (DL) Project Leads will be appointed from January 2020 - one from a participating primary school and one from a secondary.

Rationale

Building on work already published around strategies to improve literacy in Primary Schools, the EEF guidance '*Improving Literacy in Secondary Schools*':

"Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. If their progress mirrors previous cohorts, we would expect 1 in 10 to achieve passes in English and maths at GCSE, and fewer than 2% to achieve the English Baccalaureate."

In Slough, 25% of children in reading and 19% of children in writing did not attain the expected standard at the end of primary school in 2019. These children are now in Year 7; this is a similar picture to 2018, current Year 8s in secondary schools.

In Slough, girls outperformed boys in reading and writing again in 2019, including at the higher standard. The gender gap is the same for both reading and writing. Boys' attainment fell slightly further behind girls' for reading and writing in Slough in 2019.

Project Aims

The project aims to support teachers in all subjects and phases with strategies to help students read, write, and communicate effectively. The use of the EEF guidance and related training will help to support a consistently excellent, evidence-informed education that creates great opportunities for all children and young people, regardless of their family background. Specific aims include:

- To support schools to recognise disciplinary literacy as an approach **to improve literacy across the curriculum**, recognising that literacy skills are both general and subject specific.
- To engage leaders and teachers in schools in implementing **an evidence informed education system** in Slough.
- To facilitate **cross-phase working** in Slough, with an emphasis on improving literacy across the curriculum.
- To support Slough schools to move towards **‘exemplary’ practice** as referenced in the RAG SelfAssessment for Improving Literacy in Secondary Schools.
- To **contribute to the EEF’s work**, by feeding back to the Research Schools Network and exploring the opportunities for affiliation.

Project Overview

Each participating school will identify two Disciplinary Literacy Leads (DLLs), who will benefit from training from Durrington Research School, as well as the opportunity to work collaboratively with colleagues from across Slough schools, with the aim of developing pedagogical and subject-specific practice in your school, aligned to each individual school’s development priorities.

The model of delivery of the project will consist of three stimulus training events, each followed by a crossphase Teacher Learning Community (TLC). Each of these events will be hosted at the Slough schools that are participating in the project. Host schools for each TLC session showcase progress made towards exemplary practice within the RAG self-assessment. Each stimulus training event will be opened to a wider delegate pool from across Slough schools.

The impact of the training and work of the DLLs will be evaluated by completing a self-assessment audit at the beginning and end of the project. This process will be supported by two personnel, each seconded to role for one day a week or equivalent. There is an expectation that schools will action plan priorities within the seven strands below:

- *Prioritise disciplinary literacy across the curriculum*
- *Provide targeted vocabulary instruction in every subject*
- *Develop pupils’ ability to read complex academic texts*
- *Break down complex academic texts*
- *Combine writing instruction with reading in every subject*
- *Provide opportunities for structured talk*
- *Provide high quality literacy interventions for struggling pupils*

Please note – there is no expected planning format for this work but schools are expected to operate within their chosen areas and report accordingly.

Project Timeline

October 2019	Headteacher Steering Group established
4 th November	Advertise for 2 Project Leads (1 primary; 1 secondary) Invite participant schools
Mon 18 th November	Application deadline for Project Leads and participant schools
Thurs 21 st November	Shortlisting of candidates
January 2020	Project Leads commissioned
Tues 21 st January 2020	Stimulus Training 1 from Durrington Research School
Thurs 26 th March 2020	TLC 1 (2:30 – 4:30pm) – School venue TBC
Thurs 2 nd July 2020	Stimulus Training 2 from Durrington Research School
Thurs 15 th October 2020	TLC 2 (2:30 – 4:30pm) – School venue TBC
Tues 23 rd March 2021	Stimulus Training 3 from Durrington Research School

In addition to the offer above, participating schools will receive up to £300 to invest in professional development resources.

To sign up to this project, the Headteacher should complete the form here:

<https://forms.office.com/Pages/ResponsePage.aspx?id=2r5LQU61KkyYrll32nitAunlaoaT78BKoulVihPMZvJUQURFNhBSDdBSIQ5WUpQRIY1Wkc4Sks1TS4u>