

Progression in Literacy and Numeracy


In the first year of the Attainment Challenge, it became clear that there was a need for a shared understanding of progression within literacy and numeracy. As a result, Coaching and Modelling Officers worked alongside practitioners and Inverclyde progression pathways for Numeracy and Mathematics and Literacy and English were devised. An Early Years planner for the Stages of Early Arithmetical Learning, with suggested activities, has also been introduced.

The pathways take into account the national benchmarks and support practitioners with planning progressive learning experiences for children. This shared understanding of progression enables better transitions between classes and from school to school. The pathways also support teachers in making more robust professional judgements on achievement of a level. Coaching and Modelling Officers have provided advice and guidance to schools on the introduction of the pathways.

The pathways include sections on high quality learning, teaching and assessment approaches and have clear links to Inverclyde's revised "Learning, Teaching and Assessment Policy".

Early feedback from headteachers is positive, although a more detailed evaluation of the impact of the progression pathways is planned for next session.

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