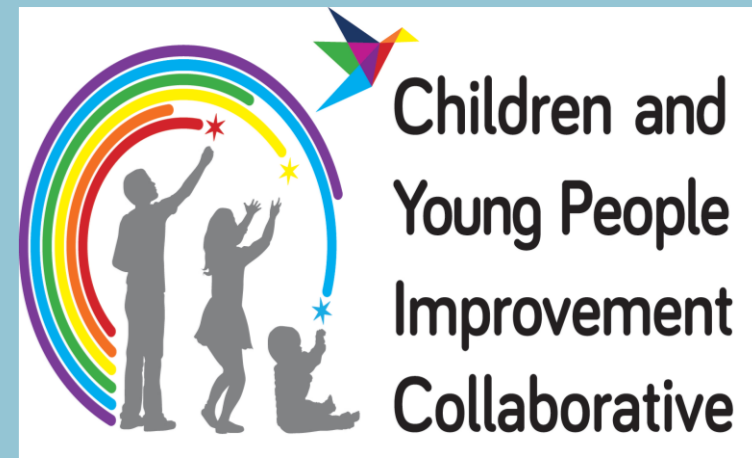


Improving Writing Outcomes for P6 Learners

Seonaid Watson, Class Teacher
Zack Thomson, Class Teacher



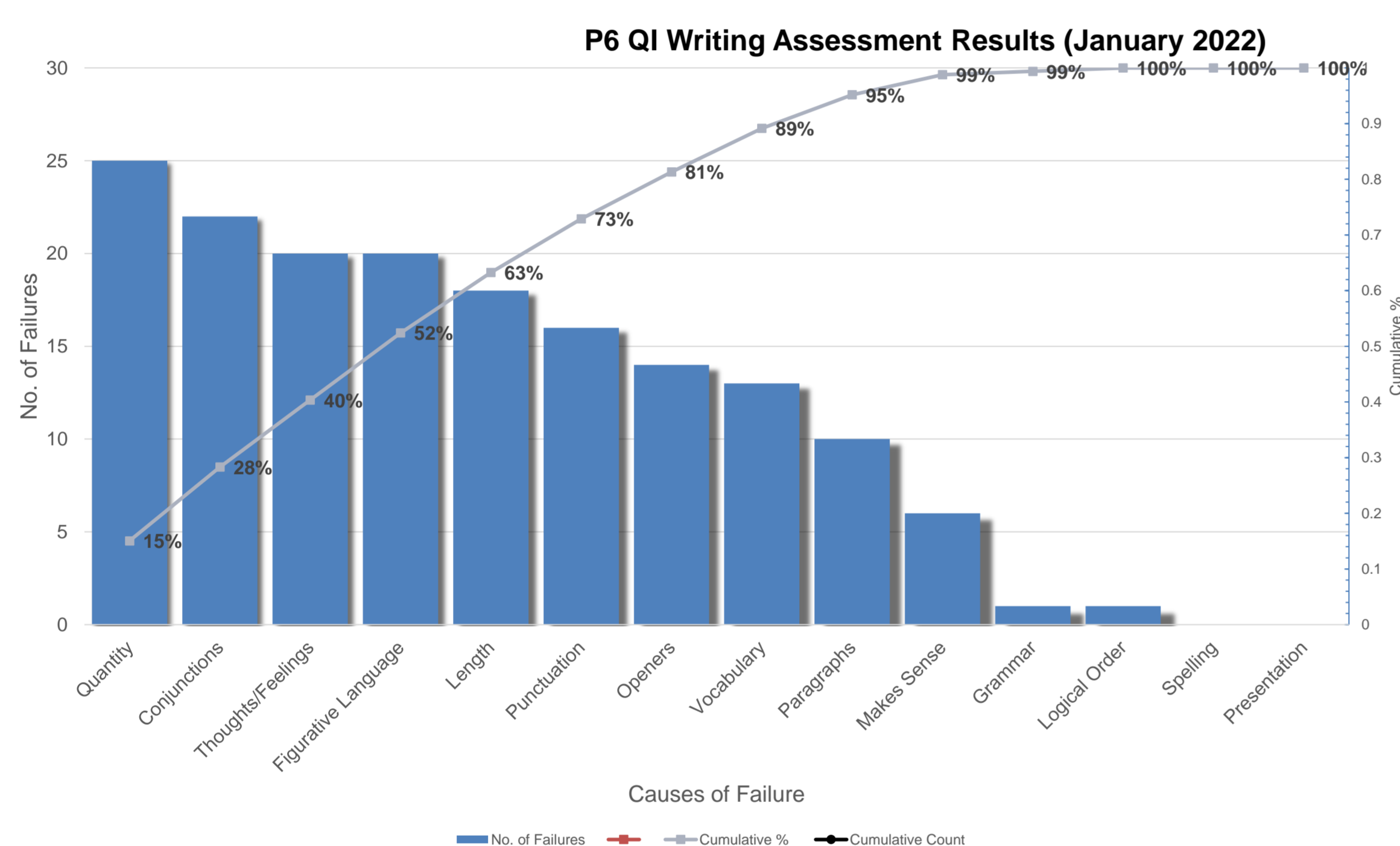
Stretch Aim: By June 2022, 75% of the P6 cohort writing at second progressing level. (Baseline 38%)

Aim 1: By April 2022, 75% of the P6 cohort will be using figurative language at least 3 times in their writing. (Baseline 35%)

Aim 2: By May 2022, 75% of the P6 cohort writing 150 words or more in the given time. (Baseline 16%)

Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Wave 6 Programme.
- Carried out a baseline assessment against benchmark criteria.
- The baseline assessment was used to create a pareto chart.
- The initial challenge (that was recommended to tackle) for the majority of the P6 was a lack of detail and figurative language.
- This informed the first improvement aim (aim 1).
- Once the first aim was met, the primary challenge was increasing the word count.
- This informed the second improvement aim (aim 2).



Implement

- Children writing 3-5 times per week.
- Write for 15 mins, 5 mins to edit. The children were involved in timing themselves.
- Teacher input aligned to aim. This also included a sequence of lessons on aim 1.
- Share Learning Intention and make Success Criteria explicit.
- Assess and feedback against Success Criteria.
- Involve Children in the process! (as self-assessment)
- Run charts were also displayed and referred to. Achievement of targets on the run chart was celebrated as a class. Individual successes when increasing word count was separately celebrated.

Achievements

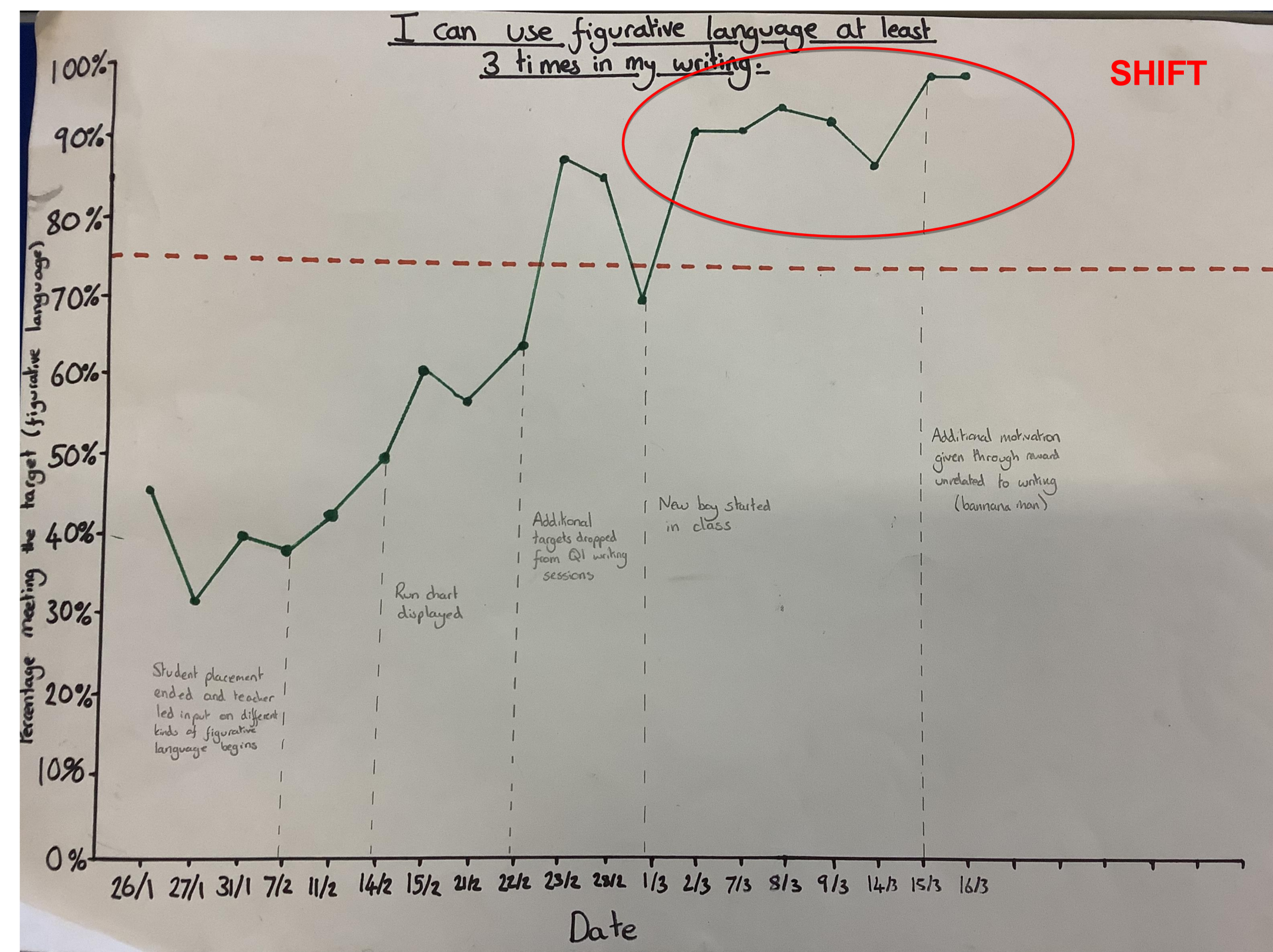
By June, 76% of P6 children achieved stretch aim (baseline 38%).

By April, 100% of children achieved aim 1 (baseline 35%).

By May, 81% of children achieved aim 2 (baseline 16%).*

*However this was not consistent.

Results



Conclusions

- Displaying and celebrating achievement as a daily/weekly visual aid was an excellent motivator.
- Creating and discussing a clear success criteria (And repeating it) led to achievement of aims. Focusing the Success Criteria on one element of the mark scheme was also beneficial.
- Focusing input on aim over an extended sequence helped embed language and improve outcomes.
- Quantity (word count) aims were more challenging to achieve than language and grammar aims.

Key Learning Points

- Visible and dynamic visual displays of assessment and outcomes can act as an excellent motivator.
- QI strategies are more valuable when aiming to achieve outcomes regarding use of language rather than quantity (word counts etc.)
- The QI process, while focused on one aim, allowed for an uplift in the stretch aim through the focused inputs.

Next steps

- Integrate the approach earlier in a school year, to allow for focused achievement of outcomes over a longer period.
- Experiment in using the QI process for a wider variety of aims. Adapt it to a greater extent for word count targets.