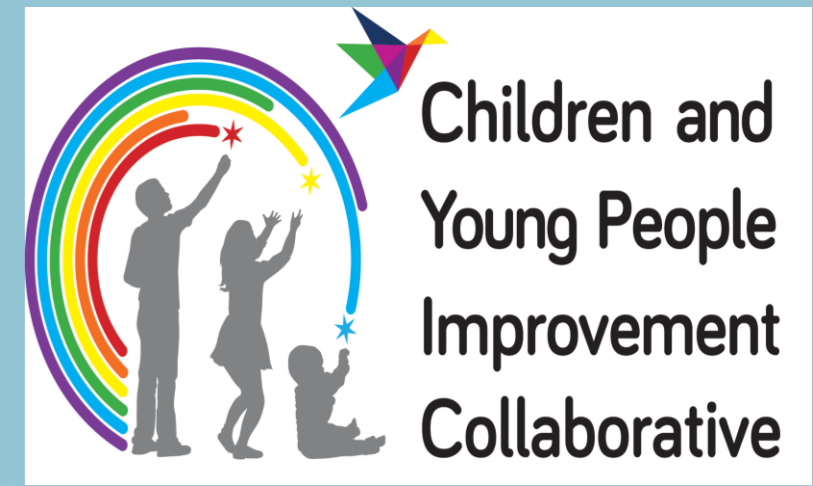


Improving Writing Outcomes for P7 Learners

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Stretch Aim: By May 2022, 80% P7 pupils will have achieved their expected CfE second level writing (Baseline 29%).

Aim 1: By December 2021, 65% of pupils can write 6 correctly punctuated sentences using full stops, commas, capital letters, question marks and exclamation marks (Baseline 11%).

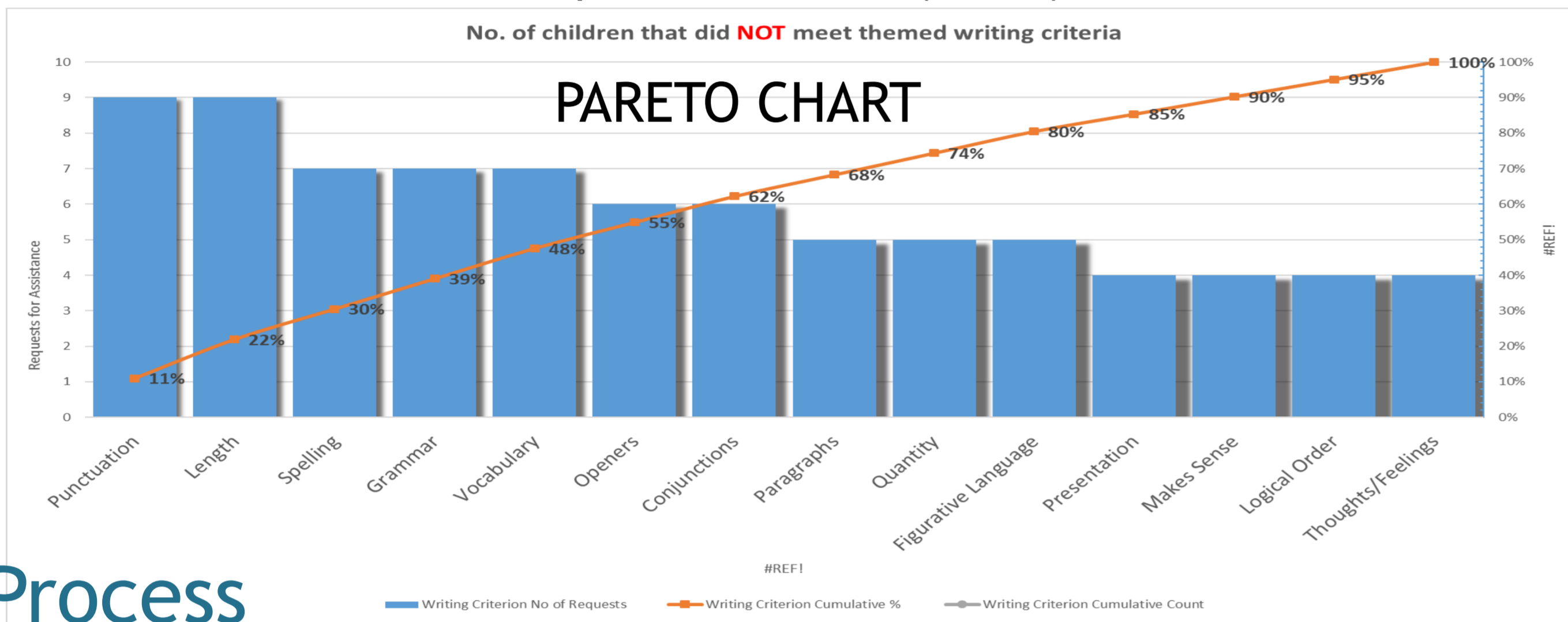
Aim 2: By January 2022 70% of pupils can include 4, 5 or 6 (Differentiated per group) "Wow Words" in their 6 correctly punctuated sentences (Baseline 30%).

Aim 3: By March 2022 80% of pupils will use 5 different openers in their writing (Baseline 30%).

Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Wave 5 Programme.
- Carried out a baseline assessment against benchmark criteria.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was use of punctuation.

This informed our first improvement aim (aim 1).



Process Change

Fife Improving Writing Outcomes

AIM

PRIMARY DRIVERS

SECONDARY DRIVERS

By August 2023 at least...

- 68.0% of P1, P4, P7 children in SIMD Q1
- 83.5% of P1, P4, P7 children in SIMD Q5

...will have successfully achieved the CfE level relevant to their stage in literacy (writing)

High Quality Learning & Teaching

Assessment

Pupil Participation

Quality Improvement Methodology

- Teacher modelling good examples
- Clear & Visible Learning Intentions
- Clear & Visible Success Criteria
- Differentiation – ASN supported
- Focus on aspect of improvement until it is achieved consistently over time
- Measurement aligned to aim
- Displaying regular data over time
- Assessment & Feedback against Success Criteria
- Pupils involved in assessing writing
- Pupils setting individual targets
- Pupils analysing data
- Children writing (15-20 mins with 5 min edit time) 3-5 times per week
- Explicit Improvement Aim(s) & Measurement Plan
- Using QI Tools to understand system
- Collecting and analysing improvement data to inform practice

Implement

- Children writing 4 times per week.
- Write for 15 mins, 5 mins to edit.
- Teacher input aligned to aim at least 3 times per week.
- Share Learning Intention and make Success Criteria explicit for differentiated groups.
- Assess and feedback against Success Criteria.
- Involve Children in the process- share data after every write- discuss progress.
- Use a variety of stimulus- involve pupils.

Achievements

By 07/02/22 80% of pupils consistently achieved criteria to meet 2nd level in writing (Baseline 29%).

By 07/02/22 100% of children achieved aim1 (88% consistently)- Punctuation (Baseline 11%).

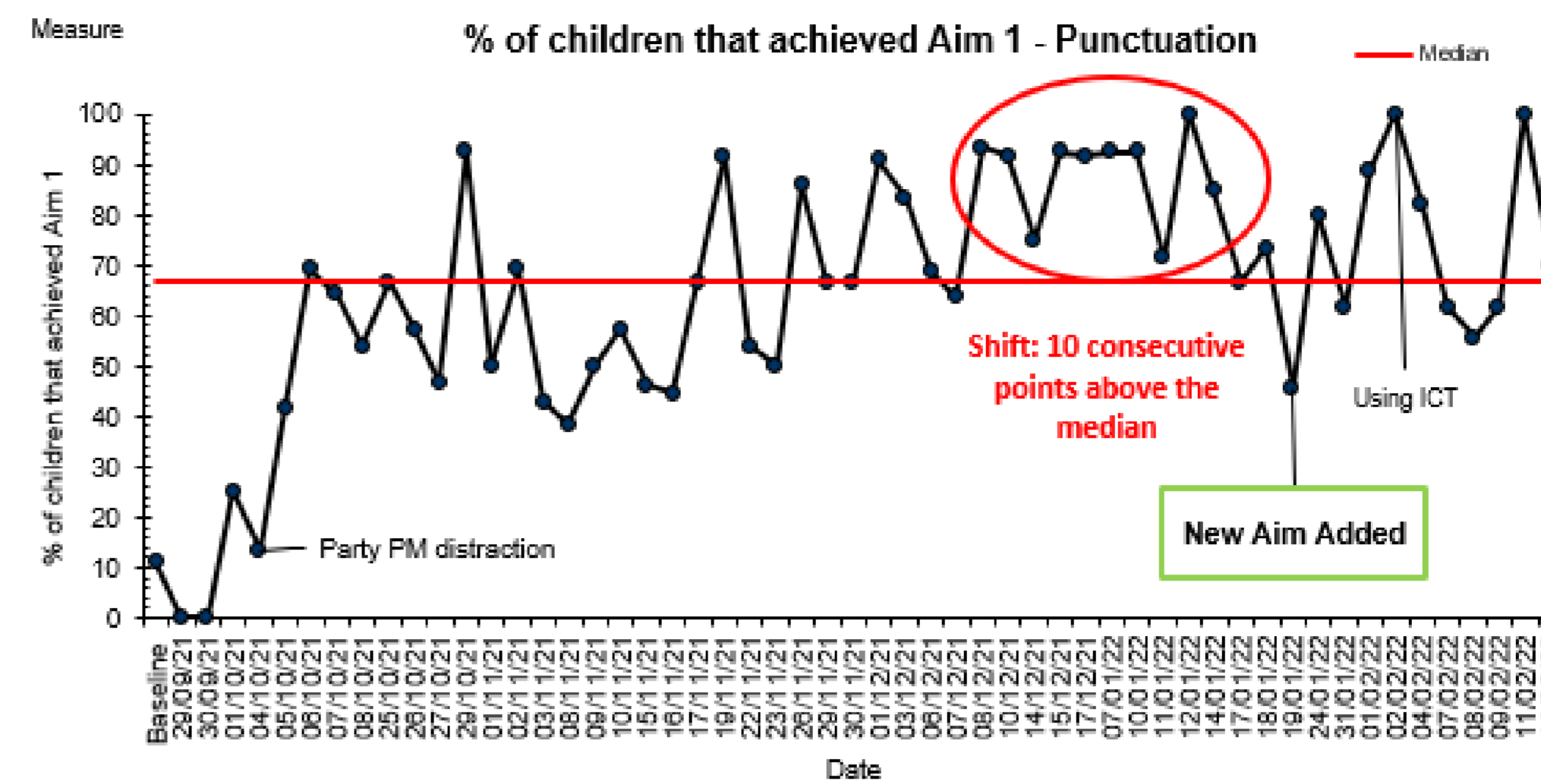
By 07/02/22 100% of children achieved aim 2 (92% consistently)- Vocabulary. (Baseline 30%).

By 07/02/22 100% of children achieved aim 3 (90% Consistently) - Openers. (Baseline 30%).

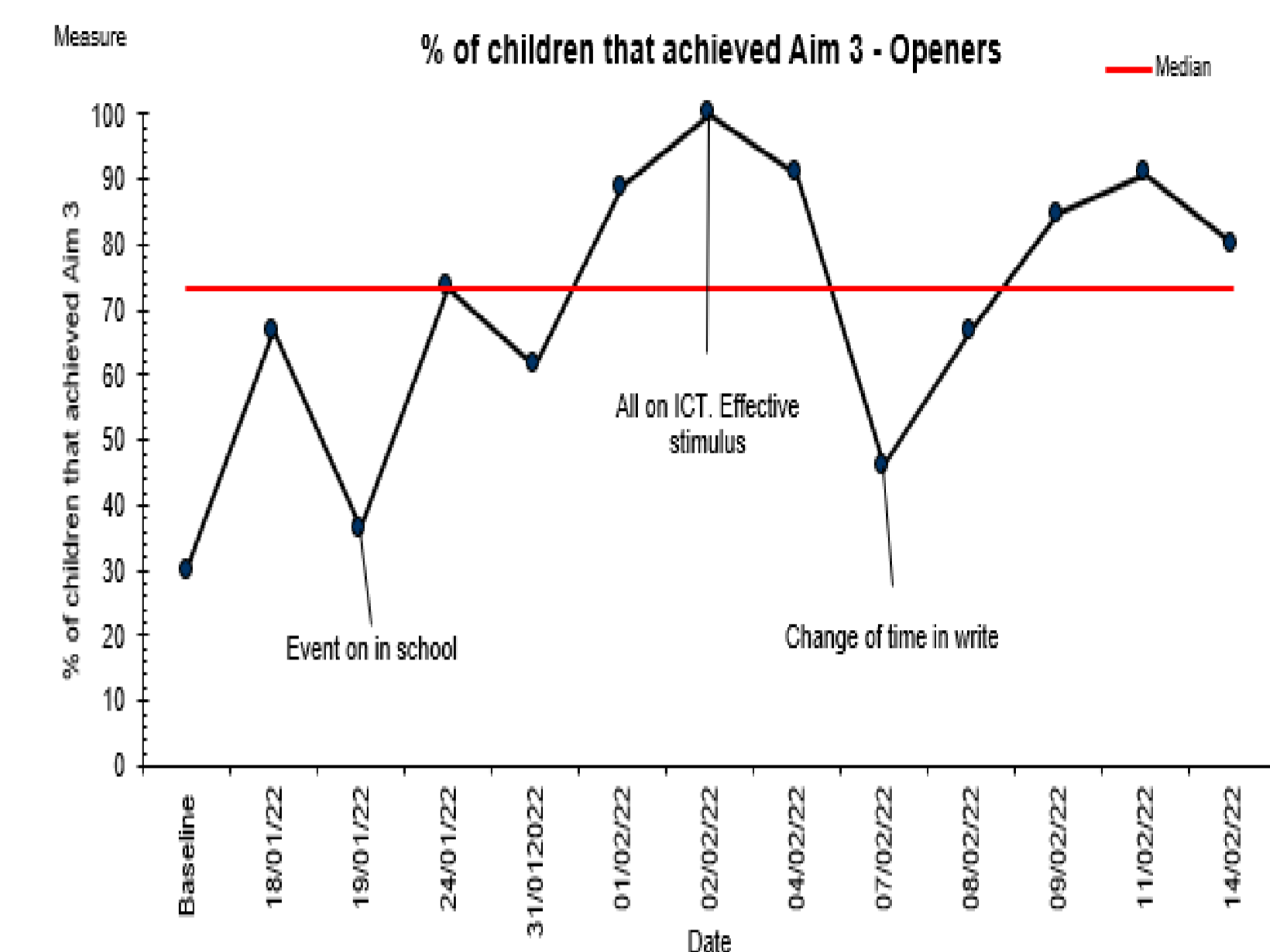
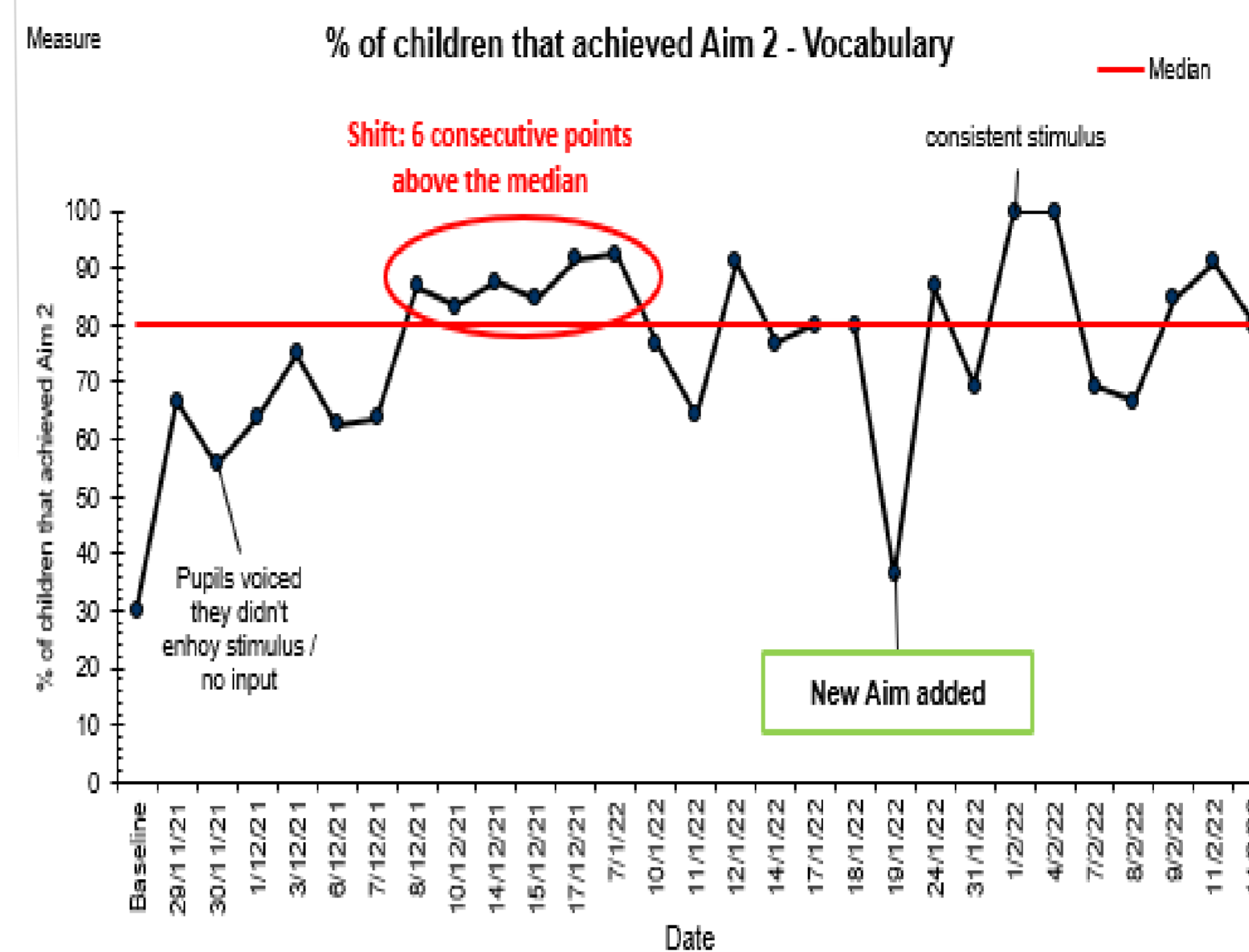
Improvement in attitude towards writing from all pupils.

Increased quality in work and teacher data collection.

Results



Staff Voice: It is really helpful as an assessment tool for what needs planned for individuals and seeing progress at a glance.



Pupil Voice: "I really like getting feedback and knowing what I need to work on". "I like when we have a video and focus to the writing".

Conclusions

- Consistency is key.
- Sharing learning, data and plans helps with improvement.
- Pupils involvement is really important.
- Variety of stimulus helps.
- Time of day has an impact
- It is possible for everyone to achieve.

Key Learning Points

- Pareto analysis to start was a good tool for assessment- indicated starting point.
- Input lessons had a really positive impact, short, sweet and regular was best.
- Differentiation and building up criteria helped not to overload pupils so the task didn't become overwhelming.
- Sharing edit time as pupils became more familiar with the process was useful- peer and self assessing as well as working on teacher feedback.
- Allowing time to look at previous results and feedback before writing helped = focus.

Next steps

- Continue to add new aims.
- Revisit old aims regularly in input lessons prior to writing.
- Use the improvement format for other curricular areas (Comprehension skills and mental math's).
- Work closely with pupils to create a bank of useful stimulus as this has been a huge factor in the improvement process.
- Ensure pupils involvement in all aspects - planning, use of spreadsheets recording of data, making and peer marking.