

Stretch Aim: By June 2021, 85% of P6 pupils will be on track with second level writing outcomes (baseline 50%).

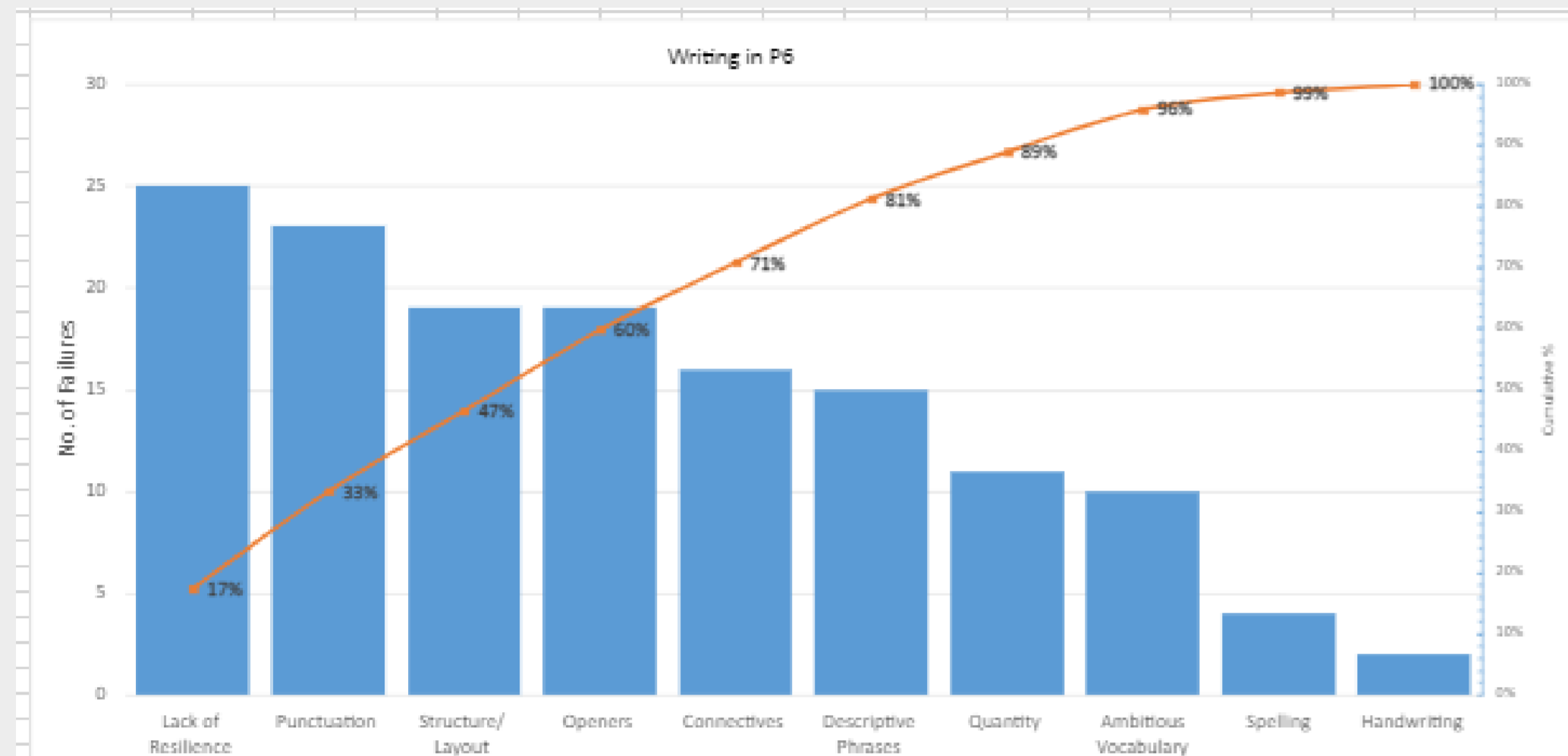
Aim 1: By April 2021, 90% of the sample of P6 pupils will be consistently writing three sentences with correct punctuation (baseline 42%).

Aim 2: By May 2021, 80% of P6 pupils will be consistently using a variety of sentence openers in their writing (baseline 42%).

Aim 3 (just beginning): By July 2021, 90% of P6 pupils will be able to extend their sentences using a variety of connectives (4 minimum) (baseline 46%).

Method

- A baseline assessment was carried out on an individual piece of writing against appropriate CfE writing criteria for each individual child.
- The baseline assessment was used to create the Paerto chart which then informed the direction of the classroom focus for writing.
- Resilience in writing was a major challenge for the learners and as a result punctuation and openers were selected for our improvement efforts.



Process Change

- Explicit Learning Intentions and Success Criteria established .
- Modelled examples of aim, planning stories together on the smartboard to instil confidence.
- Daily writing (15-20 mins) with 5 minutes planning time and 5 minutes editing time.
- LI and SC visible and revisited before, during and after writing.
- Children self/peer assessed writing against the success criteria.
- Children asked to underline areas where they have been successful.
- Punctuation, opener and connective mats available at tables during writing.
- Children viewed data every day and successes shared through the writing tracker.

Achievements

Improvements happened in a very short time-scale!

- Within 4 writing sessions, over 80% of the learners were consistently using the correct punctuation in their writing.
- By May 2020, over 90% of the learners were consistently using sophisticated openers in their writing.
- Learners sitting at 2IE moved to 2P in writing in May, and those already at 2P were producing writing associated with the level.
- After a short period of time, learners displayed an increased motivation, resilience and determination to achieve the intended learning.

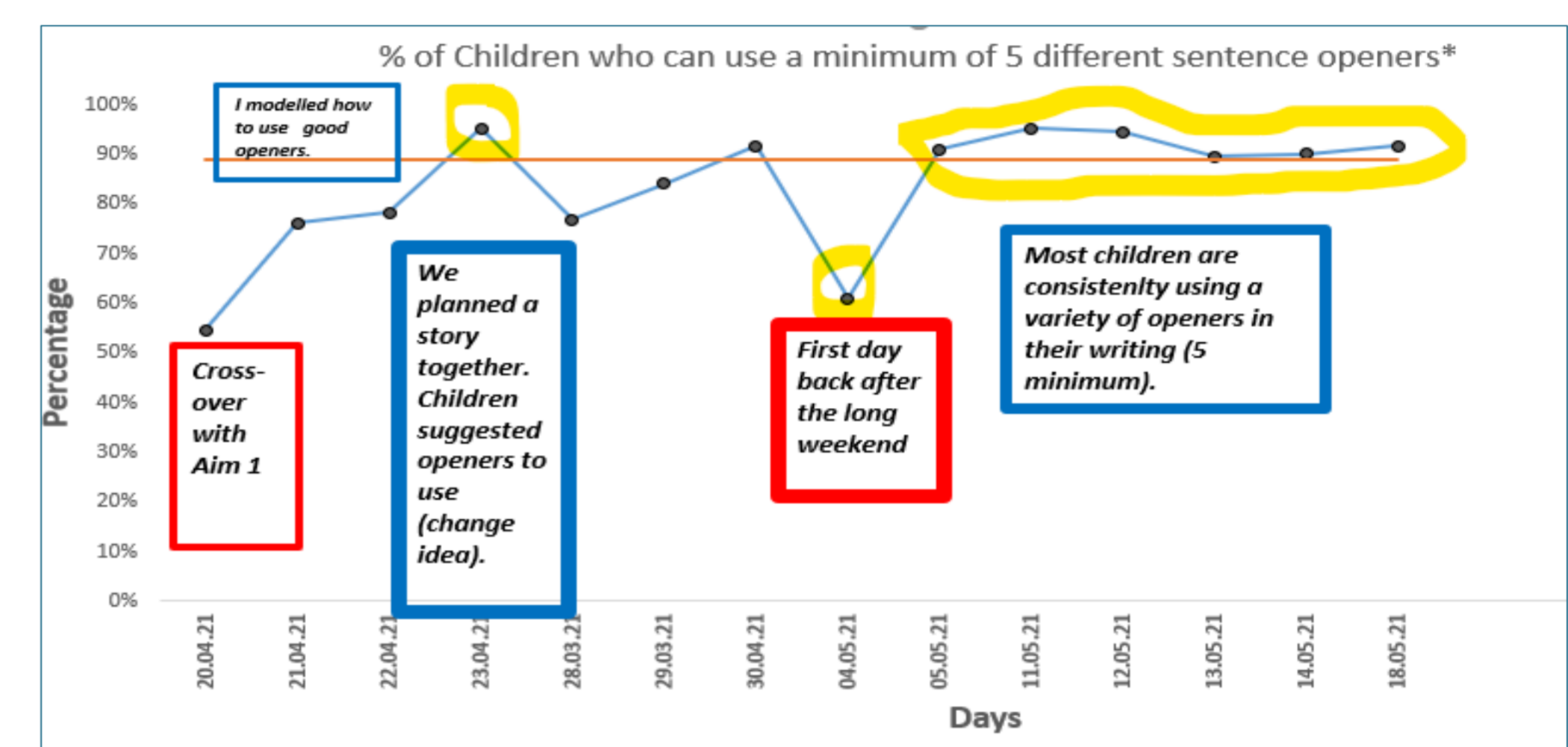
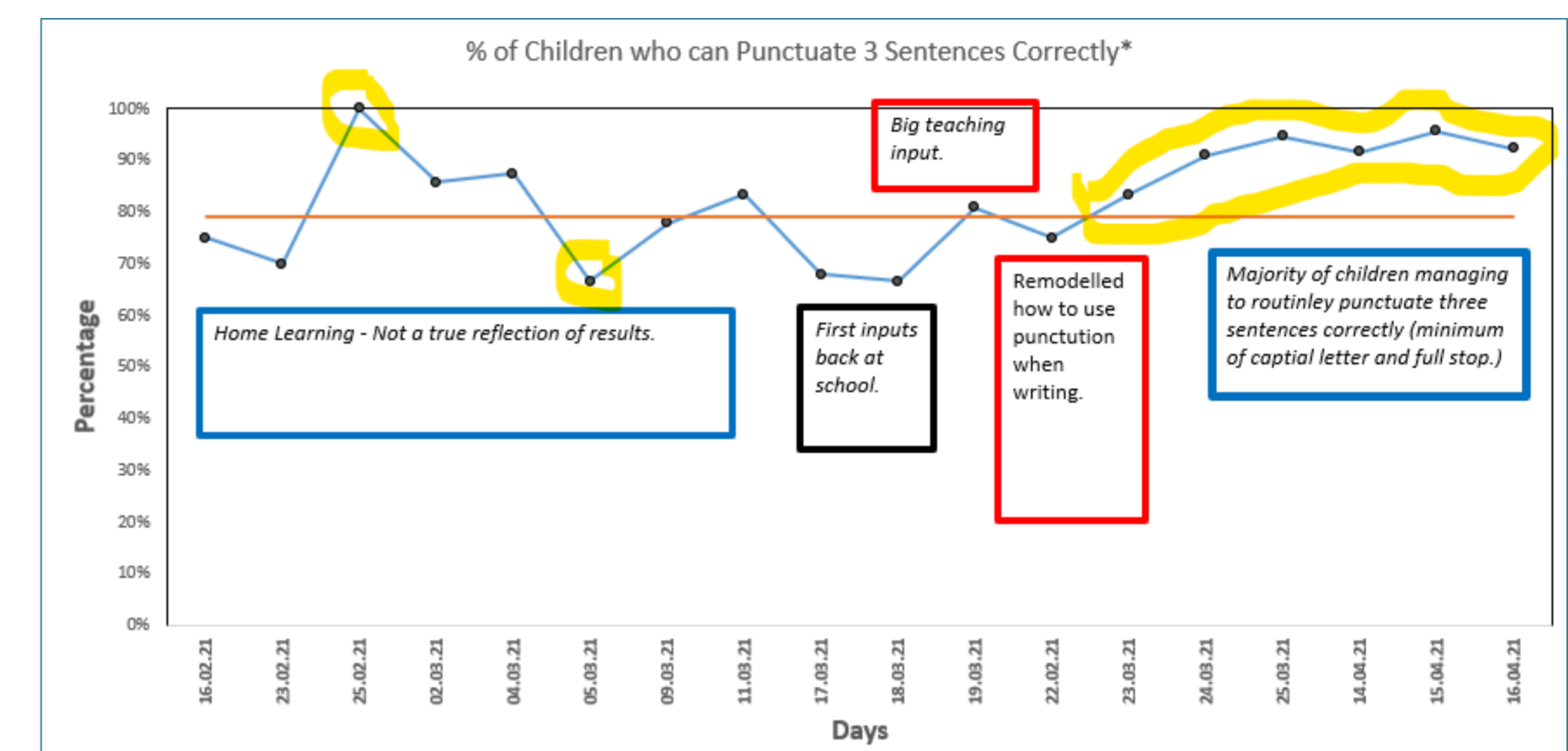
Next steps

Continue with aim 3 for the next month. The learners are already showing promise and on average 80% of them can use a range of openers.

Continue to model examples of good writing which includes current focuses. I need to continue to revisit previous aims when focussing on new ones.

As a future focus, the learners will explore ambitious vocabulary. After this, children will complete an extended piece of writing in order to assess their progression and highlight the skills retained.

Results



Conclusions

Focused and explicit approach led to improvements in aspects of writing.

Before, I didn't feel confident with writing and I felt nervous putting pencil to paper. Now I feel very confident and I enjoy making my own stories.
- P6 Pupil.

I used to dread doing writing because I wasn't confident. I really enjoyed learning about openers and I can use a variety in my writing. I want to achieve the same with my connectives. I find writing relaxing and enjoyable.
-P6 Pupil

Key Learning Points

- It was important to collect the baseline data to highlight the skills to focus on for development.
- Modelling of each focus was important for the learners to develop confidence to try for themselves.
- Reinforcement of LI/ SC before, during and after the writing session was important to allow the learners to retain the expectation and be consistent.
- Learners were regularly involved in conversations surrounding learning intentions, success criteria, L+T and feedback which prompted and developed elements such as peer assessment.
- When learners failed to meet success criteria, the teacher provided opportunities for the children to succeed.
- It was necessary to include previous aims in new focus's SC to provide consistency and prevent dips in retention.
- Looking at the structure of writing in different texts during day-to-day teaching was important and helped learners identify what good writing looked like.
- Learners felt successful when exploring aims and this lead to a greater resilience in writing.