

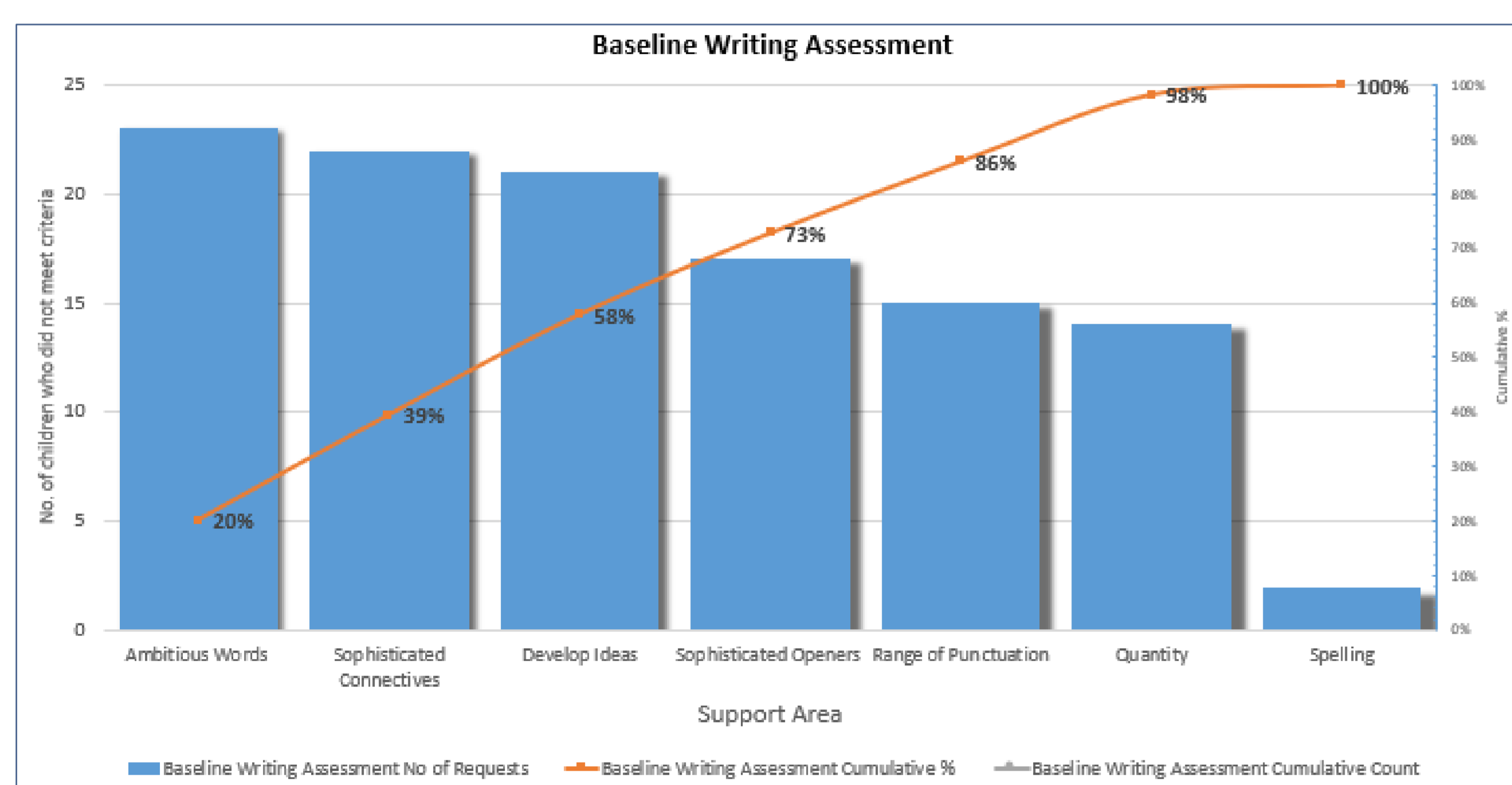
**Stretch Aim: By May 2020, 61% of P7 Children (class P7M) will have achieved CfE second level writing outcomes (baseline Jan 2020: 0%).**

**Aim 1: By 5th Feb 2020, 85% of P7 children (class P7M) will include use sophisticated connectives in a minimum of 2 sentences (baseline 21.4%).**

**Aim 2: By 9th March, 85% of P7 children (class P7M) will be able to use ambitious vocabulary in a minimum of 2 sentences (baseline 21.4%).**

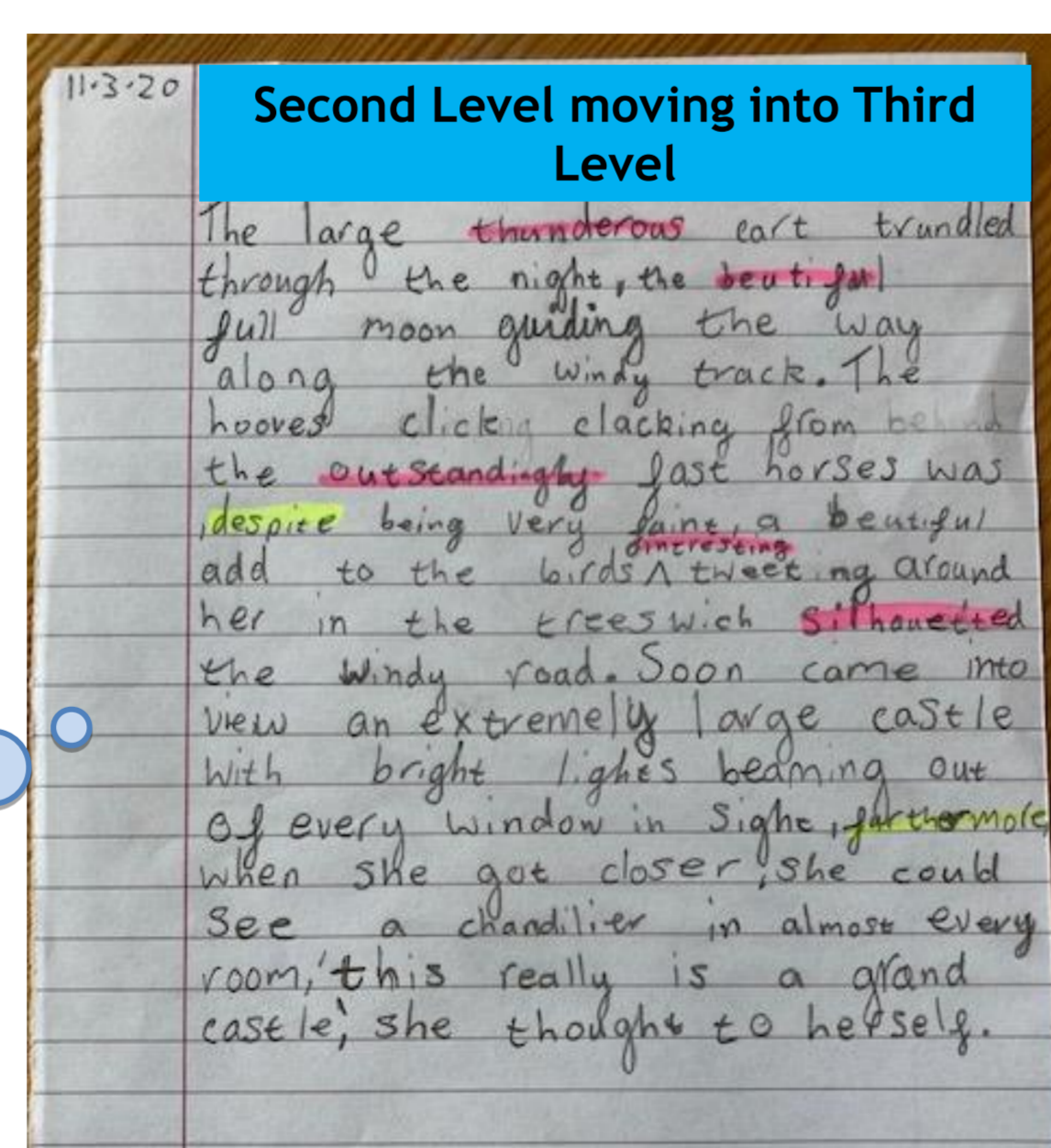
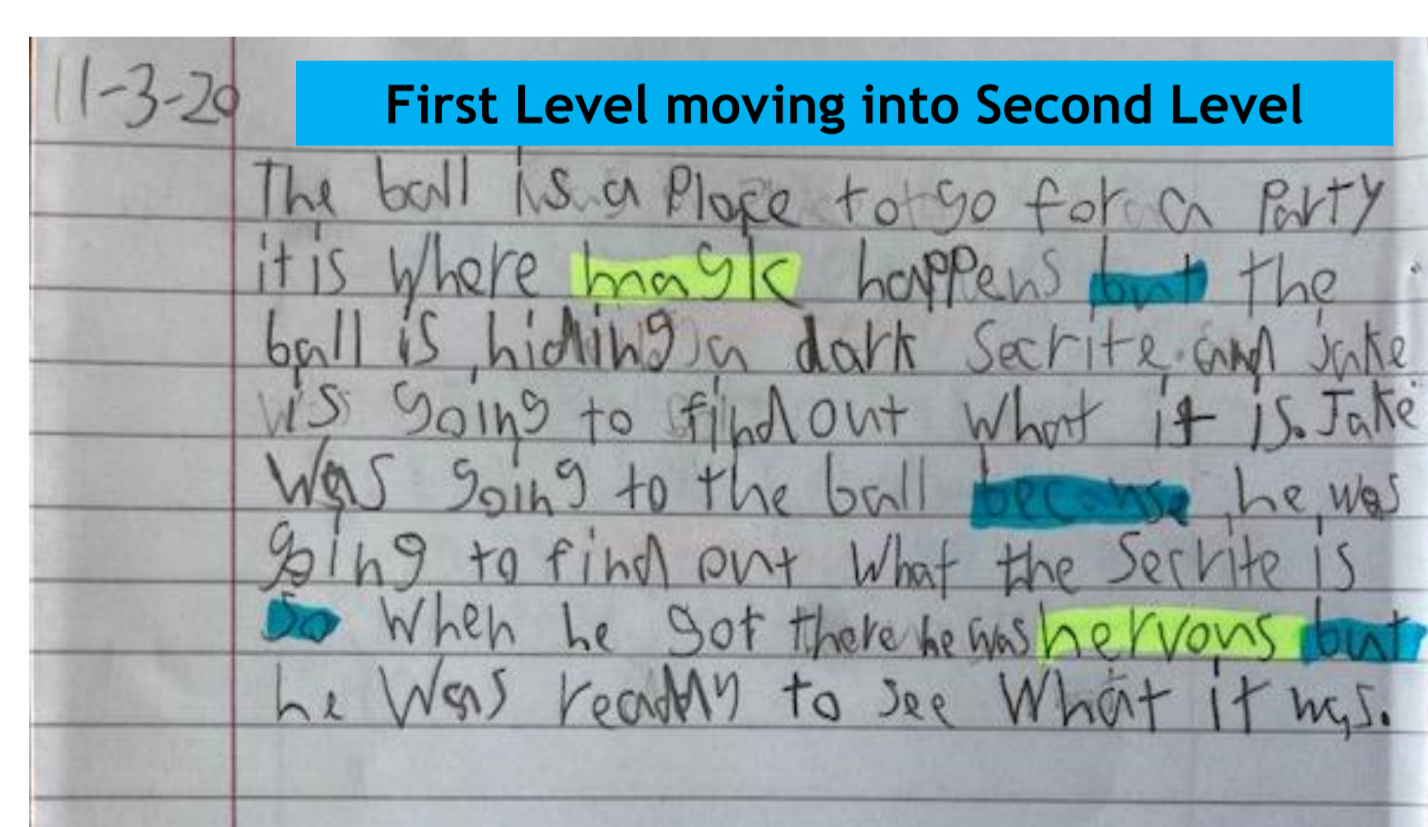
## Method

- A baseline assessment was carried out on a cold piece of writing against appropriate CfE writing criteria for each individual child.
- The baseline assessment was used to create a Pareto Chart to refine improvement focus and classroom aims.
- Sophisticated connectives and ambitious vocabulary were identified as key challenges for learners and became the focus of our improvement efforts.



## Process Change

- Explicit Learning Intention and Success Criteria (suggested connectives, example sentence and story starter) displayed on smartboard and teacher instruction provided.
- Children assigned to groups - differentiated levels of challenge.
- Daily Write (15-20 minutes) with a few minutes to edit if needed.
- Children asked to self check and highlight their success criteria.
- VCOP pyramid was readily accessible at learners' workstations.
- Recorded data daily and gave feedback on LI/SC.



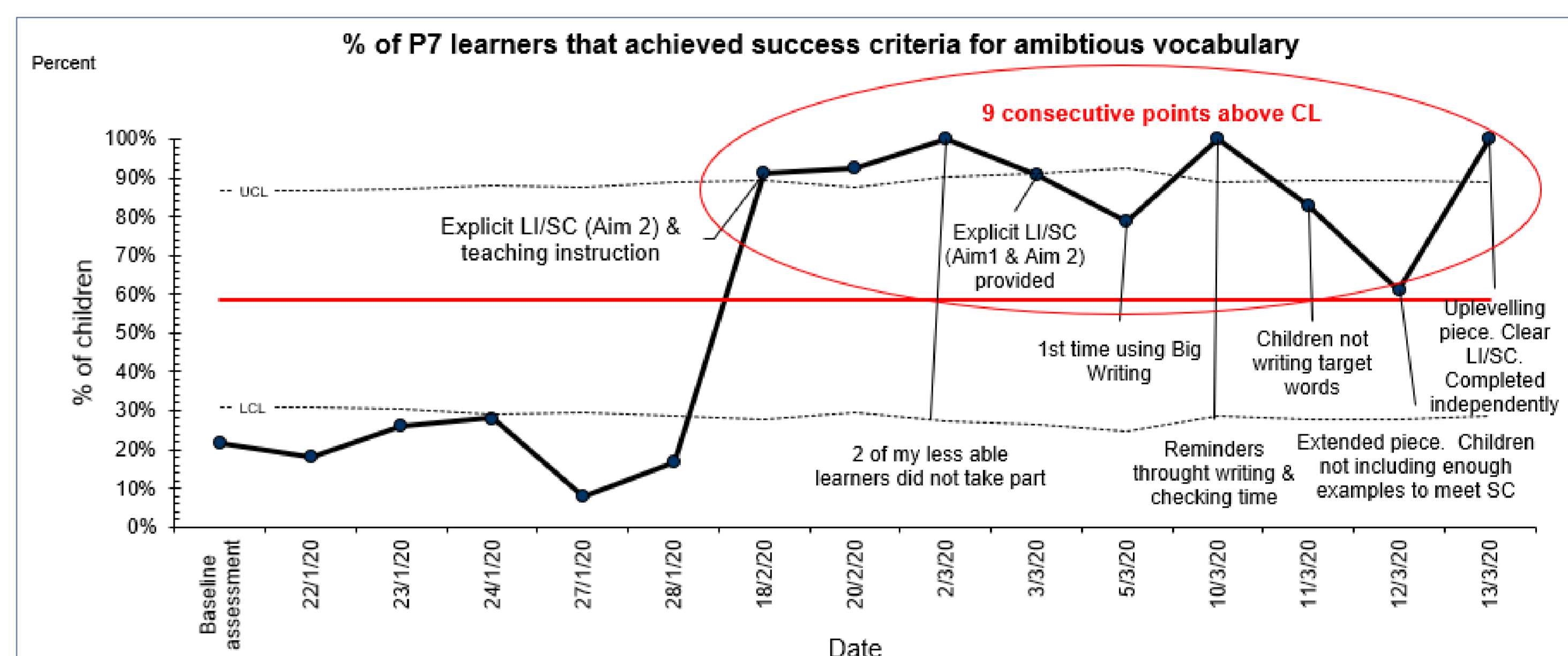
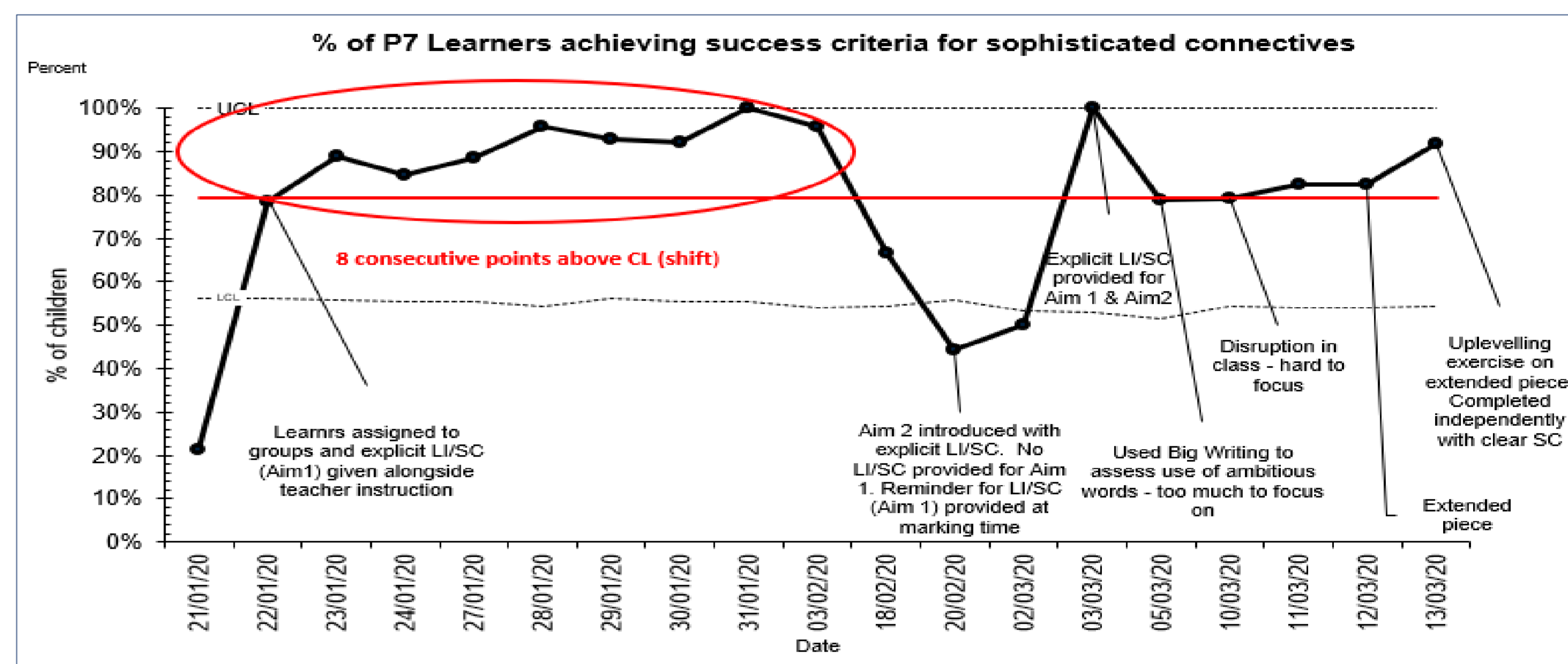
Children used highlighter to demonstrate where they had achieved success! This engaged learners with their LI/SC. It also made feedback and data collection manageable.

## Achievements

**Improvement happened in a very short time scale!**

- Over 80% of learners were consistently achieving their Learning Intention and Success Criteria for sophisticated connectives within two academic sessions.
- By March 2020 61% (17/28) learners were working within Third Level Initial Engagement.**

## Results



## Conclusions

**Explicit LI/SC and teacher instruction led to improvement gains in aspects of writing.**

"It encouraged me to develop my writing because I had the Learning Intention and Success Criteria to work towards. I also liked having resources to help me." (P7 Pupil)

"I thought Daily Writing was fun! It made my brain think more about how to develop my writing." (P7 Pupil)

## Key Learning Points

- The importance of collecting baseline data before introducing change.
- Reinforcement was key – children's retention was lower than expected and constant reinforcement necessary to avoid complacency.
- Reinforcement of LI/SC halfway through each session was necessary otherwise some children would get to the end of the session and realise they hadn't met SC.
- As our improvement focus moved to a new aspect of writing, there was a dip in our data for our first improvement aim (Aim 1). As the project evolved it was necessary to provide explicit LI/SC for both aims.
- When children failed to meet success criteria, teacher provided an opportunity to achieve this.
- Some children were using connectives at the beginning of their sentences. We had to explain the concept of connectives, which perhaps we had taken for granted.
- Sessions involved conversations surrounding Learning Intentions, Success Criteria and writing concepts to provide the learners the best opportunity to succeed.