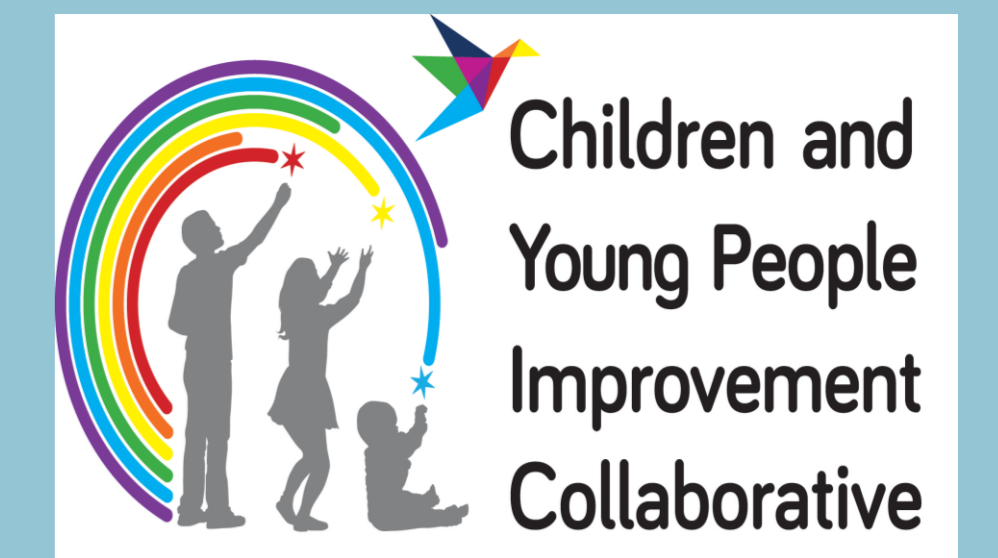


Improving Writing Outcomes for P5 Children Buckhaven Primary School

Lynne Ward, P5 Teacher
Clare Wright, P5 Teacher



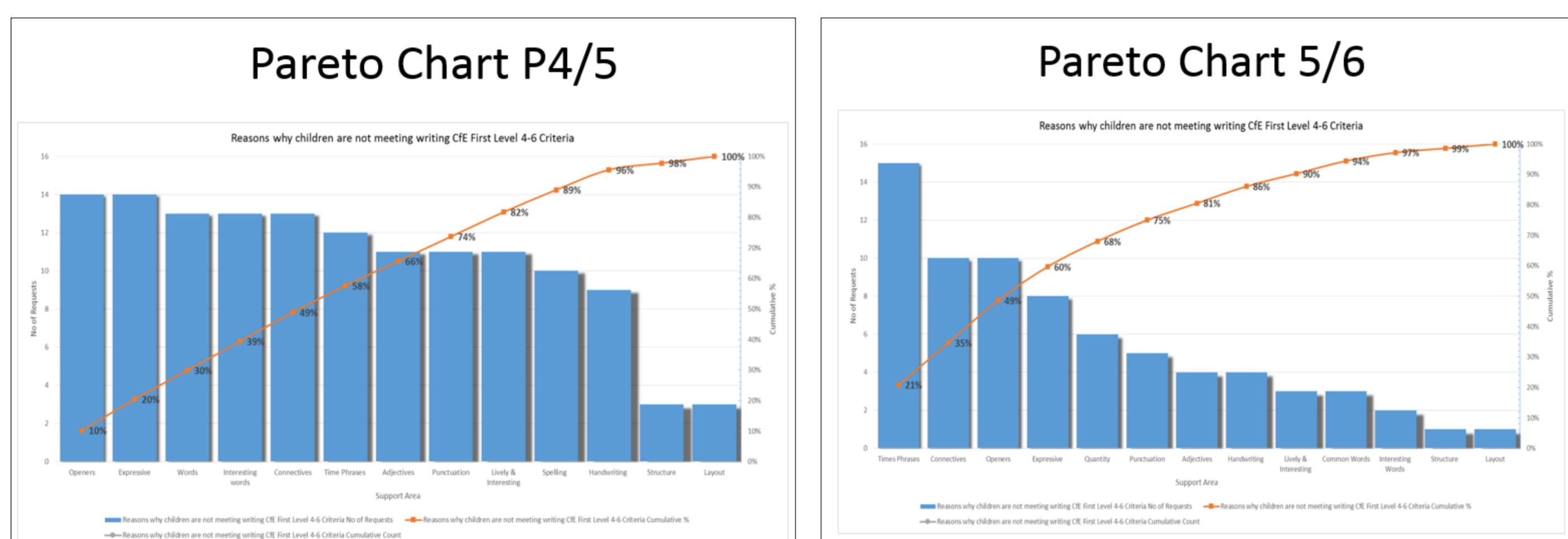
Stretch Aim: By December 2018, 80% of P5 learners will have achieved CfE First Level Literacy Outcomes in Writing (baseline: 41%).

Aim 1: By 1st November 2018, 85% of P5 learners will be including 3 or more different 'time phrases' as openers within their independent writing (baseline: Rm 11: 22%, Rm 13: 0)

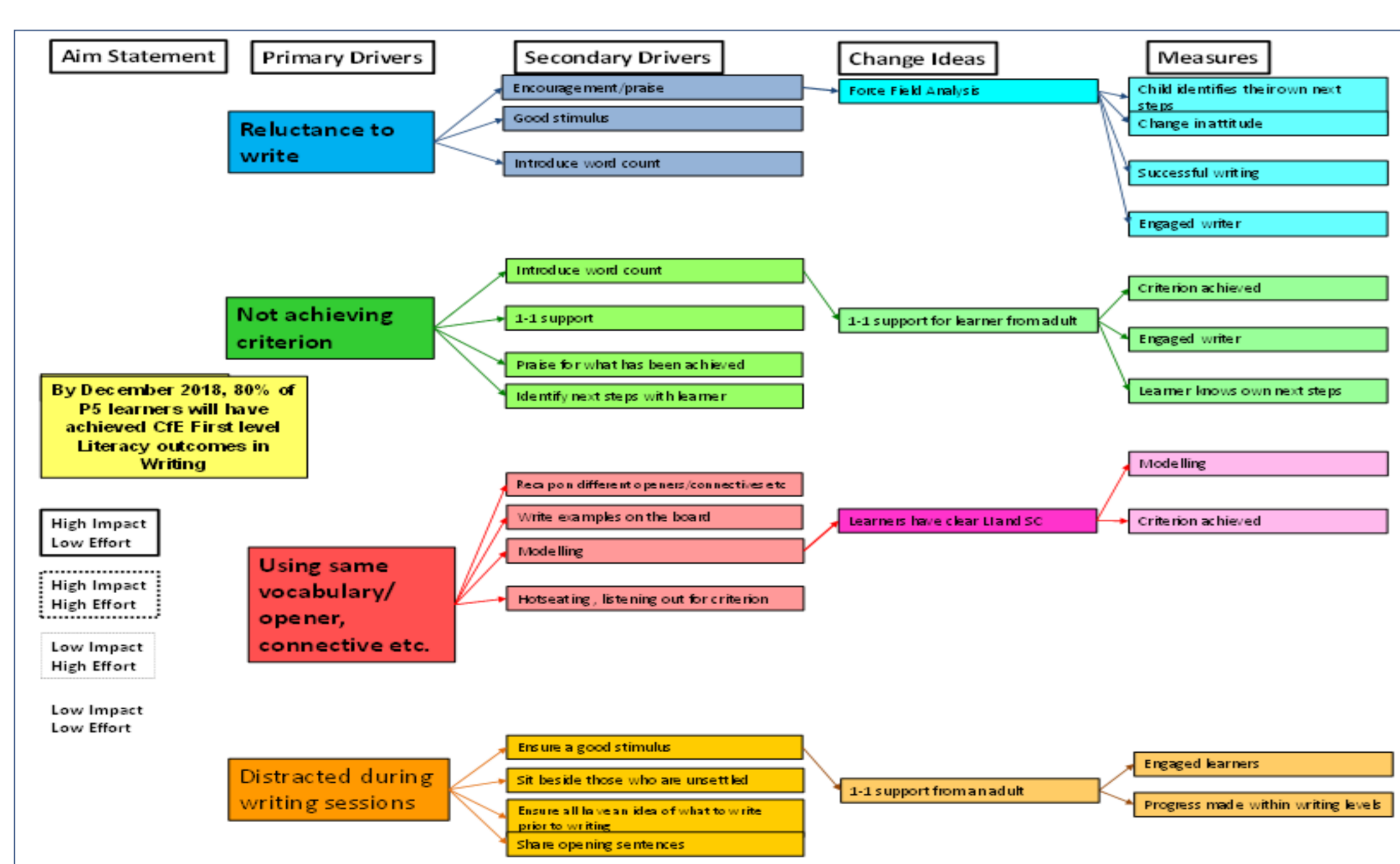
Aim 2: By 1st November 2018, 85% of P5 learners will be including 3 or more sophisticated connectives within their independent writing (baseline: Rm 11: 18.7%, Rm 13: 33%)

Method

- Assessed a cold piece of writing against CfE First Level Writing criteria for each individual learner.
- This baseline assessment data was used to create a pareto chart to refine improvement focus and agree classroom aims.
- 'Openers and 'Time Phrases' were identified as key challenges for children and became the focus of our improvement efforts.
- We facilitated a Force Field Analysis with a learner to identify strategies to help them to articulate why they were reluctant to write.



Process Change



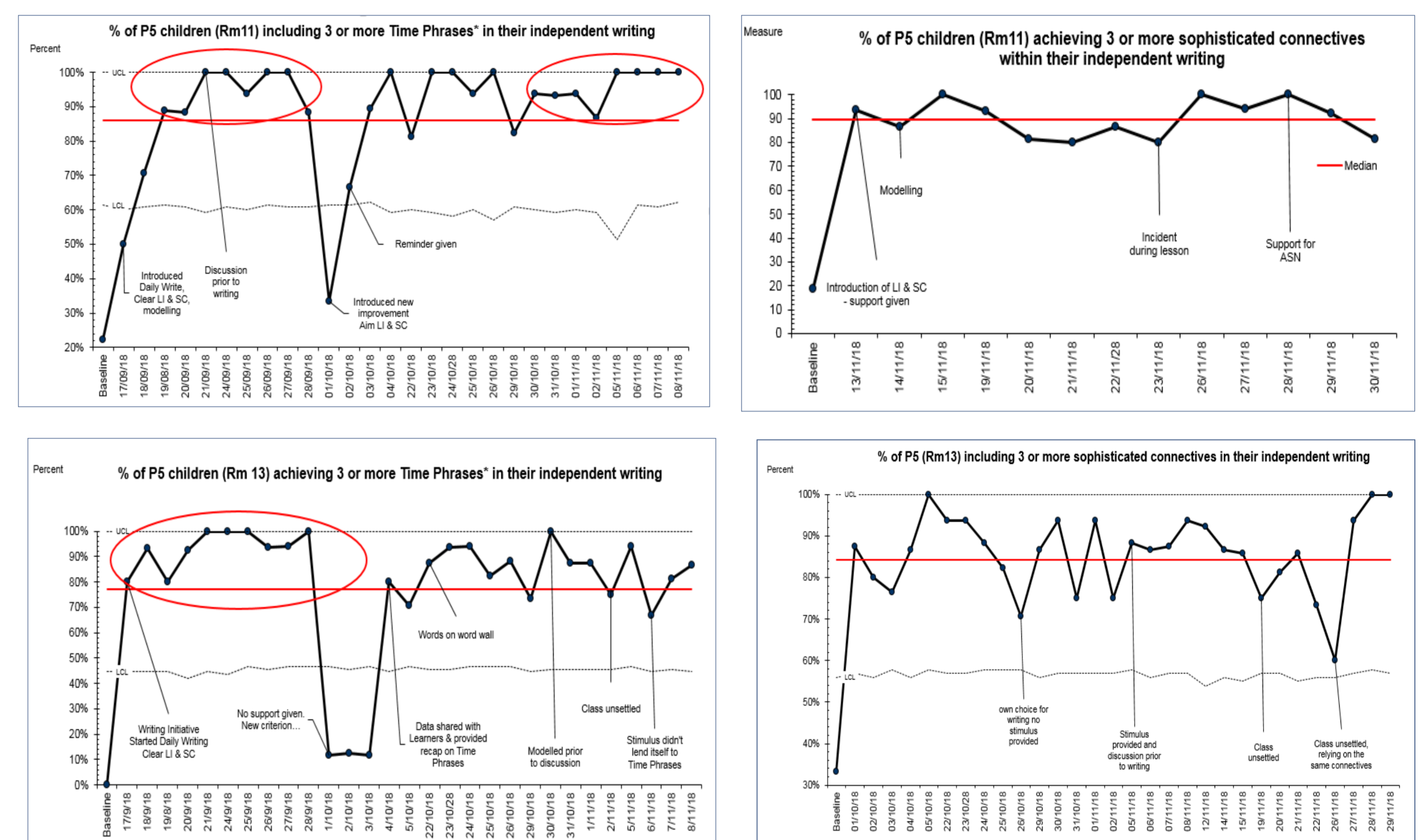
Key Change Ideas

- Daily Writing (20-25 minutes).
- Shared Learning Intention (LI) and Success Criteria (SC) daily.
- Teacher modelled aspects of writing daily.
- Only marked feedback on LI and SC, recorded data daily and gave instant feedback to learners.
- Encouraged self and peer assessment.

Achievements

- The percentage of children who achieved CfE First Level Writing outcomes increased from **41%-70%** from September 2018- December 2018.
- Significant improvements across key aspects of writing.

Results



Conclusions

This improvement initiative has worked in our context! It has build our confidence in teaching writing (Teacher)

Enthusiasm for writing amongst our learners! (Head Teacher)

Learners have been on board from the start of this intervention and have enjoyed the daily writing (Teacher)

Key Learning Points

- Paired writing and team teaching helped keep motivation and momentum going whilst helping to up-level writers not yet achieving level.
- Introduced a minimum word count as some learners were not writing enough to achieve criterion and also to challenge others to extend their piece.
- Although we have seen improvements in the majority of our children's writing outcomes, our focus has now shifted to supporting learners that despite input are struggling to achieve criteria daily.

Next steps

Establish an infrastructure of support to coach and mentor colleagues with Quality Improvement approaches to spread learning on 'what works' to improve writing across Buckhaven Primary School.