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Stretch Aim: By May 2021, 100% of the group will achieve the projected CfE level for their age/stage.* (Baseline: 60%)

OD - P7s to have achieved Second Level, P6 pupil to achieve Second IE & move to Second Progressing.

Aim 1: By the 12th February '21, 100% of the group to be using sophisticated connectives on 3 occasions in their writing (Baseline: 0%)

*OD - Sophisticated connectives - however, therefore

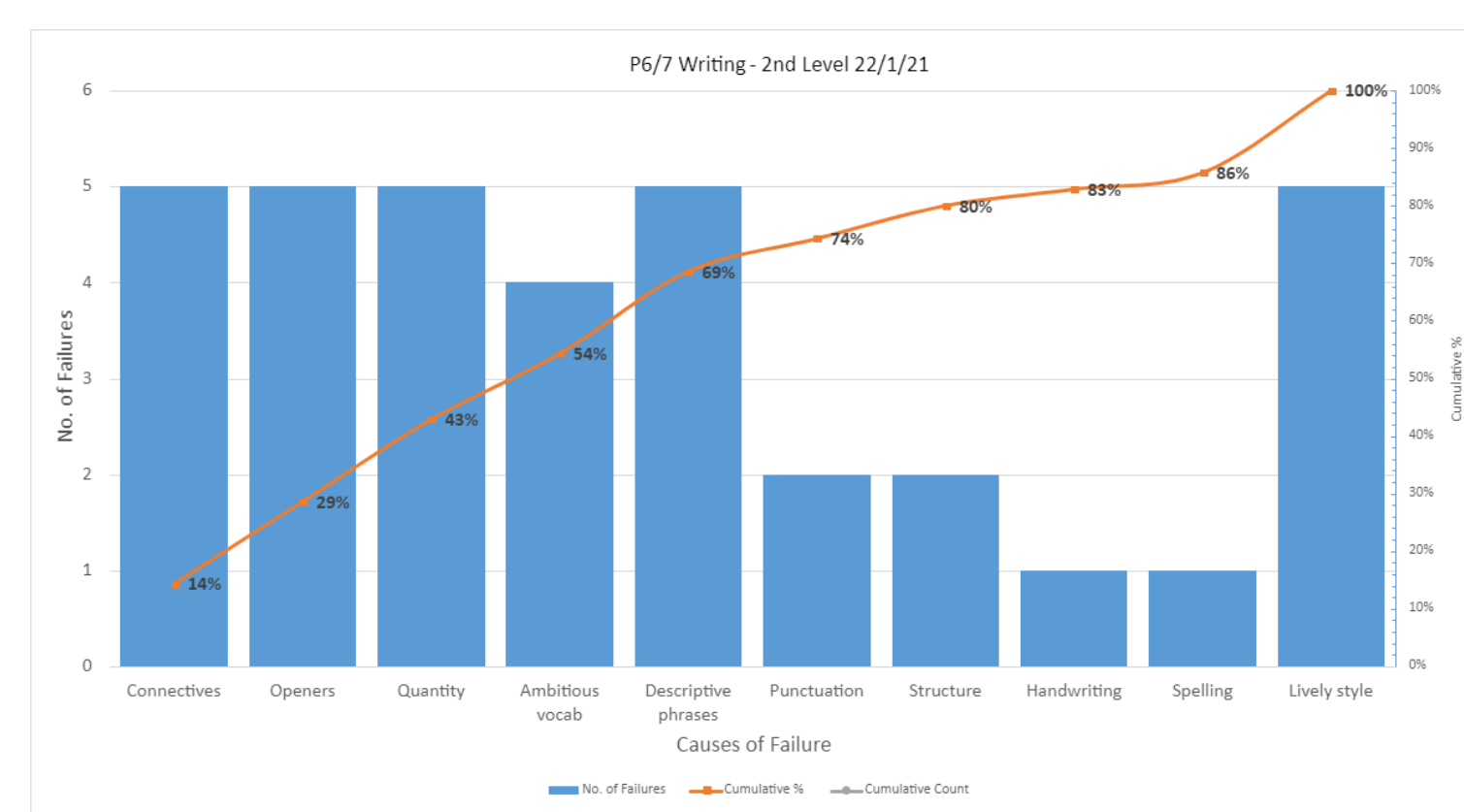
Aim 2: By 19th March '21, 100% of the group to be using 4 sophisticated openers in their writing (Baseline: 0%)

*OD - Sophisticated openers - adverbs & verbs

Method

- During home learning, we asked children to write an imaginative text including all techniques and writing skills they knew.
- The baseline data was gathered by marking these pieces against the Second Level Scottish Criterion Scale.
- This was then used to create the below pareto chart.

Opener, Connective, Quantity, Descriptive phrases & writing in a lively style came out as an improvement required for all.



Process Change

- As a staff we agreed to focus on achievable targets since we were carrying this out during Home Learning – so chose Connectives, then to move on to Openers.
- Introduced a writing sessions 3 times a week on Microsoft Teams.
- Specific L.I. & S.C. shared at the start of every session.
- Activity to uplevel teacher made text used regularly to encourage and model use of connectives/openers.
- 15-20 minutes writing time with 5 minute edit time. Live feedback given as children got more familiar with the software to post work in real time.

Adverbs

- Immediately
- occasionally
- amazingly
- confidently
- excitedly
- silently

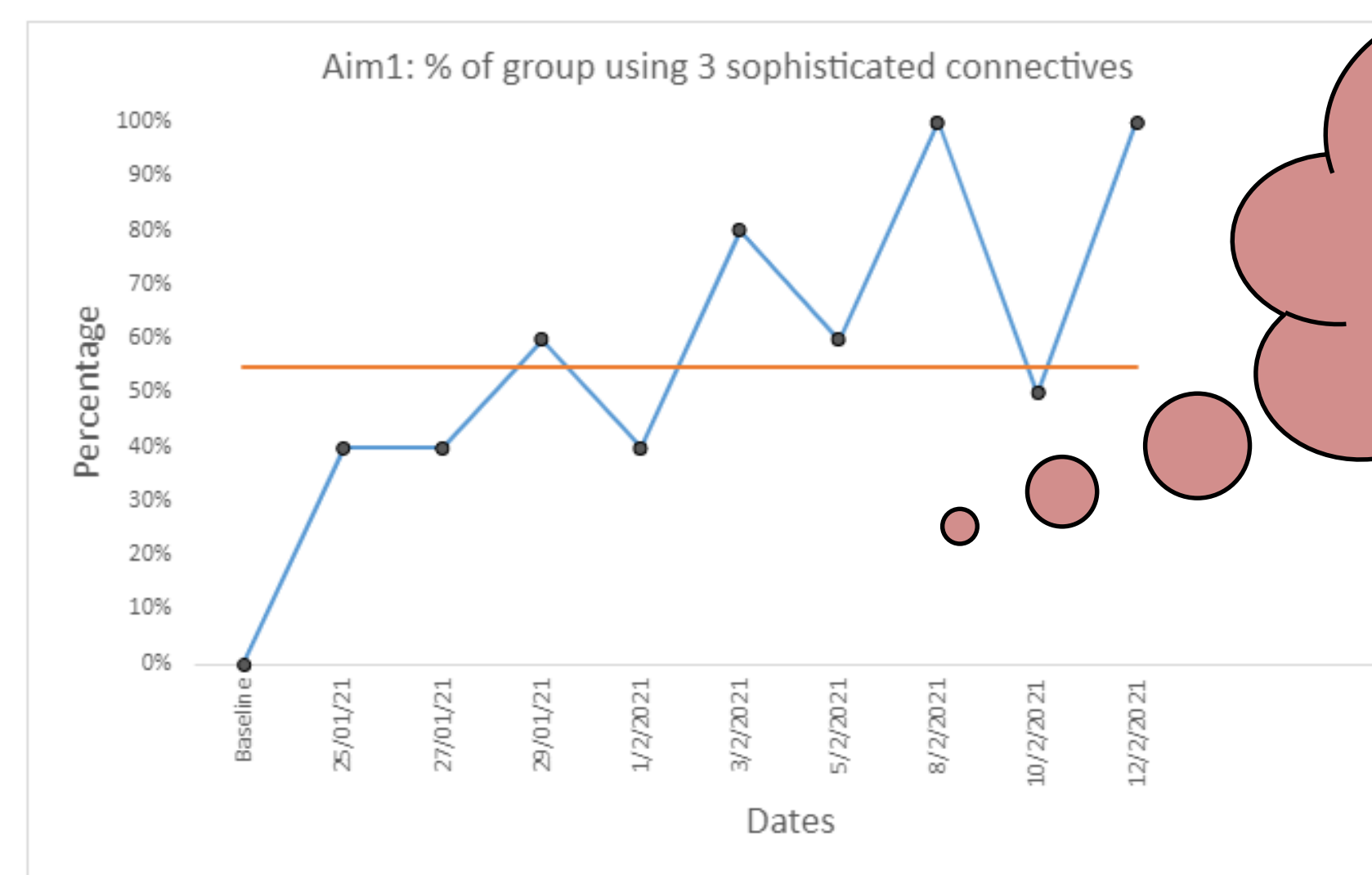
Verbs

- climbing
- selecting
- gazing
- flicking
- settling down
- imagining
- tip-toeing

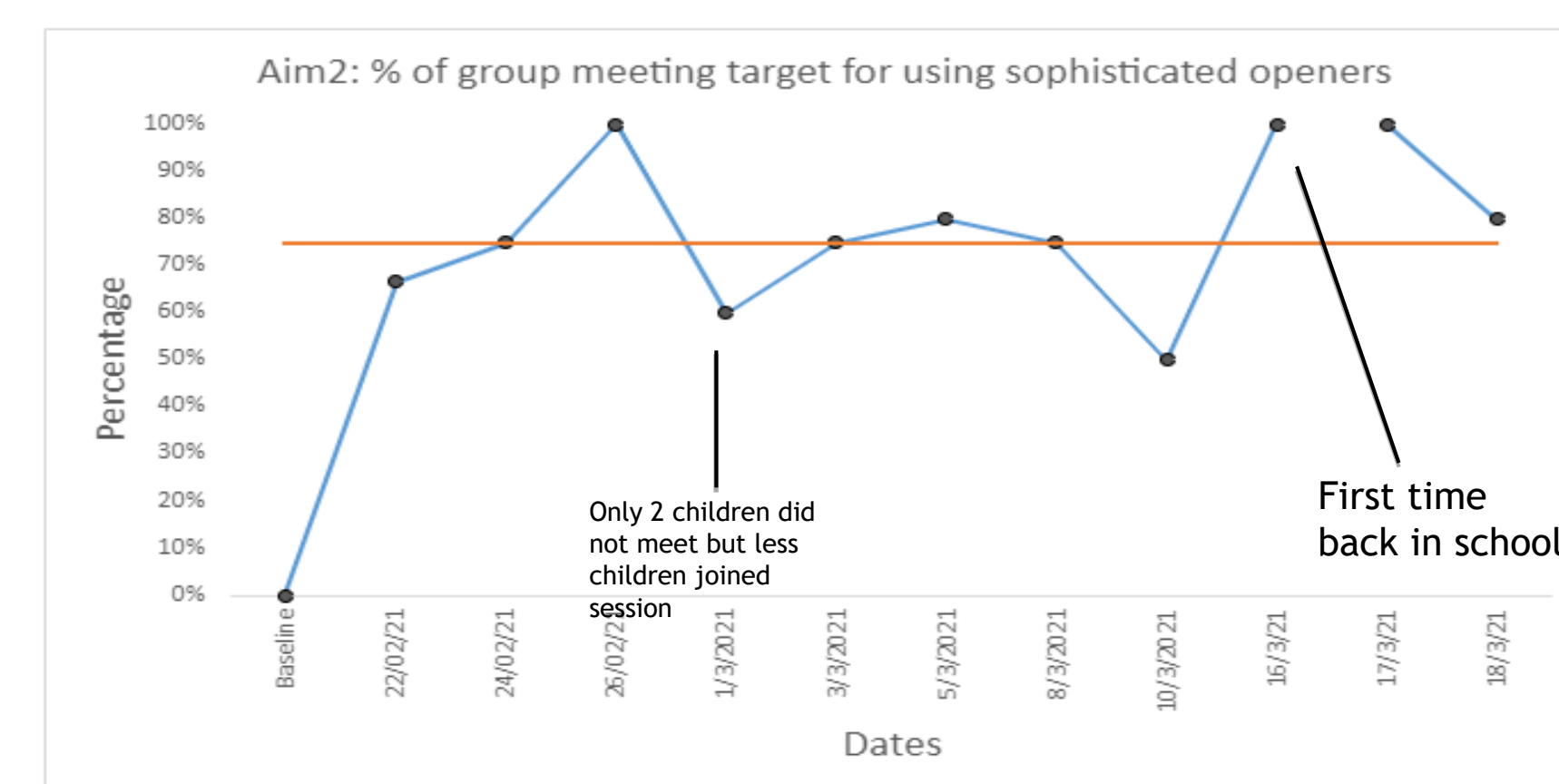
Achievements

- ✓ Children engaged with the process throughout Home Learning.
- ✓ Parents were supportive of the specific aims we were working on and it opened a dialogue with parents with how they can help their child's writing.
- ✓ Most children were achieving success within a short space of time.
- ✓ 100% of children were consistently meeting their targets and are now on working within the appropriate CfE level for their age/stage.

Results



Although there are no trends etc. to be highlighted and it does not look as though the target was consistently achieved, a decision was made to move on as motivation was dwindling within the group through video calls. All children were achieving this target, often punctuation was letting them down.



Conclusions

The specific L.I. & S.C. really helped children to focus on improving their writing to include more advanced vocabulary.

The pupils have continued to apply the skills developed in the group in their class work without it being a S.C. for the lesson. (Class Teacher)

I liked having the pictures to write about and I still try to use different openers in my writing. (P7 Pupil)

Having a bank of vocabulary (Aim 2) worked much better than specific words to use (Aim 1) as it didn't stifle the children's imagination.

Key Learning Points

- ❑ Baseline data really important to allow the majority of children's areas for improvement to be the main focus.
- ❑ Children need direction without restriction – if the stimulus didn't spark their imagination, they were allowed to write their own imaginative story.
- ❑ Reinforcing the S.C. every lesson and throughout writing time was essential to remind children of their work.
- ❑ Children who struggle grasped the opportunity to have two-way dialogue about their writing and how they could improve. Would use a feedback conversation in the future in place of written feedback for the child to read after.

Next steps

- ❖ Use this approach as a block of learning to teach the Tools for Writing – possible at the beginning of the academic year.
- ❖ Share learning with colleagues who may also benefit from using it in their class.