

Improving Writing Outcomes for P3/4 Learners

Mountfleurie Primary School

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Stretched Aim: By May 2021 80% of Primary 3/4 will have achieved their expected CfE Level for their age/stage in writing. (Baseline of 59%)

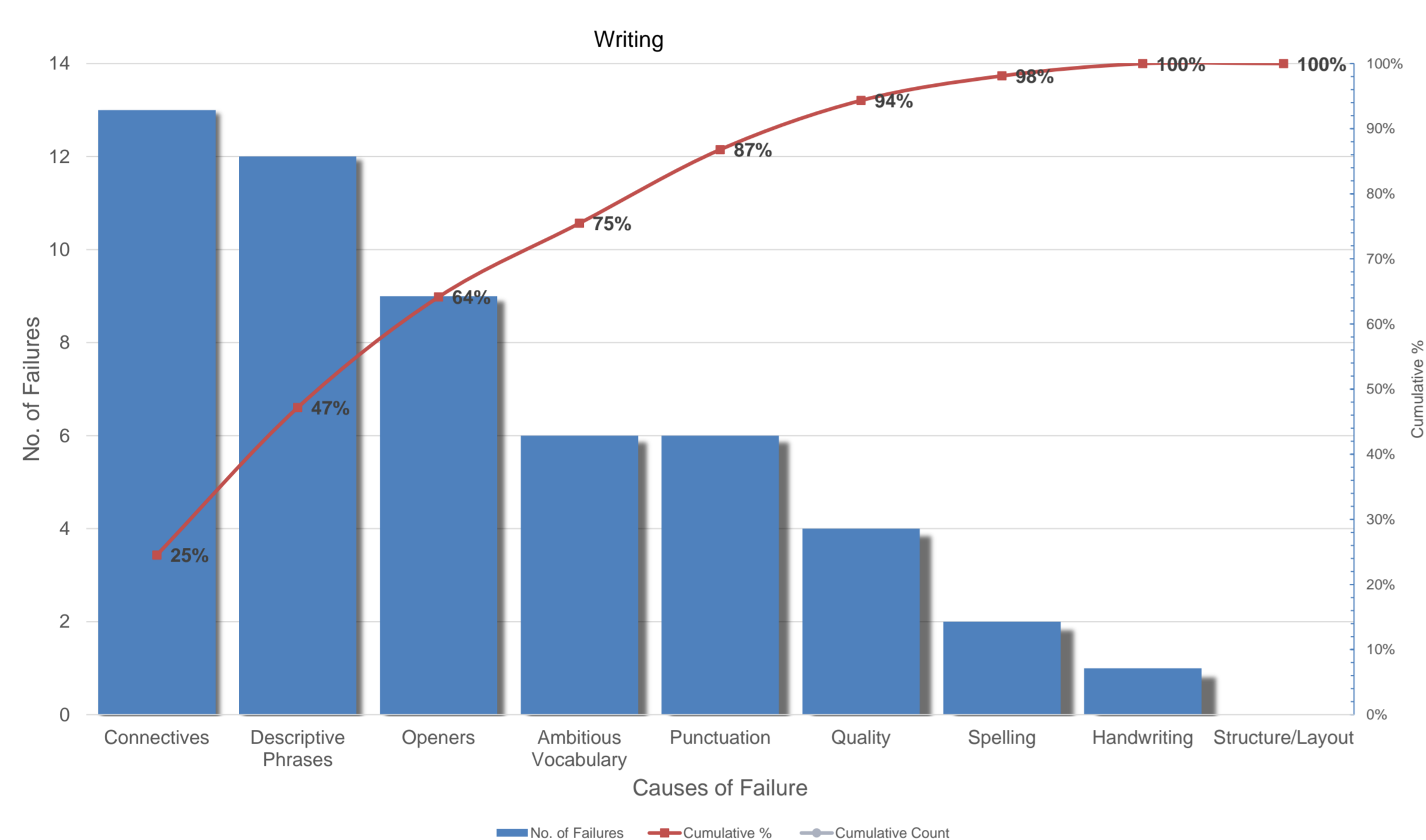
AIM 1: By Mid April, 75% of P3/4's learners can use a minimum of 3 correct/appropriate connective in a text to link two sentences together. (Baseline 0%)

AIM 2: By Mid May 75% of P3/4's learners can use a minimum of 3 correct/appropriate Sentence Starter in their writing to begin a sentence. (Baseline 23%)

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.



Process Change

- Explicit Learning Intention and Success Criteria (suggested connectives, example sentence and story starter) displayed on smartboard and teacher instruction provided.
- Daily stimulus from Pobble365
- Fill in the blanks and fix the mistake daily activity.
- Daily Write (15-20 minutes) with a few minutes to edit if needed.
- Children asked to self check and highlight their success criteria.
- VCOP display/word mats readily accessible for learners.
- Recorded data daily and gave feedback on LI/SC.

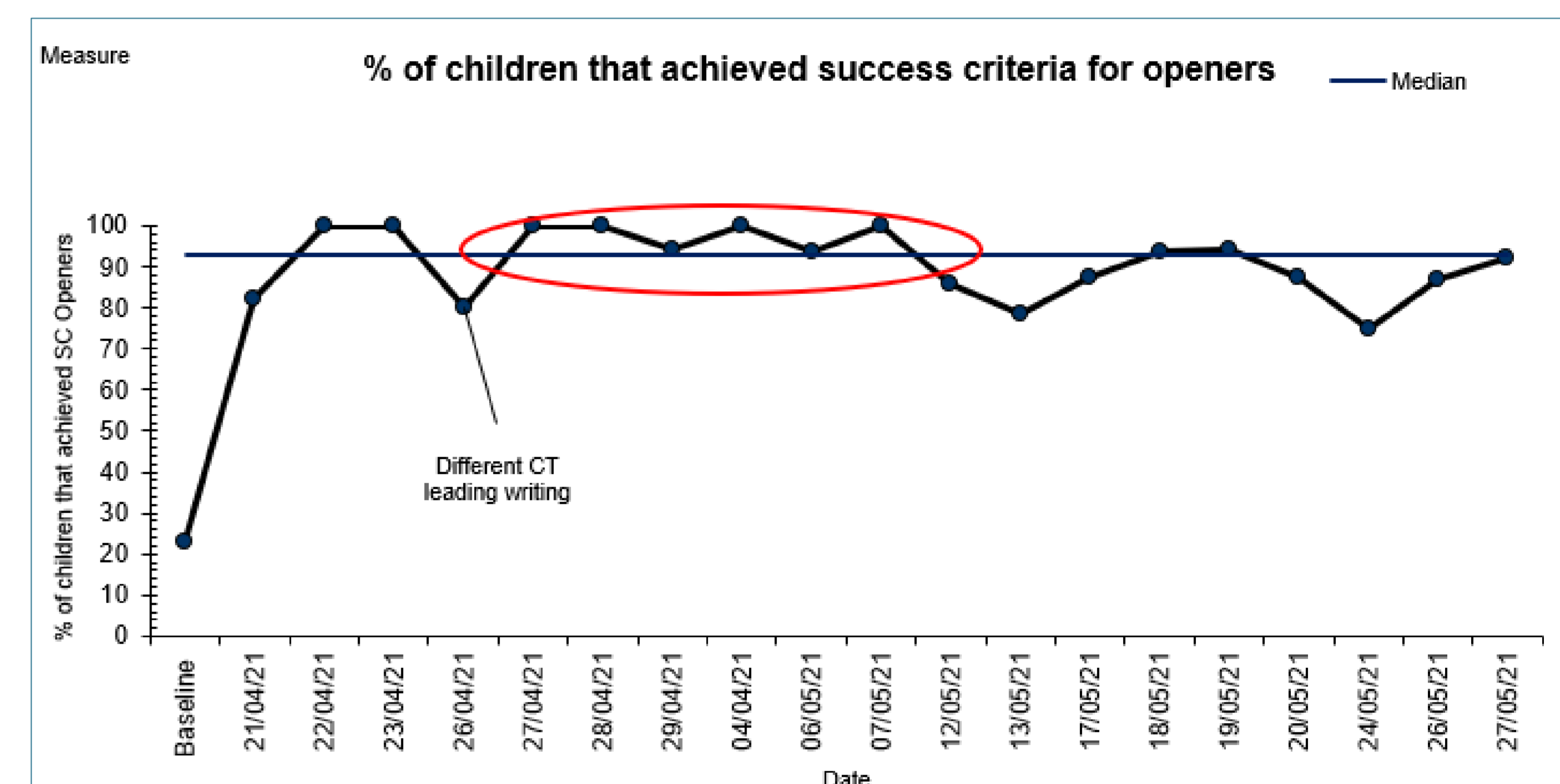
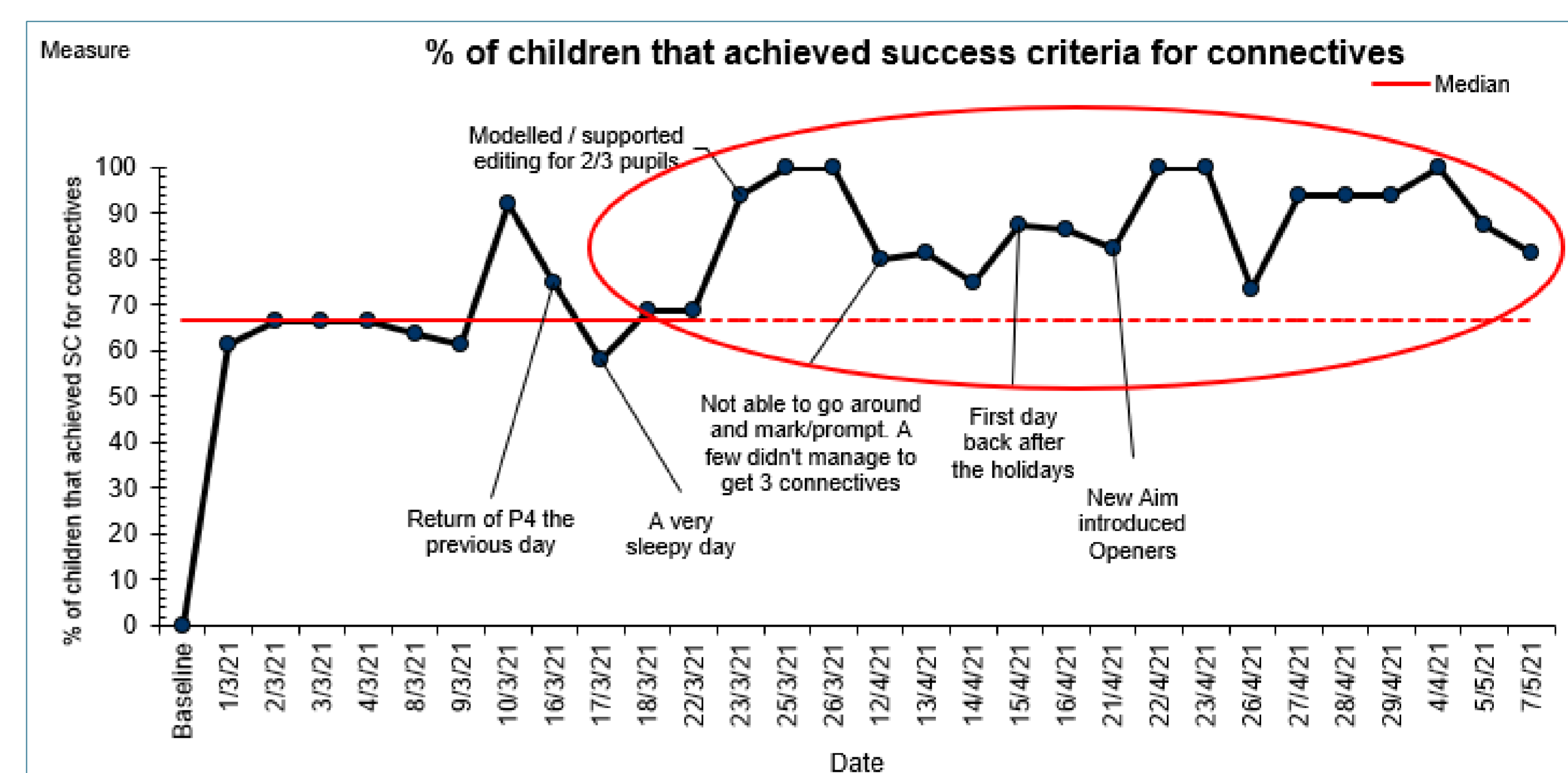
Achievements

- **By May 2021, 82% of learners achieved their expected CfE level for their age and stage in writing.**
- Improvement happened in a short space of time.
- Change in attitude in learners-Excitement to do writing and more confidence in learners.
- Over 90% of learner were consistently achieving their LI for connectives and openers.

Next steps

- Continue process until first 3 aims have been met as these were the 3 main areas needed improvement.
- Using this framework to make improvement in other aspects of the curriculum and my own practice by creating a baseline, making a change and using data to track the effectiveness of this.

Results



Conclusions

Explicate LI and SC and 1 clear focus lead to improvement gains in aspects of writing.

"I love writing now. I used to find it boring but the pictures help me come up with fun stories." (pupil)

"I found writing tricky but now I feel more confident and can write loads...even in 15 mins!" (pupil)

Key Learning Points

- The importance of collating a baseline as evidence.
- Using the baseline to establish where the gaps in learning are and focus on this first.
- Keeps activities simple, short in order to sustain focus and learning.
- Daily practice and clear focus meant it was clear where learners misunderstanding was and this could be addressed.
- Time to edit in order to be successful.