

Stretch Aims,

Group 1 - 70% of P6 children in P5/6 to be on track, working within 2nd level progressing of CfE, by June end of June 2021
- 60% of P5's to achieve 2nd level Initial Engagement of CfE by the end of June 2021

Group 2 - 60% of P6 will have achieved 2nd level Initial Engagement of CfE by end of June 2021
- 60% of P5 will have achieved 1st level progressing by end of June 2021

Aim 1 - 60% of group 1 children will be able to write 4 sentences with 4 adjectives

- 60% of group 2 children will be able to write 2 sentences with 2 adjectives

Aim 2 – 60% of group 1 children will be able to write 6 sentences with 6 adjectives and varied openers

- 60% of group 2 children will be able to write 4 sentences with 4 adjectives and varied openers

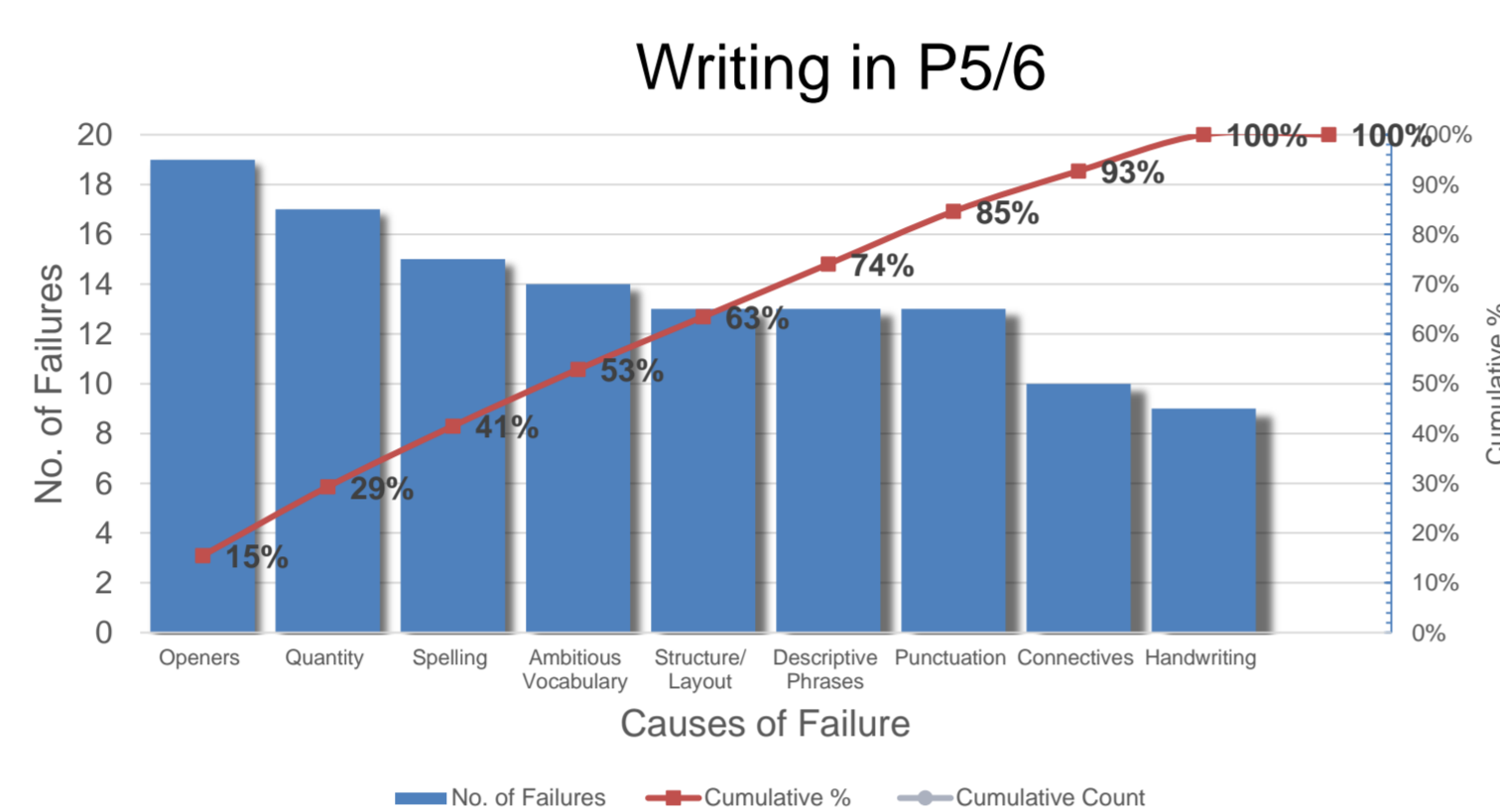
Method

Baseline created during lockdown with teacher judgement. Around 8 children were engaging with writing every few days. After the return to school, the process was restarted with the whole class.

A baseline was established after return to school learning against the Pareto chart and appropriate CfE levels.

Children were lacking basic skills around writing, and many were working below their level.

Key children had performed poorer than expected, identifying a need for a focus on basics – specifically punctuation, correct capitalizing throughout and ambitious vocabulary.

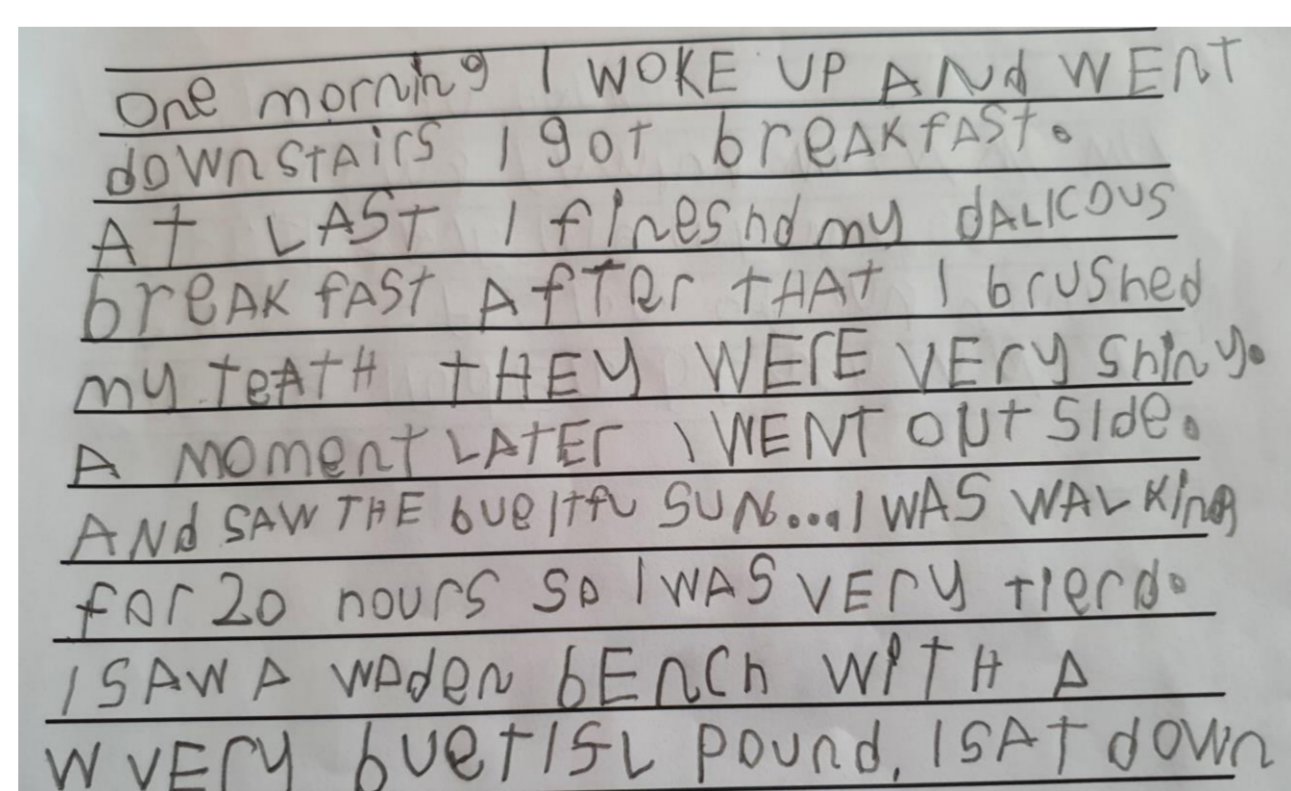
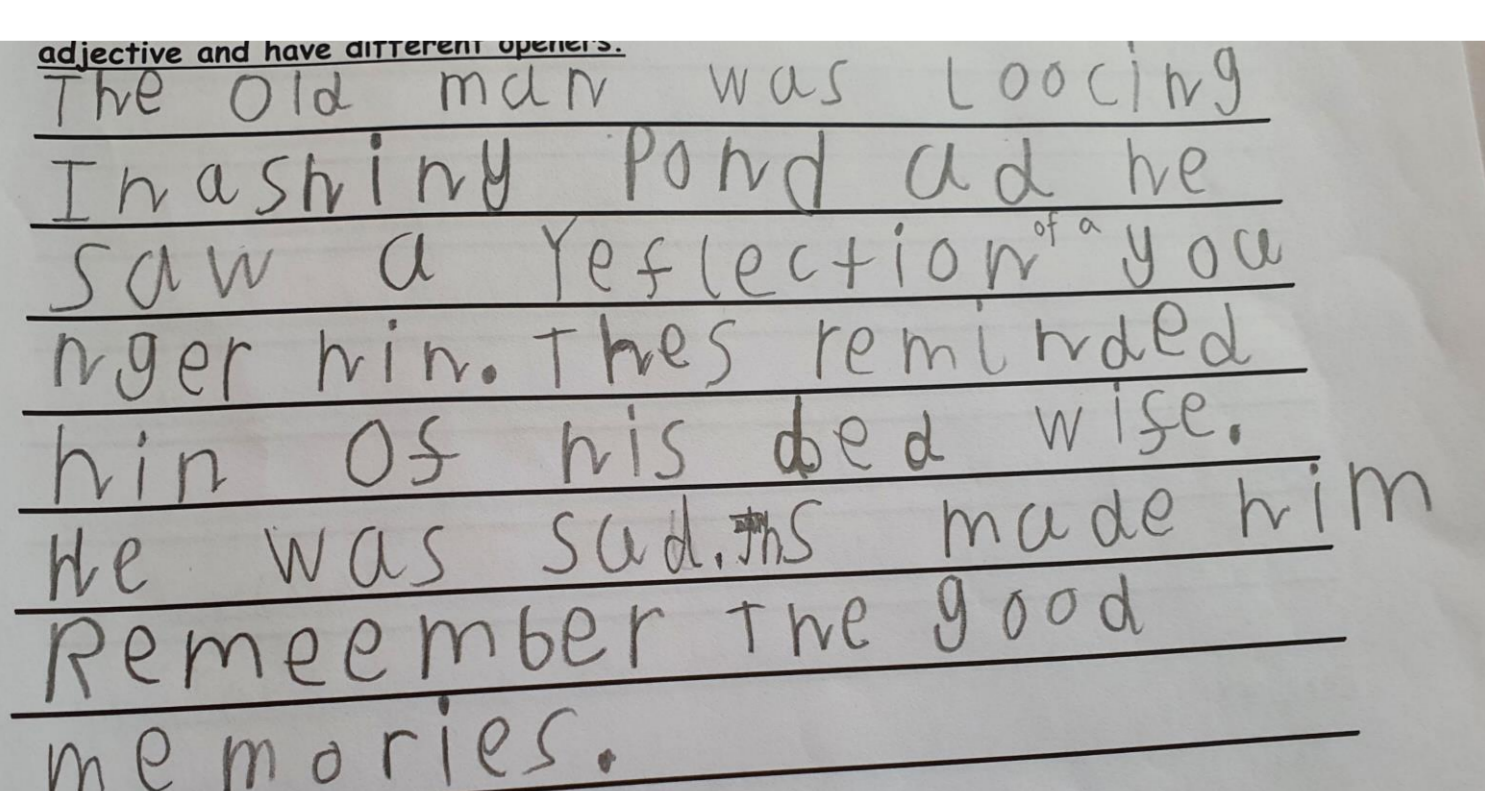


Process Change

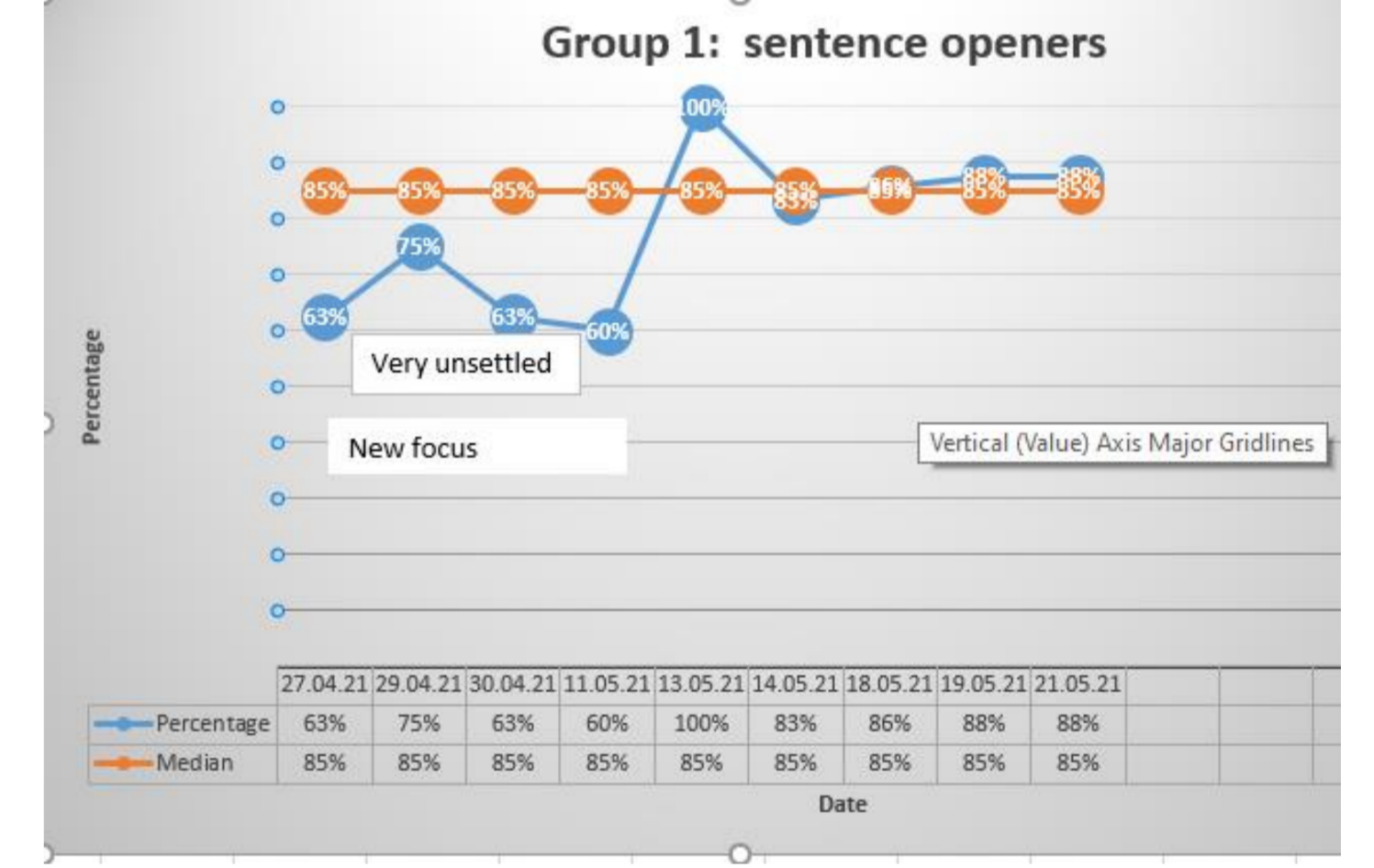
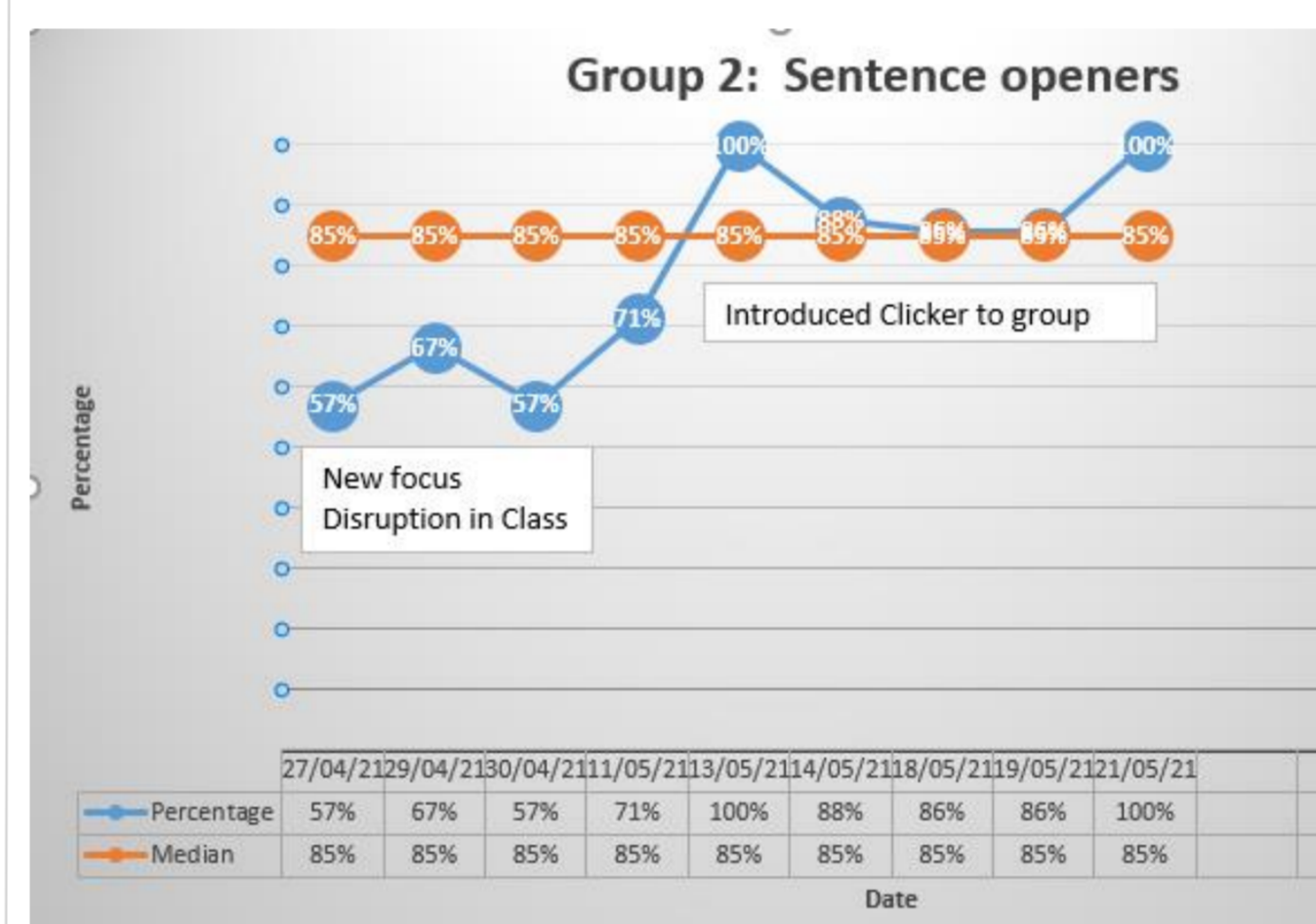
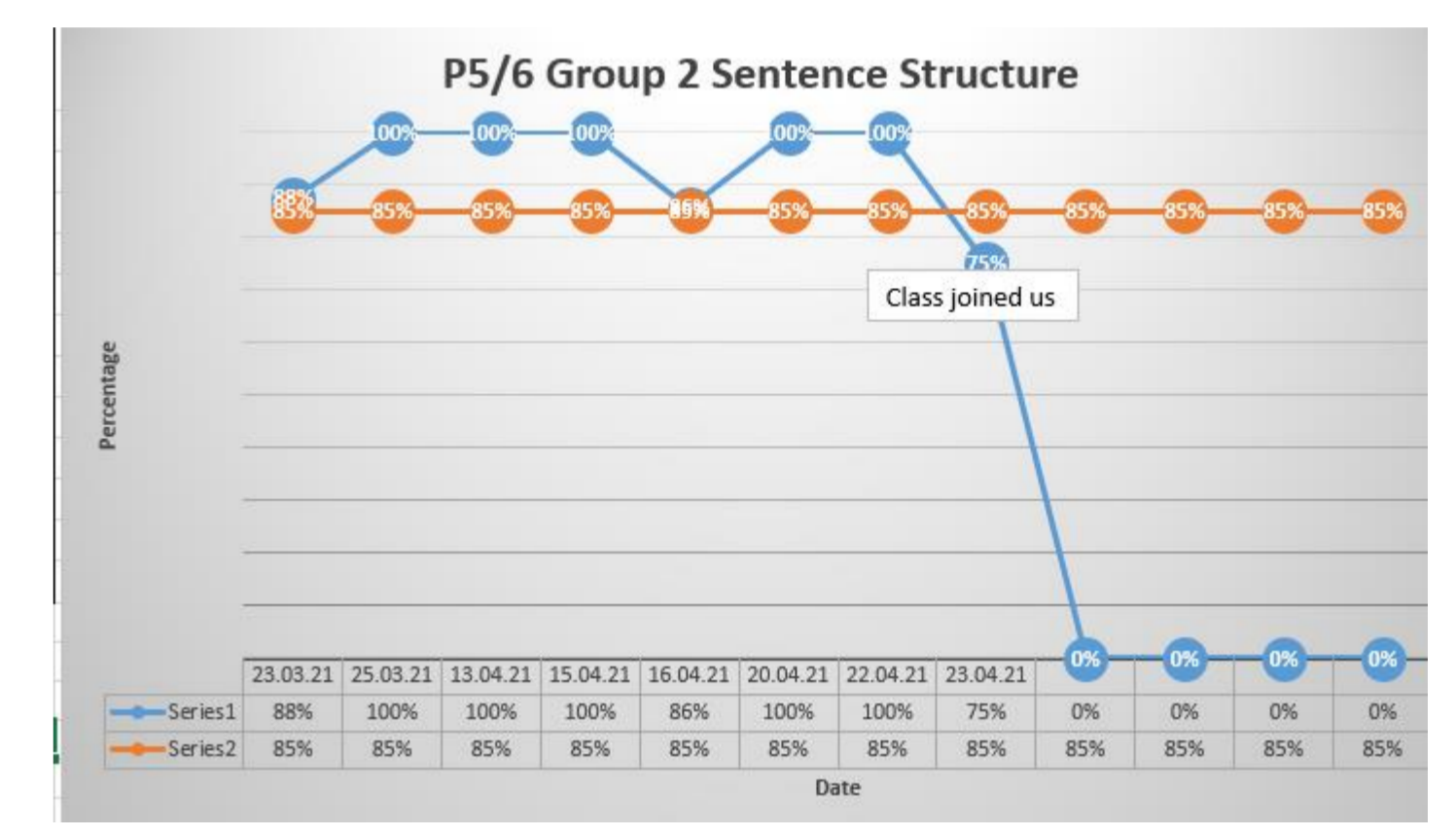
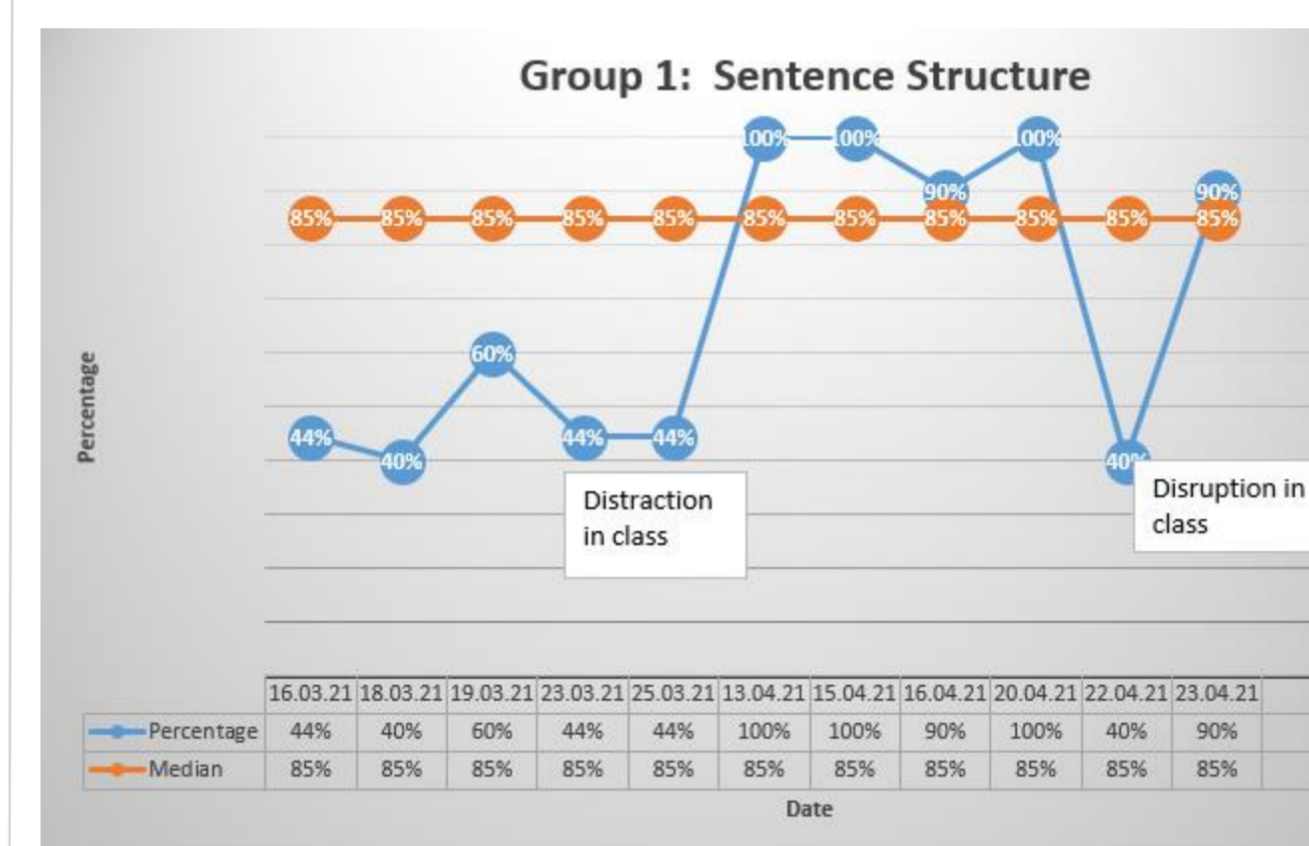
- Intense focus on one aim for extended period of time.
- Various starting times to writing so children could have support where needed.
- Giving children the opportunity to edit and correct my work.
- 3 days featuring a 15 minute write using a different prompt (Once Upon a Picture).
- Clicker introduced to Group 2 to support dyslexia and other needs.
- Feedback limited to 3 ticks next to a S.C code.

Achievements

- Children are all engaged and excited to take part in writing lessons.
- Previous writing refusers are now writing 4 or 6 sentences.
- Group 1 writing more than target number of sentences and adjectives.
- Children within Group 2, were asking to write the same amount as Group 1 – so were challenging themselves.
- Confidence levels have risen
- * Children have developed skills in using Clicker to support their writing.
- 40% of P5/6 moved to a new level ahead of projection
- Within Group 1, 80% of P6 on track within second level Progressing and 100% of P5s achieved 2IE
- Within Group 2, 90% of P6 achieved 2IE and 60% of P5s achieved 1P.
- Below are images of writing from children, who struggled or refused to write before.



Results



Conclusions

Speech Bubble 1: I used to hate writing as I couldn't do it, but now I feel wonderful about how well I am writing! P6 Pupil

Speech Bubble 2: I like just focussing on a smaller number of sentences as I focus hard on them and make them good! P5 Pupil

Speech Bubble 3: I didn't know how to write a paragraph and this made me anxious. Now I can write 2 super pages! I am proud of myself.

- **A whole school/department approach has been the key to the successes our school have had.**
- Regular or daily check-ins with each other and DHT to talk about successes and to troubleshoot was important for staff and pupils.
- Daily writing gives the opportunity to have daily feedback and it being acted upon instantly – opposed to a week later when forgotten.
- Focusing on a key skill for a significant time allows it to be fully embedded.
- Modelling is and will remain a key part of this practice.
- Children having “off” days were able to rectify the next day lessening anxiety.

Key Learning Points

- Big Write does not work for children with low writing confidence, however this programme allows them to work at a pace suited to their needs and abilities and develops more confidence
- Children getting to take responsibility for their learning in a typically teacher driven subject improves their enthusiasm for writing.
- Using the key principles is essential however it must be adjusted to your group of children and their needs in writing.

Next steps

- Sustain the engagement of our current learners as well as introducing to other teachers and children in the school.
- Other staff are introducing the QI model for individuals to support other parts of the curriculum.