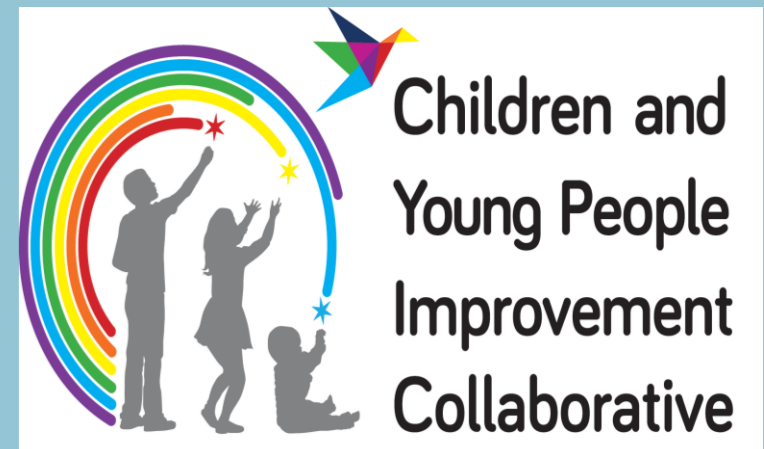
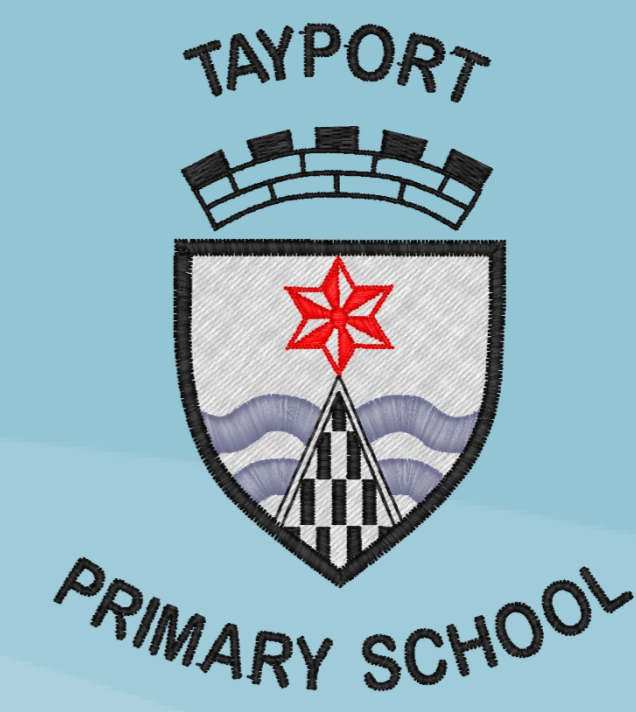


Improving Writing Outcomes at Tayport Primary School

Samantha Dykes CT Jen Peterson DHT



Stretch Aim: By end of May 2022 75% of P4 Pupils will have achieved First Level Writing Outcomes (Baseline 3%).

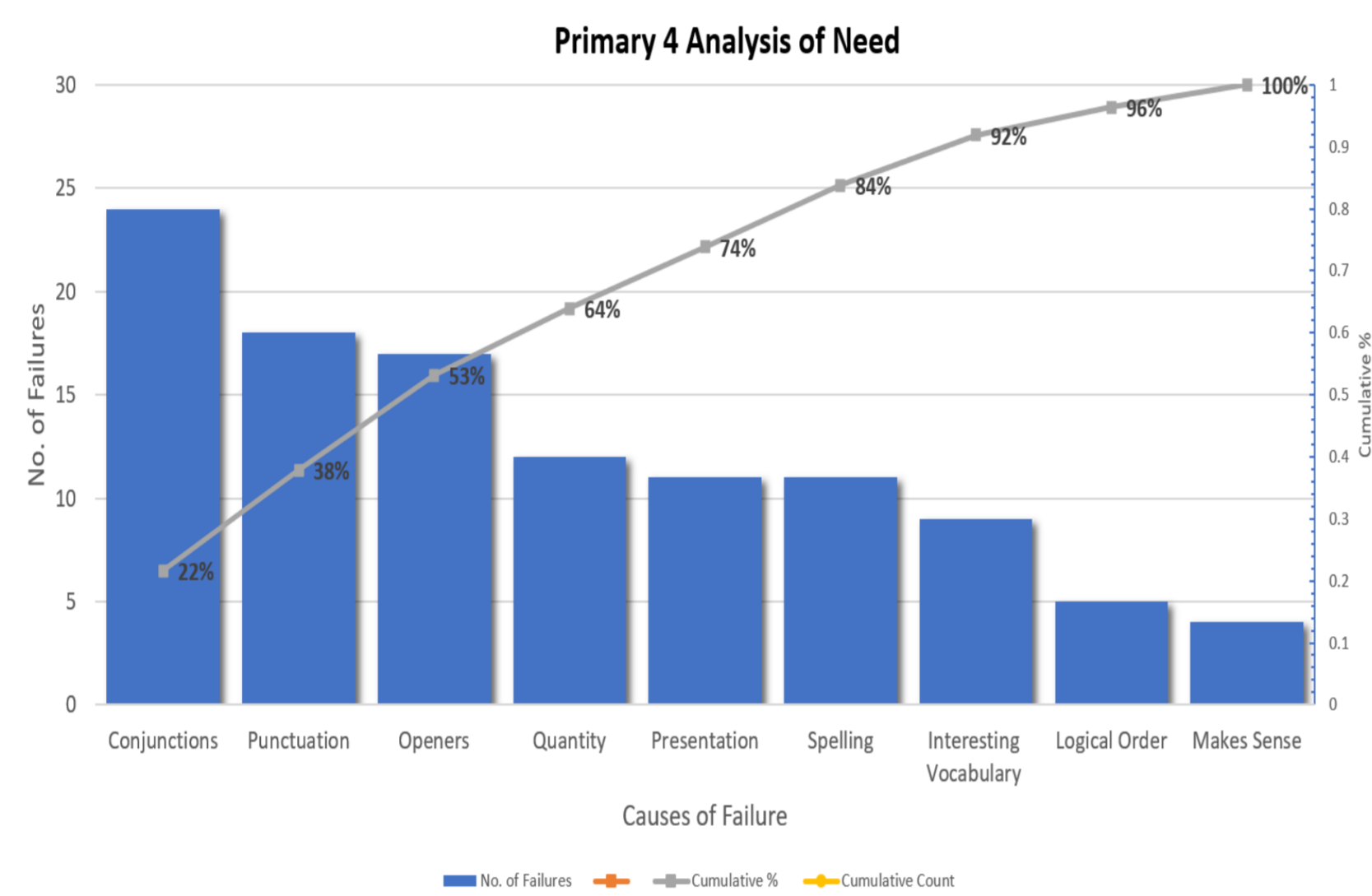
Aim 1: By end of May 2022 75% of P4 pupils will correctly punctuate* at least 3 sentences within pieces of independent writing (Baseline 41%).

* using capital letters and full stops

Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Wave 7 Programme.
- Carried out a baseline assessment against benchmark criteria.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was punctuation.
- This informed our first improvement aim (aim 1).

Pareto 1



Process Change

AIM

By August 2023 at least...

- 68.0% of P1, P4, P7 children in SIMD Q1
- 83.5% of P1, P4, P7 children in SIMD Q5

...will have successfully achieved the CfE level relevant to their stage in literacy (writing)

Fife Improving Writing Outcomes

PRIMARY DRIVERS

- High Quality Learning & Teaching
- Assessment
- Pupil Participation
- Quality Improvement Methodology

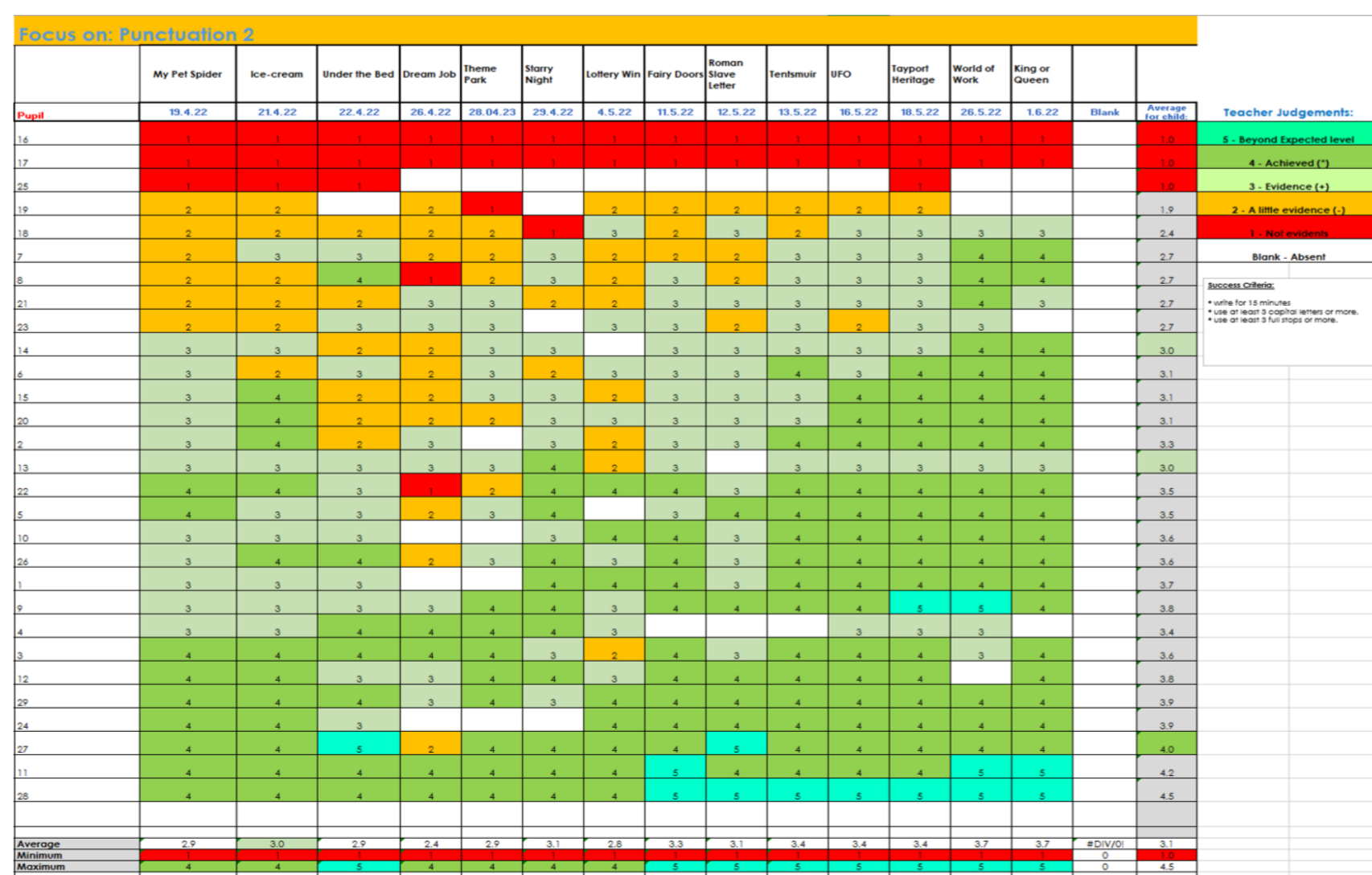
SECONDARY DRIVERS

- Teacher modelling good examples
- Clear & Visible Learning Intentions
- Clear & Visible Success Criteria
- Differentiation – ASN supported
- Focus on aspect of improvement until it is achieved consistently over time
- Measurement aligned to aim
- Displaying regular data over time
- Assessment & Feedback against Success Criteria
- Pupils involved in assessing writing
- Pupils setting individual targets
- Pupils analysing data
- Children writing (15-20 mins with 5 min edit time) 3-5 times per week
- Explicit Improvement Aim(s) & Measurement Plan
- Using QI Tools to understand system
- Collecting and analysing improvement data to inform practice

Implement

- Children writing 3-5 times per week.
- Write for 15 mins, 5 mins to edit.
- Teacher input aligned to aim.
- Share Learning Intention and make Success Criteria explicit.
- Assess and feedback against Success Criteria.
- Involve Children in the process!

Data Collection Tool 2

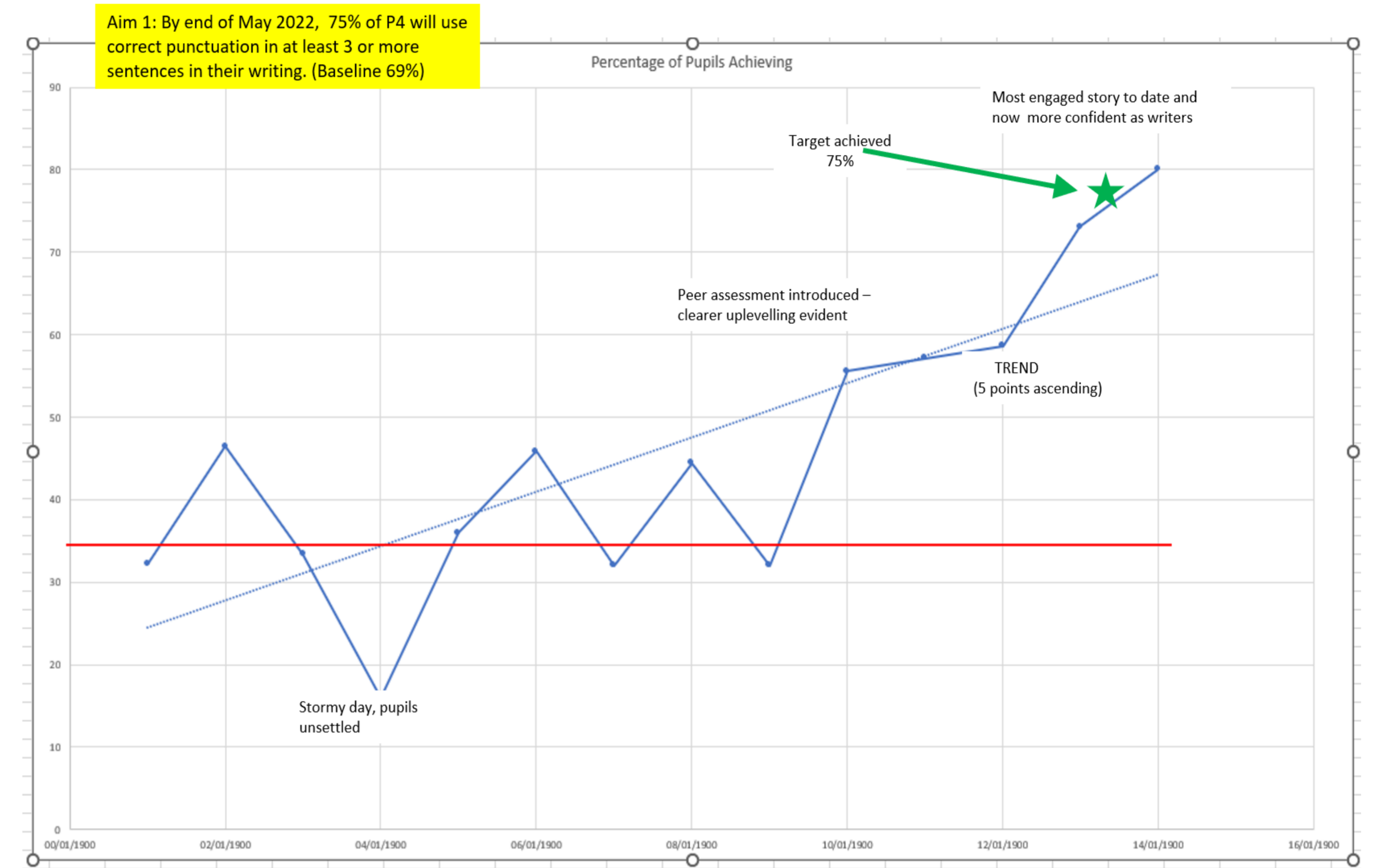


Achievements

By end of May 2022, 74% of children achieved First Level Outcomes (Baseline 3%).

By end of May 2022 80% of children achieved aim 1 punctuating 3 or more sentences in independent writing (Baseline 41 %).

Results



Conclusions

Conclusion... so far - Pupil Snapshots!

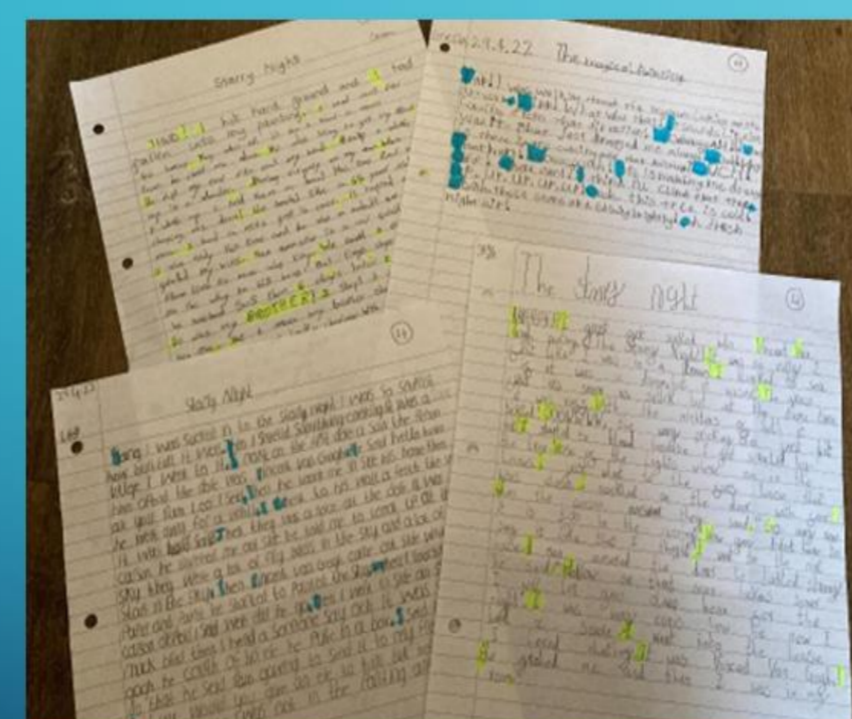
- I am so much better at using my capital letters now.
- Can we write today?
- When are we writing today?
- Can I stay in over break time to keep writing my story?
- Can I come in at lunch time to do my story?
- My full stops go here!



Key Learning Points

KEY LEARNING

DID IT WORK?



- **Successful outcomes:**
 - Pupils are writing far more.
 - Position of capital letters and full stops are now identified more accurately.
 - Handwriting has progressed greatly.
 - Pupils now expect highlighting task at end of writing time and will spend more time, without being asked, checking for mistakes before highlighting.
 - Pupils more willing to use writer's chair and a gallery walk to present their writing to others.
 - Boys especially keen to write lots and much more often.
 - Children cheer when writing time is mentioned.
- **Work in progress:**
 - At times pupils feel some stories are more challenging than others, so it is slow!
 - Less able writers need extra support every time!
 - Keeping the process fresh to allow enthusiasm to be maintained.
 - We hope to move to next aim soon!

Next steps

- Another focus will be a good next step.
- Monitoring punctuation will be interesting to ensure it is maintained as an area of improvement.