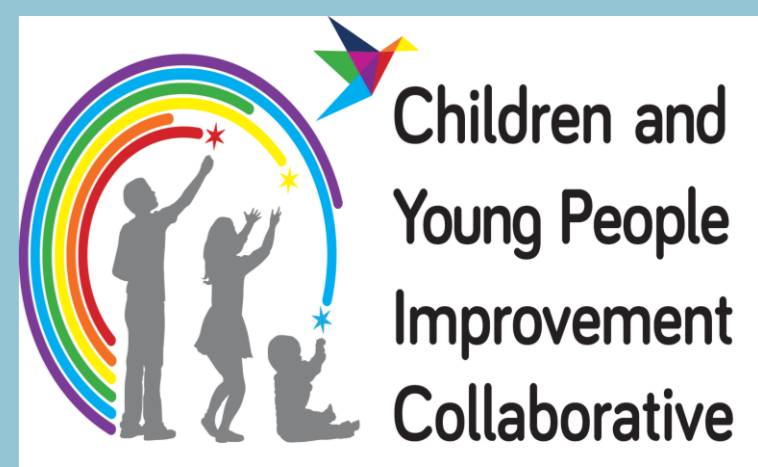
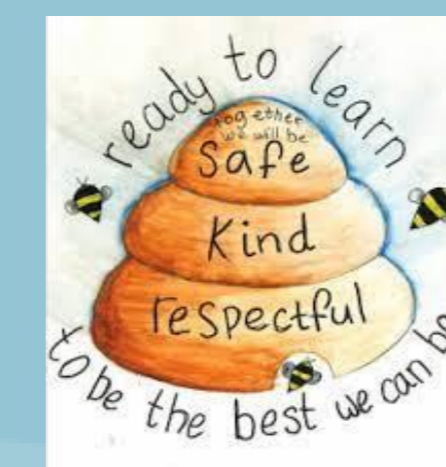


Improving Writing Outcomes for P7 Learners

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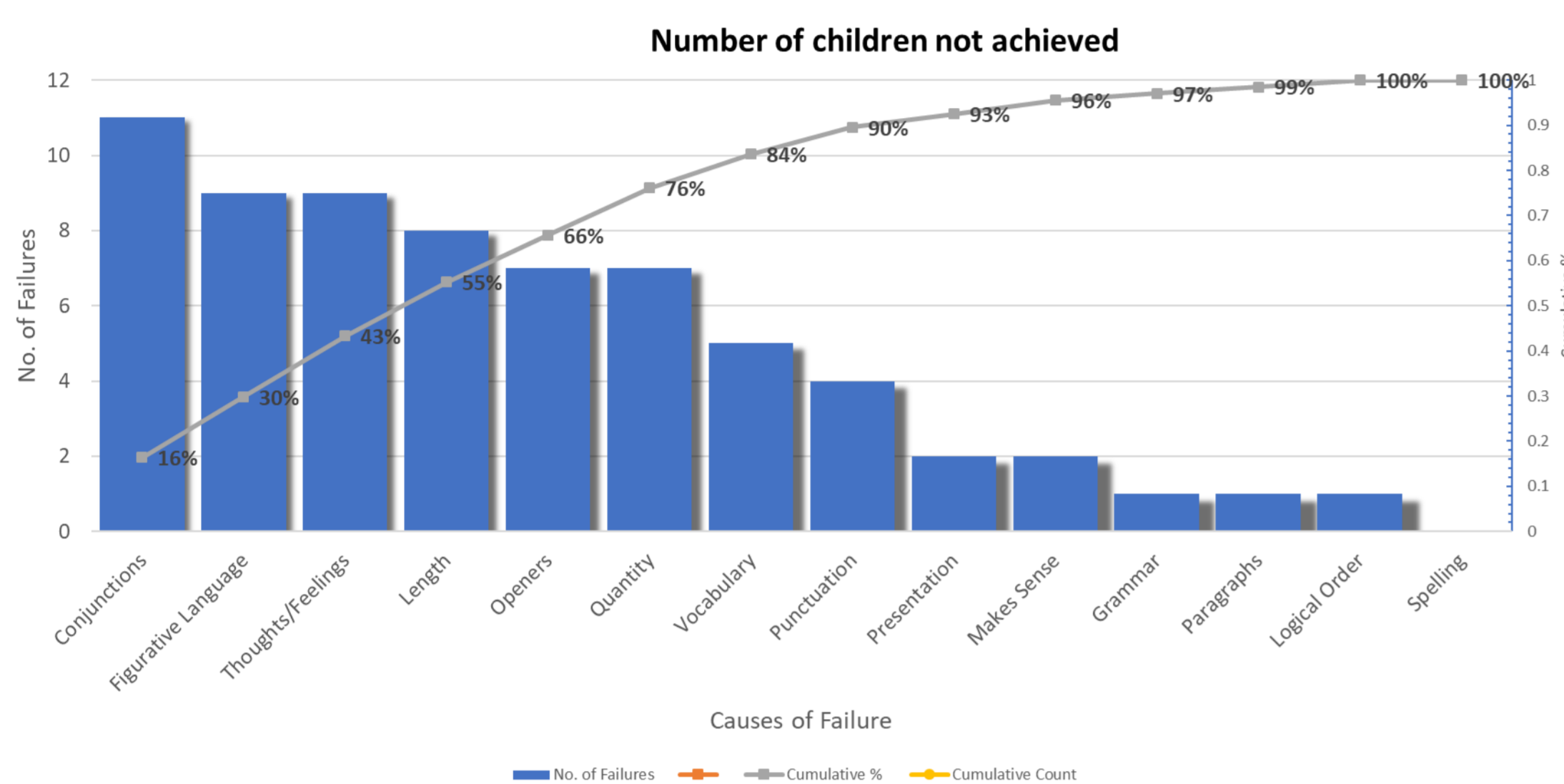
Stretch Aim: By the end of May, 63% of P7 Pupils will have achieved Second Level Writing Outcomes (42%).

Aim 1: By 4th February 63% of P7 will be able to use 3 varied and sophisticated connectives in their writing (baseline 0%).

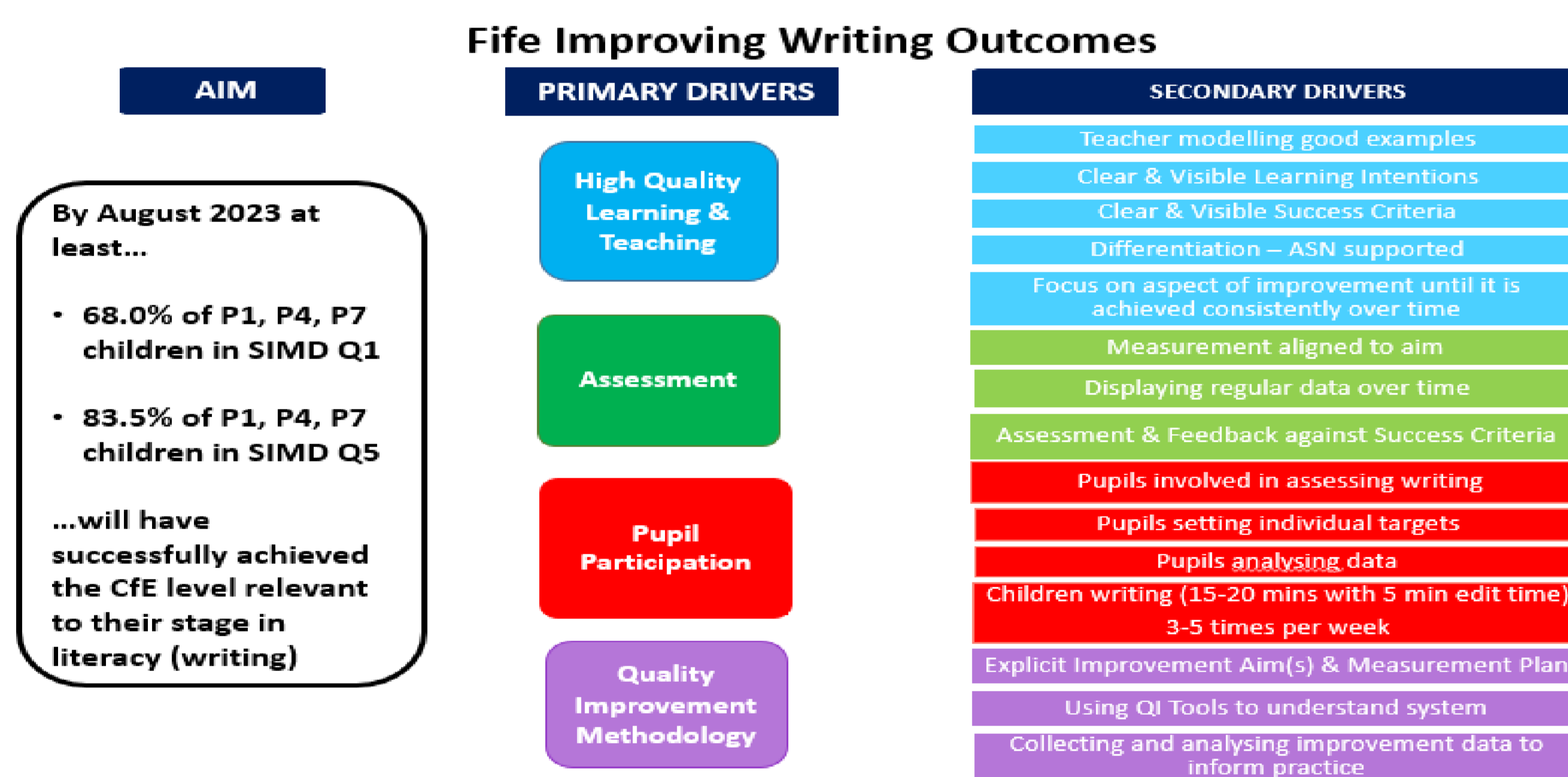
Aim 2: By 25th February 63% of P7 pupils will be able to use figurative language in their writing (baseline 18%)

Method

- Established an Improvement Team with Mike (P7), Beth (P1/2) and Matthew (P3/4).
- Attended Fife QI Improving Writing Wave 6 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 connectives.
- This informed our first improvement aim (aim 1).



Process Change



Implement

- Children writing 3-5 times per week.
- Write for 15 mins, 5 mins to edit (hidden timer).
- Teacher input aligned to aim.
- Share Learning Intention and make Success Criteria explicit (visually displayed and written in each jotter).
- Children highlighted own work against Success Criteria.
- Assess and feedback against Success Criteria.
- Involve Children in the process. Run chart and data shared daily with children, used as a motivational tool.
- Visual wall display made to share results.
- A variety of change ideas introduced to assess the impact on children's writing.

Achievements

By the end of May 2022 58% of children achieved stretch aim (42%). **Increase of 16%.**

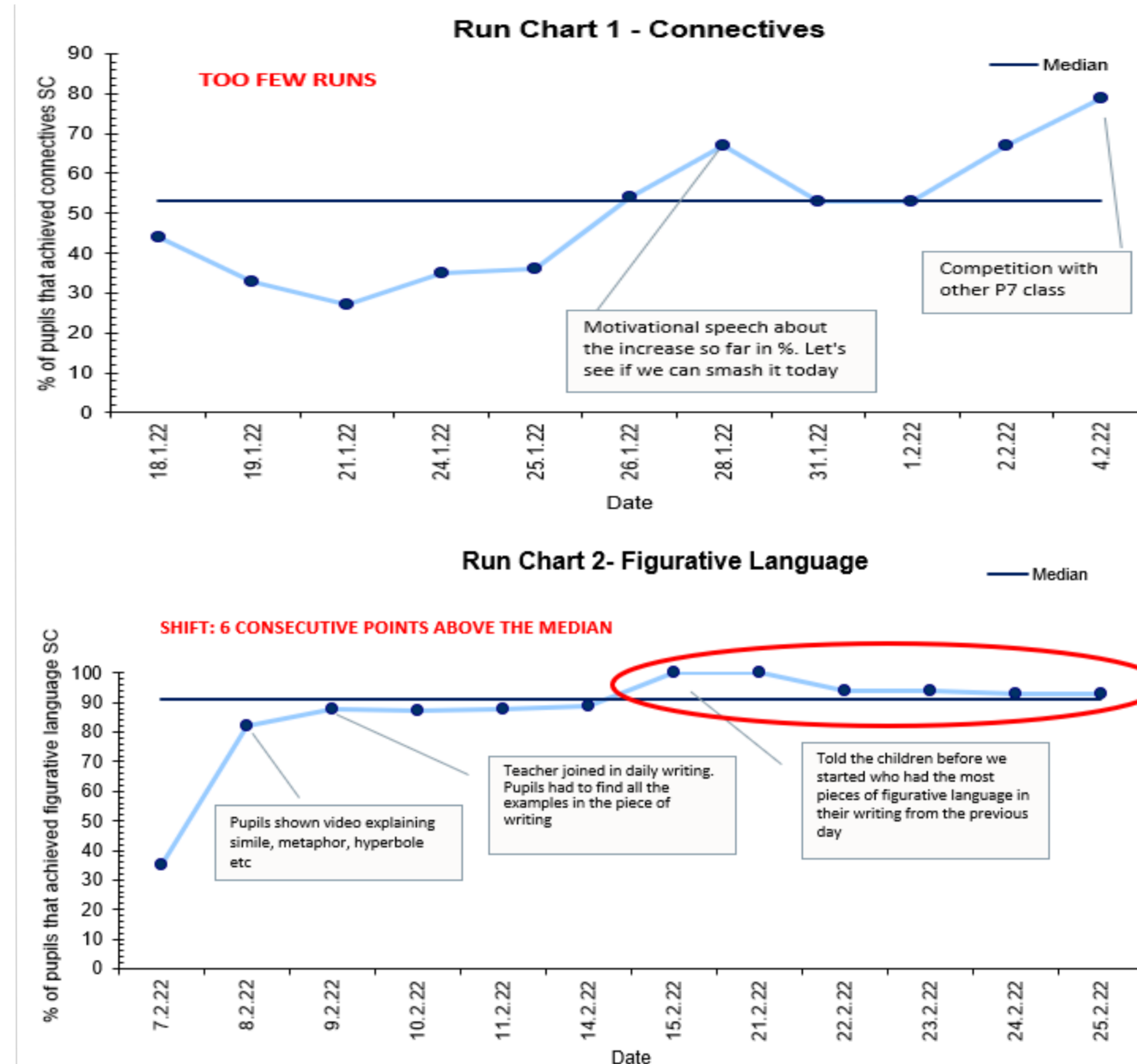
By 4th February 79% of children achieved aim1 (baseline 0%). **Increase of 79%**

By 25th February 93% of pupils were able to use figurative language in their writing (baseline 18%). **Increase of 75%**

By 11th March 93% of pupils were able to use thoughts and feelings to describe their experiences (baseline 18%). **Increase of 75%**

By 22nd April 88% of pupils were able to use varied and sophisticated openers within their writing (baseline 36%). **Increase of 52%**

Results



Conclusions

"I think my writing has improved because I can focus more with the short sessions."

"I think my writing has improved by focusing on just one aim at a time."

"I think my writing has improved because I try to put more effort into my stories to complete the learning intention."

71% of children enjoyed participating in the daily writing sessions.
82% of children felt their writing had improved through the daily sessions.
88% of children felt more confident with their writing after taking part in the daily writing sessions.

I feel that the writing improvement sessions have been both enjoyable and beneficial to both myself and the pupils. This is a style of delivering writing that I would employ moving forward not only with writing but with other areas of the curriculum.

Key Learning Points

- Shorter writing sessions with time limitations (15 minutes).
- Focusing on one specific aim for a longer period of time allowed the children to consolidate and embed the learning.
- Daily editing and self assessment has raised standards within this area.
- Reluctant writers produced more writing due to the shorter sessions.
- Children enjoyed the variety of change ideas and being included in the planning process.

Next steps

- Improving writing sessions format to be employed next session and cascaded to other staff members within the school.
- Format to be applied within other curriculum areas.