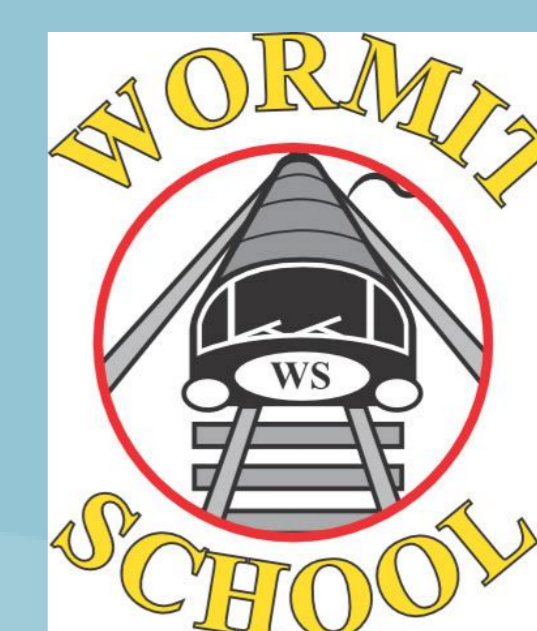


# Improving Writing Outcomes for P5 Learners

Debbie Dyer Class teacher  
Jen Smith (Class Teacher ) and (Jamie Rose PT ) Project support.  
Jamie Rose Names, Roles



**Stretch Aim:** By January 2023, 100% of pupils will have achieved CfE First Level Writing (Baseline 66%)

**Teaching Aim 1:** By 25<sup>th</sup> November 100% of P5 children will be able to write correctly punctuated sentences\*. (Baseline 63%)

*\*Success criteria (SC): A minimum of 5 sentences using capital letters at the beginning full stops , exclamation marks and question marks at the end.*

**Teaching Aim 2 -** By 13<sup>th</sup> Dec 90% of P5 will include a variety of conjunctions\* within their writing. ( Baseline 15%)

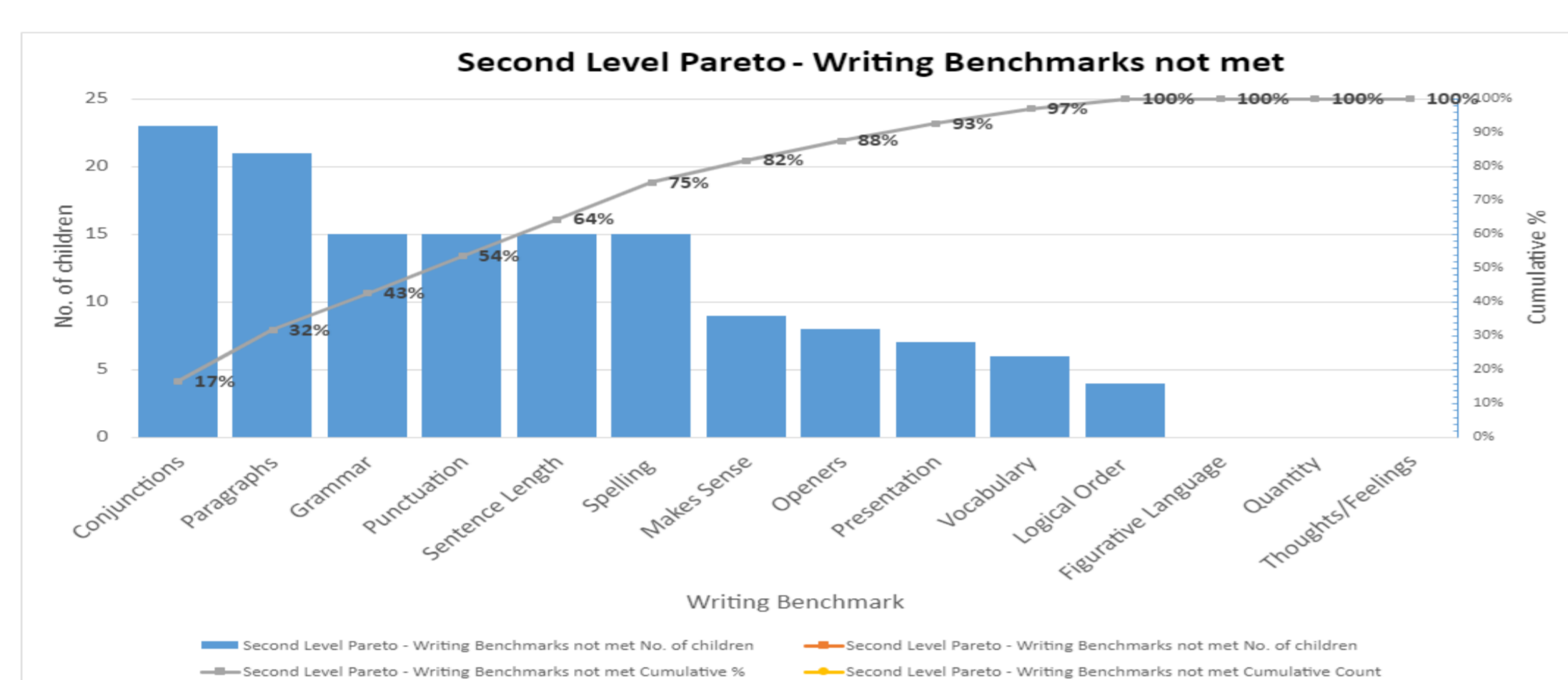
*\*SC: A minimum of 3 different conjunctions used correctly.*

**New stretch Aim:** By May 2025, 100% of pupils will have achieved CfE second Level Writing ( Baseline 0%)

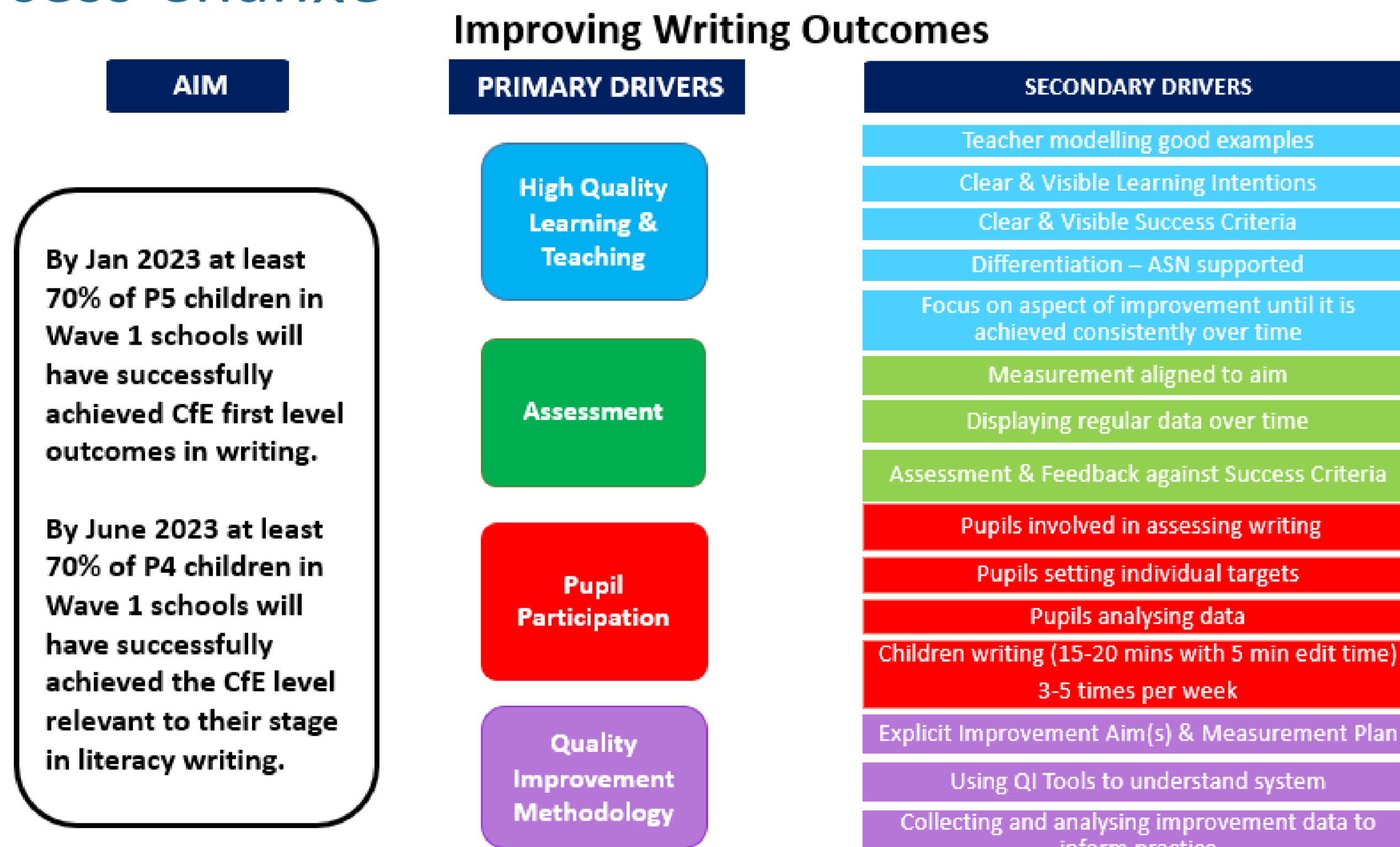
**Teaching Aim 3 –** By Feb25<sup>th</sup> 90% of P5 will be able to organise their writing into three or more paragraphs. ( Baseline 25%)

## Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Programme (Wave 8).
- Carried out an assessment against benchmark criteria.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was conjunctions but it made sense to start with punctuation.
- The pareto chart informed our teaching aims..



## Process Change



## Implement

- Children writing 3-5 times per week.
- Teacher input aligned to aim (stimulus, dialogue, model)
- Share Learning Intention and make Success Criteria explicit.
- Write for 15 mins, 5 mins to self check.
- Children had access to prompts when appropriate.
- Editing was modelled.
- Peer editing was introduced.
- Assess and feedback against Success Criteria.
- Involve Children in the process!

## Achievements

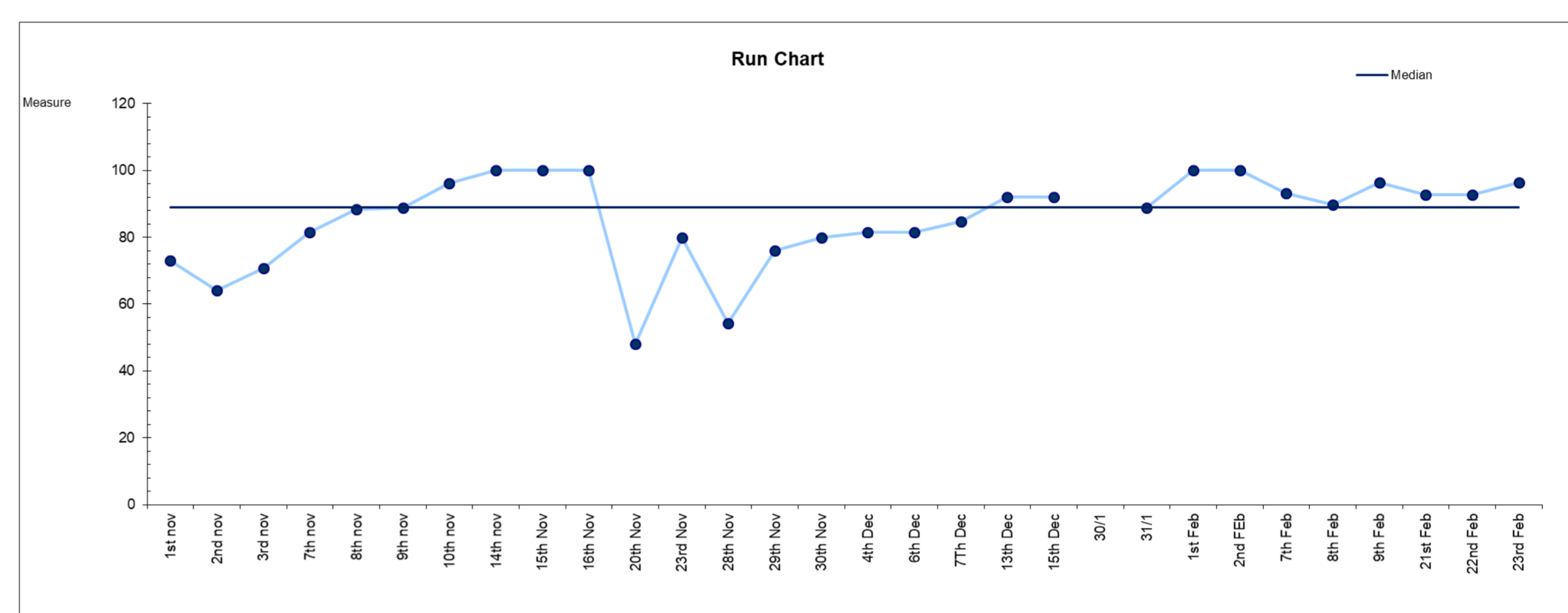
By Dec 2022 100 % of children achieved stretch aim (Baseline 66%).

By Nov 16<sup>th</sup> Nov 100% of children achieved aim1 (Baseline 55%).

By Dec 15<sup>th</sup> 92% of the children achieved aim 2 consistently with 100% success on a number of occasions (Baseline 48%).

By Feb24<sup>th</sup> 92% of the children achieved aim 3 (Baseline 25%).

## Results



## Conclusions



## Key Learning Points

Children involved in the process of setting aims and targets which motivated them to engage in the process.

Run charts provided daily updates on progress and were eagerly anticipated.

Giving the children the chance to succeed by modelling every piece of writing took away some of the insecurities children had.

Children had a clear and simple recipe for success.

The regular and timely feedback gave the children a clear understanding of how to improve their next piece of writing.

As a teacher the assessment evidence gave me a deeper understanding of where the children were in their learning and what support they would need to succeed.

## Next steps

In the future I aim to:

- Focus on one learning intention to make learning explicit, targets achievable and embed success.
- Make time to give feedback and correct errors with children as this was an invaluable part of the project.

Due to the success of this project, I would use this project again with a class when needed. I would recommend this to other staff and would be willing to support colleagues who are interested.

I have already begun a new project to develop knowledge of times tables.