

Improving Writing Outcomes for P5/4

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Stretch Aims:

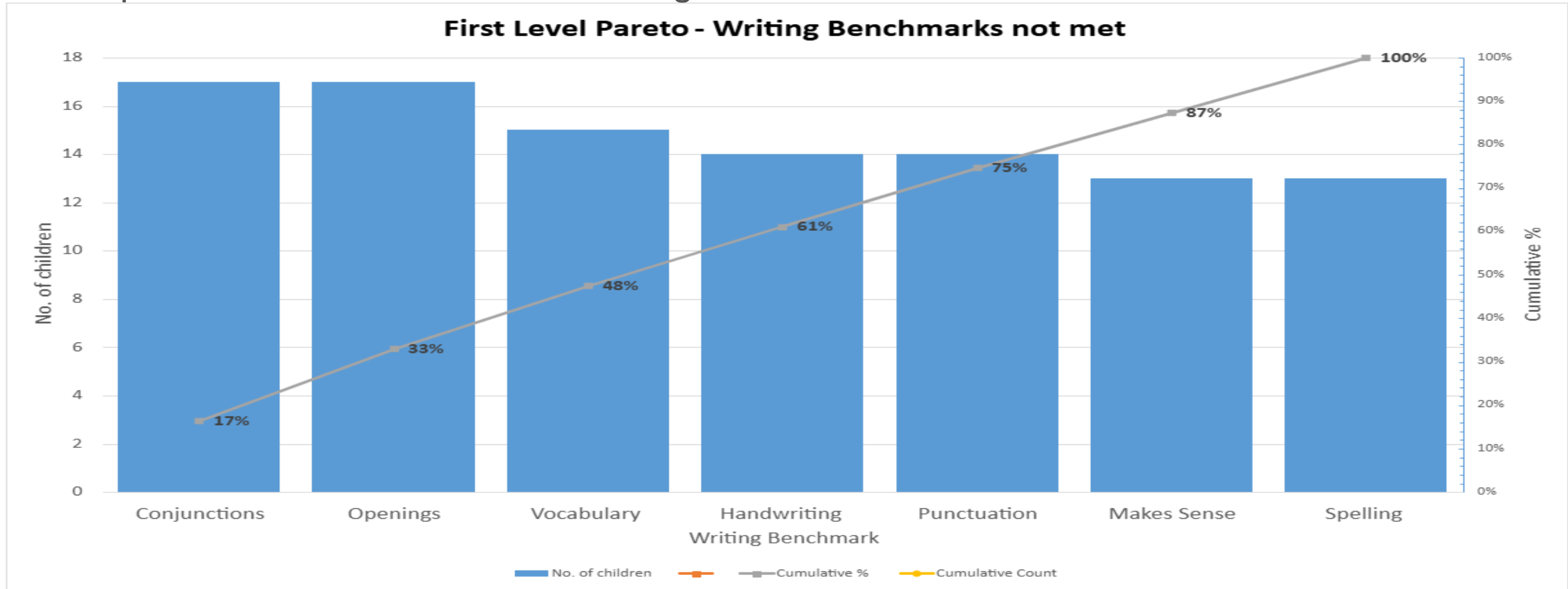
- P4 children** - By May 2025, 66% of P4 will achieve CfE First Level writing (baseline 0% achieved; 50% projected).
- P5 children**- By **December 2024**, 81% of P5s will have achieved CfE First Level writing (baseline 50% achieved; projected 50%)

Teaching Aims:

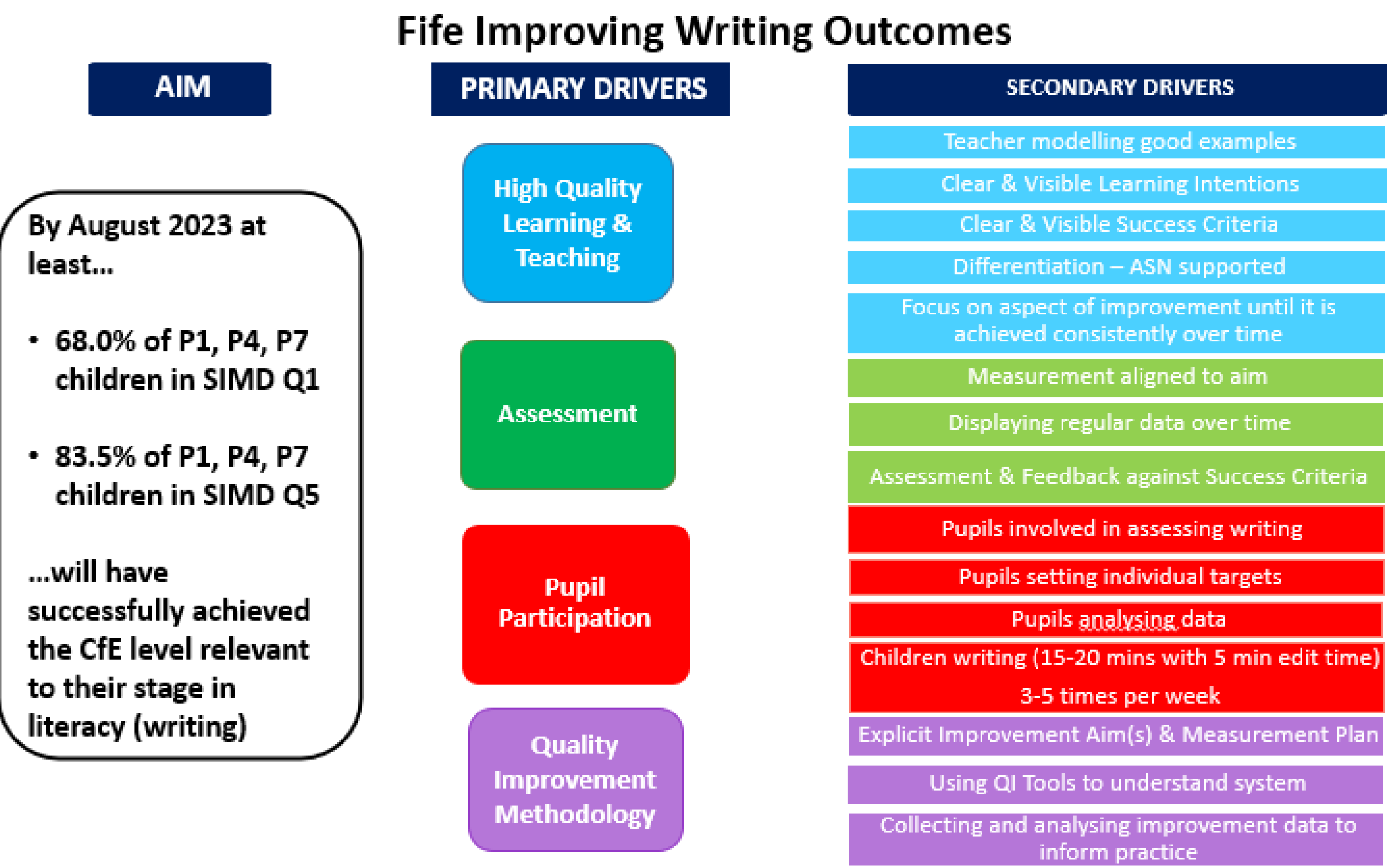
- By end of November 2024, 75% of P4/5 children will be able to link sentences using connectives (baseline = 57%)
- By end of February 2025, 75% of P5/4 children will be able to confidently use interesting openers to start sentences (baseline = 57%)

Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Programme (Wave 11).
- Carried out a baseline assessment against CfE benchmarks.
- The baseline assessment was used to create a pareto chart.
- The greatest challenge for most children was incorporating connectives into their writing.
- The pareto chart informed our teaching aims.



Process Change



Implement

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

Achievements

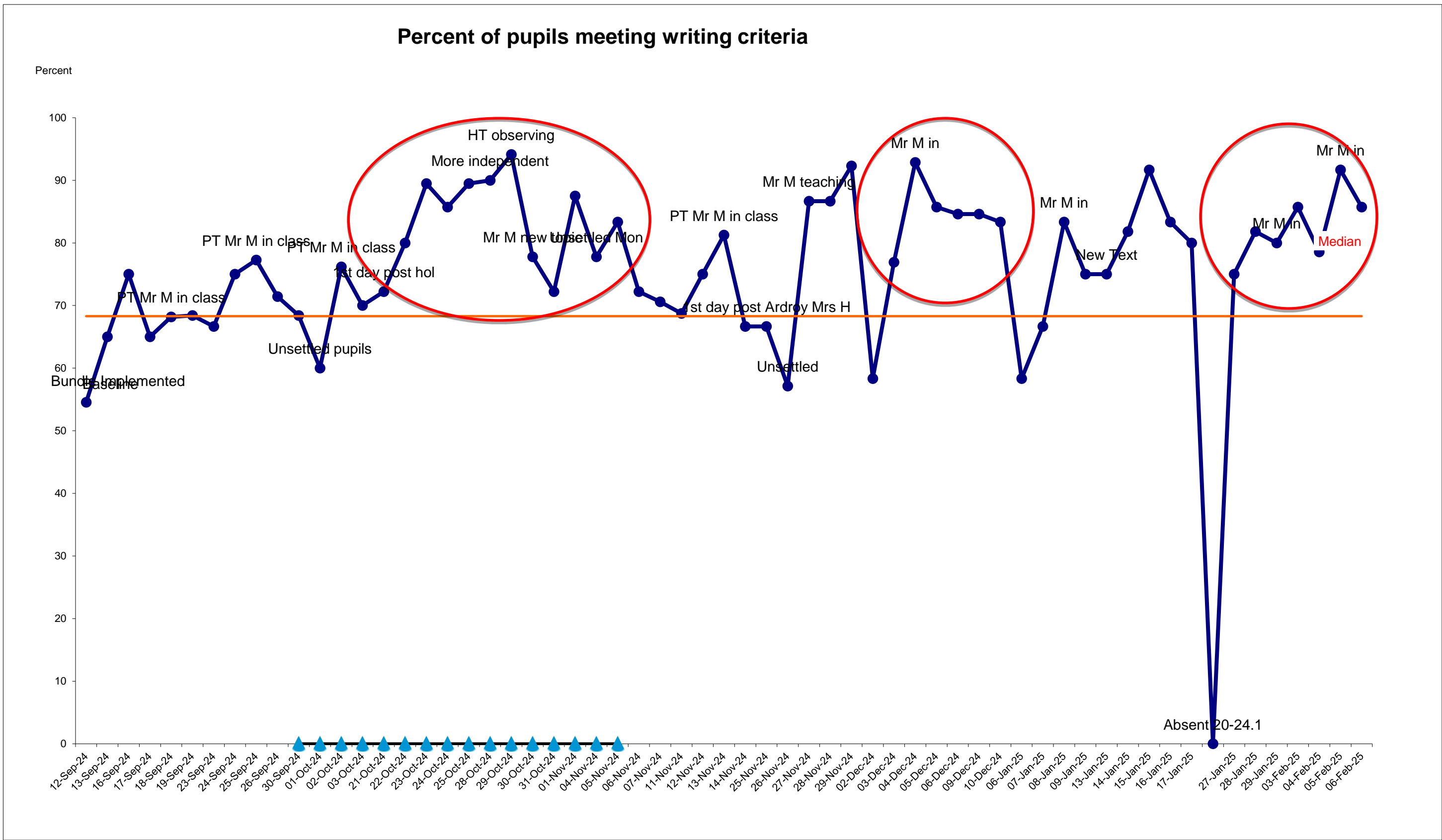
P4 children

The one child we hoped to have an impact on made significant progress and in December, early indications were suggesting that the target would be met but the child then left our school. All other P4s who were "on track" within their learning continued to make good progress and our teaching aims for term 1 and 2 were achieved.

P5 children

All children in the focus group made significant progress and the target of **81% achieving first level by Dec 2024 was met** (apart from one child whose attendance is 50%).

Results



Conclusions

Having an enthusiastic and passionate practitioner in class with me has made such a difference. CT

I enjoy learning new things in writing. Pupil 1

HT - Opportunities for pupils to share their thoughts. Planning frames used - Use of WAGOLL - "Reading Expert" - Differentiation through peer learning; support, individual targets, resources (clicker) and expectations.

Sometimes I find it tricky when writing but enjoy getting the support when I need it Pupil 2

Key Learning Points:

- Watching engaging and sometimes comedic videos.
- Feedback given during and after writing lesson.
- Introduced the use of 'Clicker' to support children.
- Consistency with daily write.
- Children enjoyed the consistency and the varied approaches in their TEAMS assignments for daily write.
- Engaging the children more by encouraging them to self-assess with the use of highlighters and allow peer assessment if appropriate.
- Stamper introduced

Next steps

- I aim to support colleagues as required.
- Consistently implement the bundle and key ideas learnt from my visiting PT.
- Pass on the knowledge and expertise learnt to future student teachers.