

Improving Writing Outcomes for P3/4 Learners

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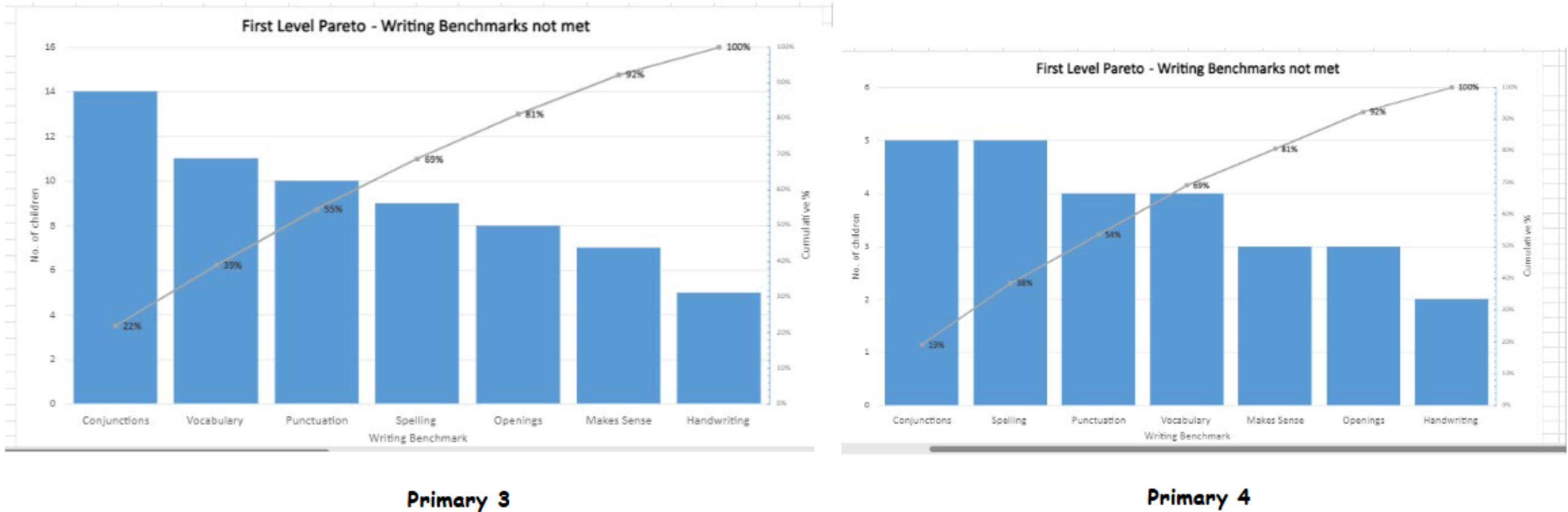


Stretch Aim: By May 2025 85% of P4 pupils will achieve CfE First Level writing (Baseline Sept 2024: 0% achieved 85% projected)
By May 2026 88% of P3 pupils will achieve CfE First Level writing (Baseline Sept 2024: 0% achieved 88% projected)

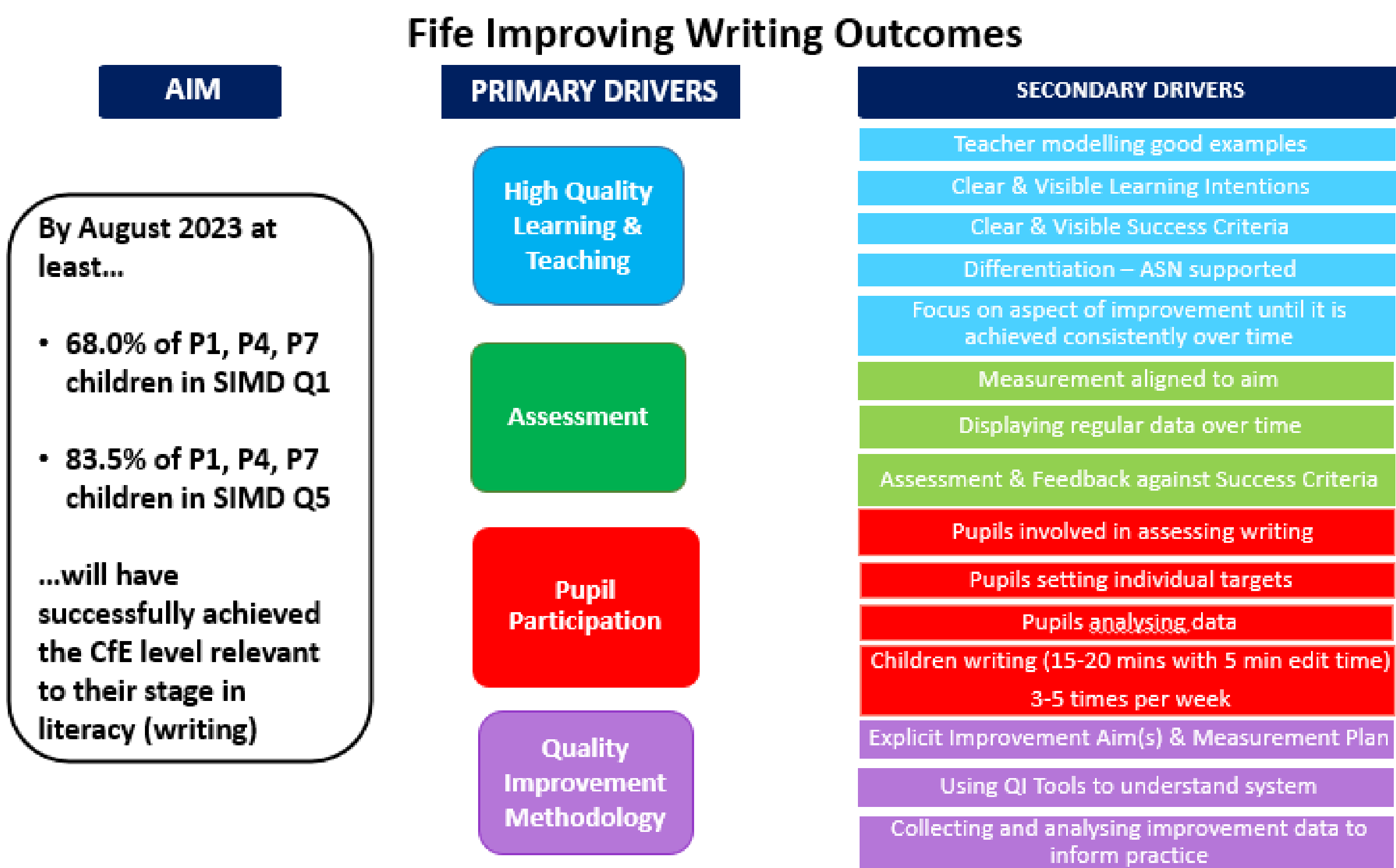
Teaching Aims: By 10th November 2024, 88% of P3/4 pupils will use conjunctions: and, because, but and so in their writing. (Baseline 4%)
By 1st March 2025, 88% of P3/4 pupils will use punctuation (. ABC ! ?) in their writing. (Baseline 30%)
By 5th May 2025, 88% of P3/4 pupils will be using a variety of openers in their writing. (Baseline 43%)

Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Programme (Wave 9).
- Carried out a baseline assessment against CfE benchmarks.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was with the use of conjunctions in their writing.
- The pareto chart informed our teaching aims.



Process Change



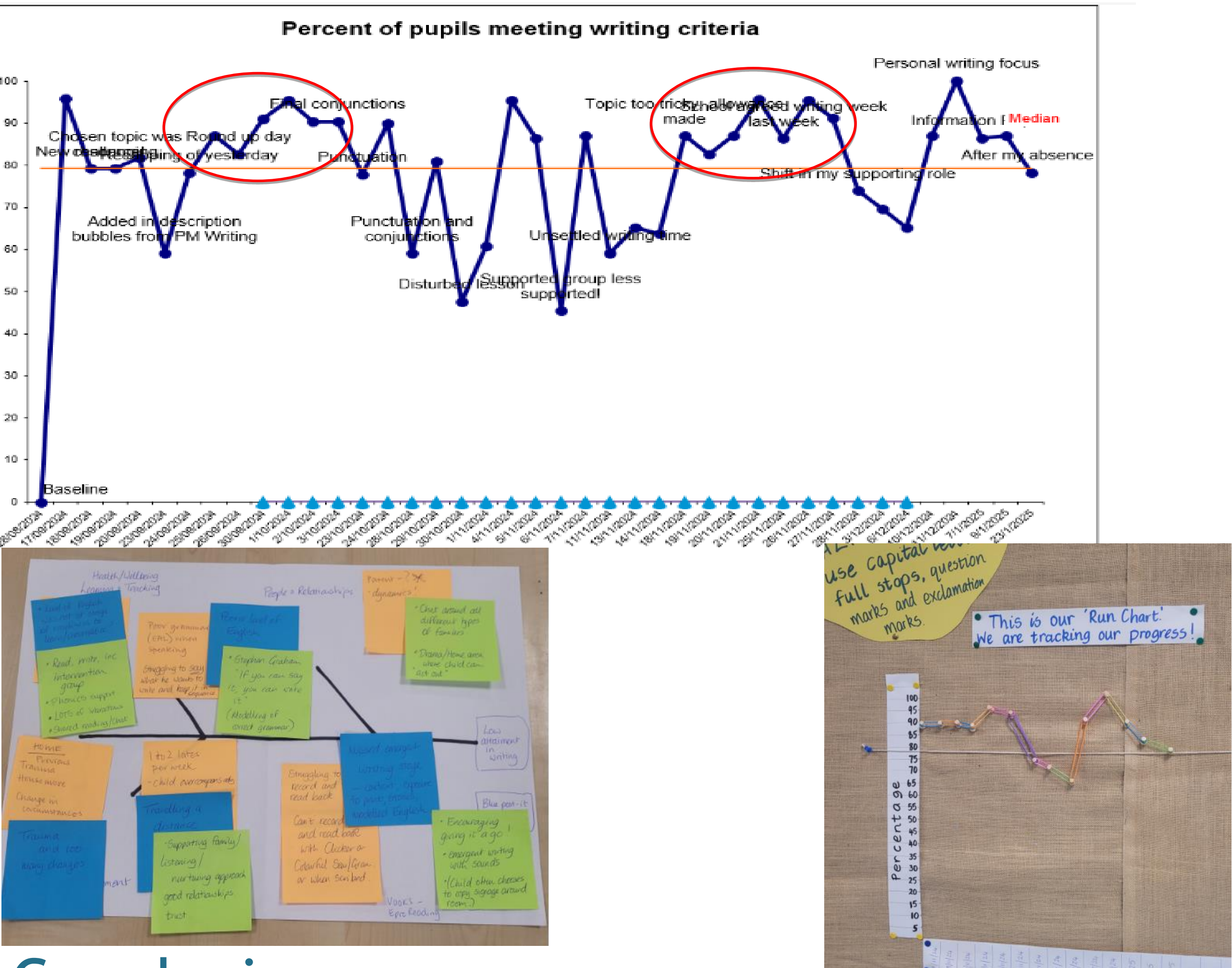
Implement

- Children writing 3-5 times per week.
- Write for 15 mins, 5 mins to self check. They asked if they could tick the punctuation marks and conjunctions as part of this process.
- Teacher input aligned to aim (stimulus, dialogue, model) A range of interesting pictures, objects, photos will be used.
- Share Learning Intention and make Success Criteria explicit. We will use flower heads in plant pots on tables to ensure children are checking in with their Success Criteria.
- Assess and feedback against Success Criteria, through self, peer and teacher feedback.
- Involve children in the process, making sure that Run Chart is updated WITH the pupils.

Achievements

By 23rd October 2024, 90% of children achieved teaching aim 1 (Baseline of 4%)
By 28th November 2024, 90% of children achieved teaching aim 2 (Baseline of 30%) HOWEVER children asked to continue for a time focusing on just their first two teaching aims (consolidation)

Results



Conclusions

Speech bubble 1: I was feeling that I wasn't great at writing when I wasn't in P3/4 but now I love it!

Speech bubble 2: I was feeling a bit 'mwah' about my writing and now I'm super confident.

Speech bubble 3: A few months ago I wasn't sure about my writing NOW ideas just flow through my brain!

Speech bubble 4: Children have taken on this project as much as I have! They love seeing 'success' and are engaged with the daily Run Chart process. One child has really stepped up and his enthusiasm for seeing his ideas on paper is really rewarding!

Key Learning Points

- Seeing the Pareto identify the priorities for teaching has been very useful.
- The Run Chart has been a visual experience for children and they have responded brilliantly to it.
- The structure I have used for each lesson has helped not just myself stay on track, but has supported children who would normally struggle to stay focused (the 15 minute write, the 5 minute self-check, the feedback session)
- The joy of seeing children seeing themselves as writers (even the ones who continue at this point to need quite a bit of support) is really rewarding!
- I can see this working!

Next steps

To continue keeping the process as interesting and exciting as possible within class (Pupil voice on how this can be achieved!)
To have as many staff in our school trained as possible (We already have three more participating in Wave 12) so that we can fully implement the process of writing and so that we can have consistency in our writing at St Columba's.