

Improving Writing Outcomes for P4A Learners

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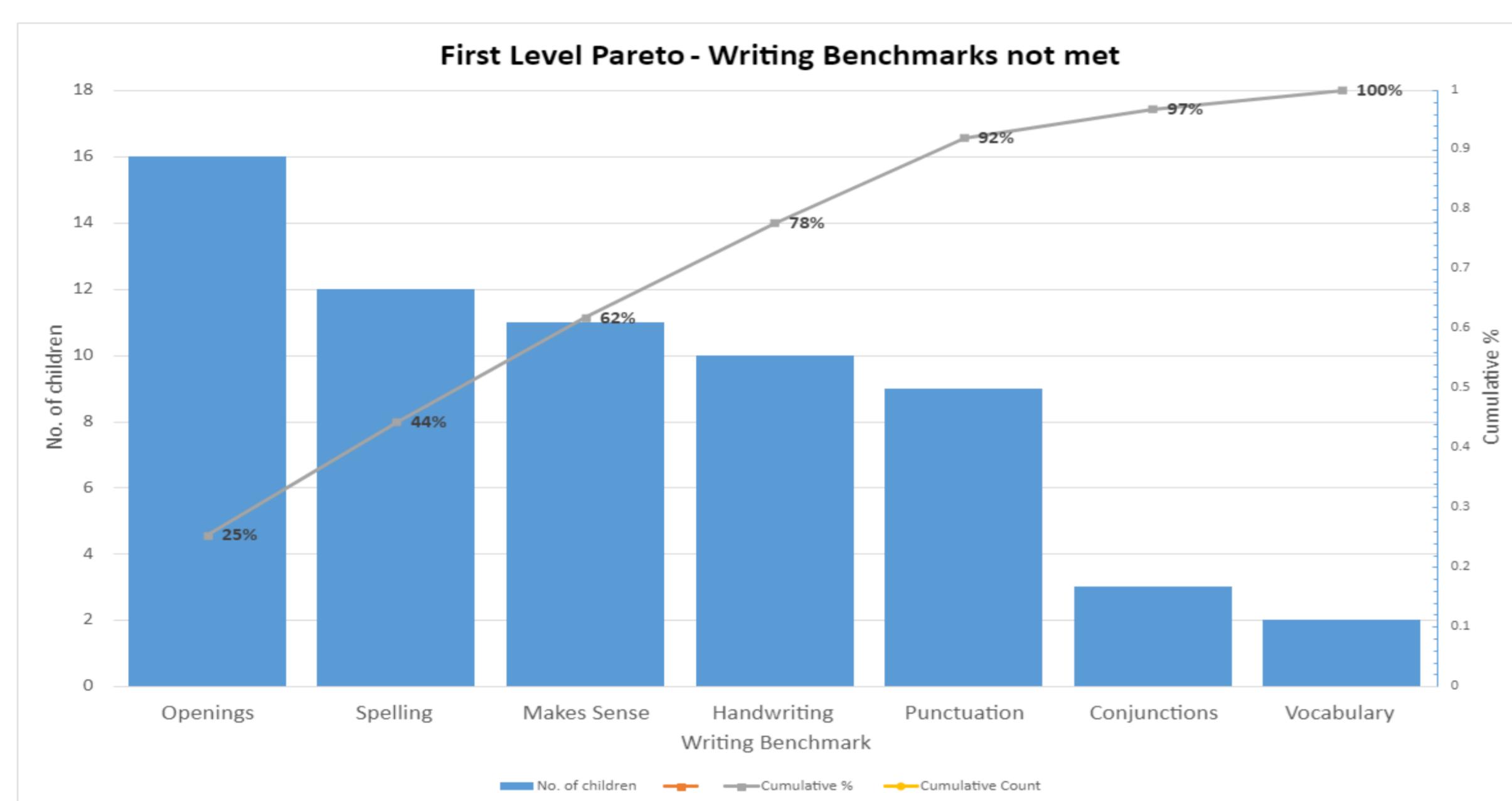


Stretch Aim: By May 2024 83% of P4A pupils will have achieved CfE First Level Writing Outcomes (baseline 54%).

Teaching Aims: By May 2024 83% of P4A pupils will use a variety of different sentence openers within pieces of independent writing (baseline 54%). Teaching Aim 2; By May 2024 83% of P4A pupils will be able to include full stops, commas, exclamation marks and question marks within their writing (baseline 54%). Teaching Aim 3; By May 2024 83% of P4A pupils will be able to present their work with the correct formation of letters, letter size and their position on the line (baseline 54%).

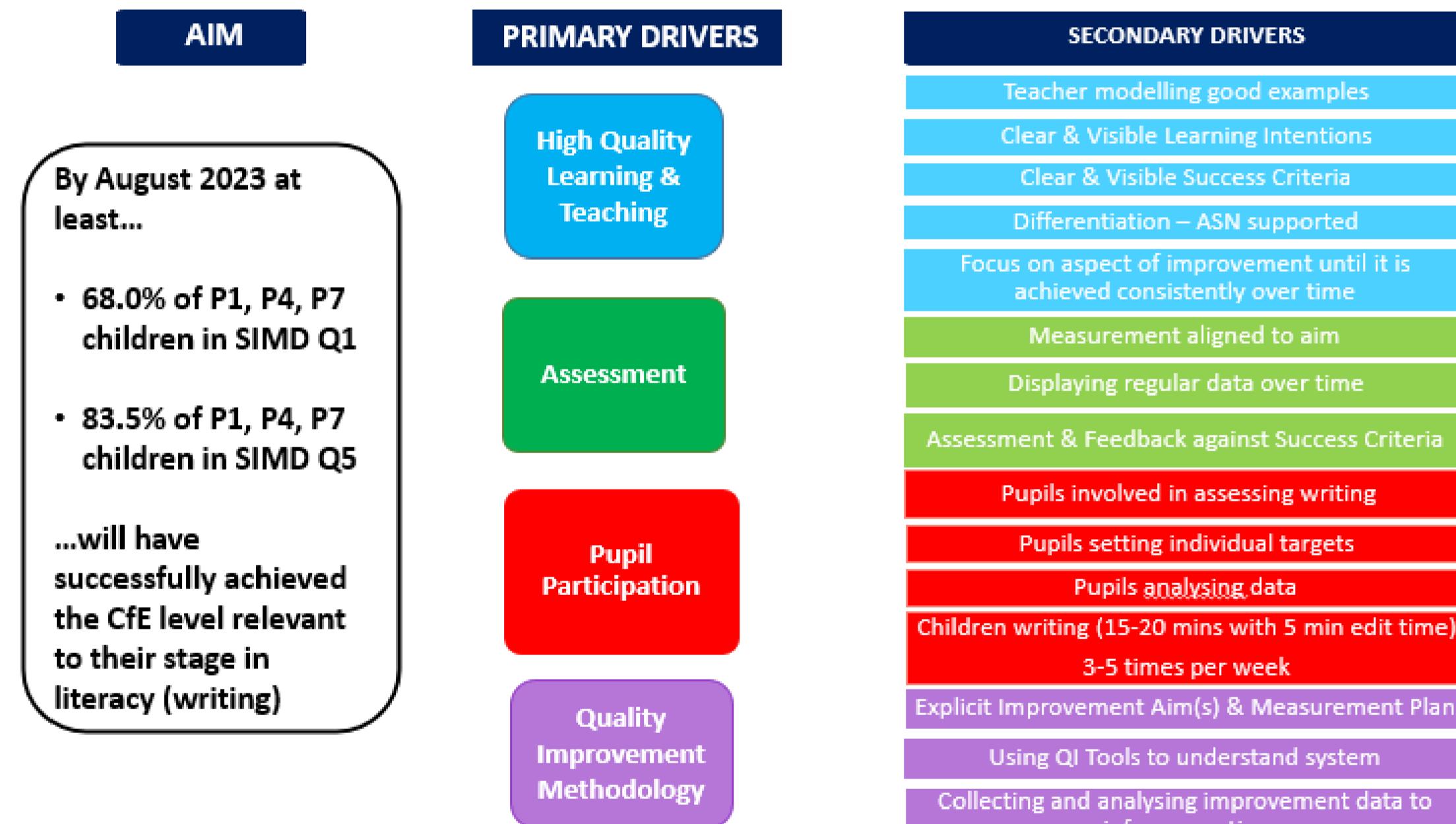
Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Programme (Wave10).
- 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 openers.
- The pareto chart informed our teaching aims.



Process Change

Fife Improving Writing Outcomes



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!
- If required and requested by the learners, dependent on the motivation levels and engagement, additional time was given.

Achievements

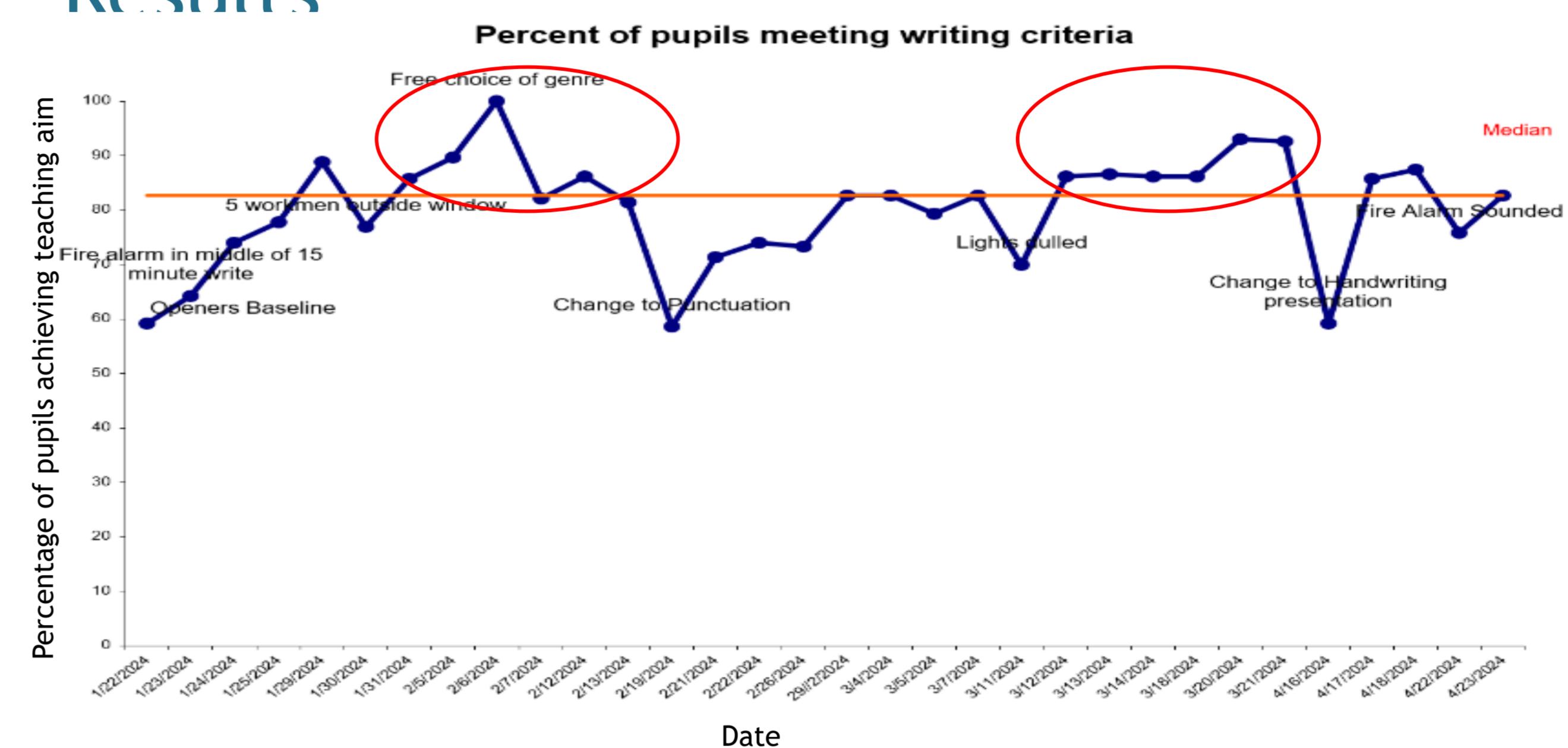
By the 23rd of April 2024, 81% of children achieved stretch aim (baseline 54%).

Teaching Aim 1; By the end of February 2024, approximately 90% of children achieved the aim to use a variety of sentence openers (baseline 54%)

Teaching Aim 2; By May 2024 81% of children achieved the aim to include full stops, commas, exclamation marks and question marks within their writing (baseline 54%).

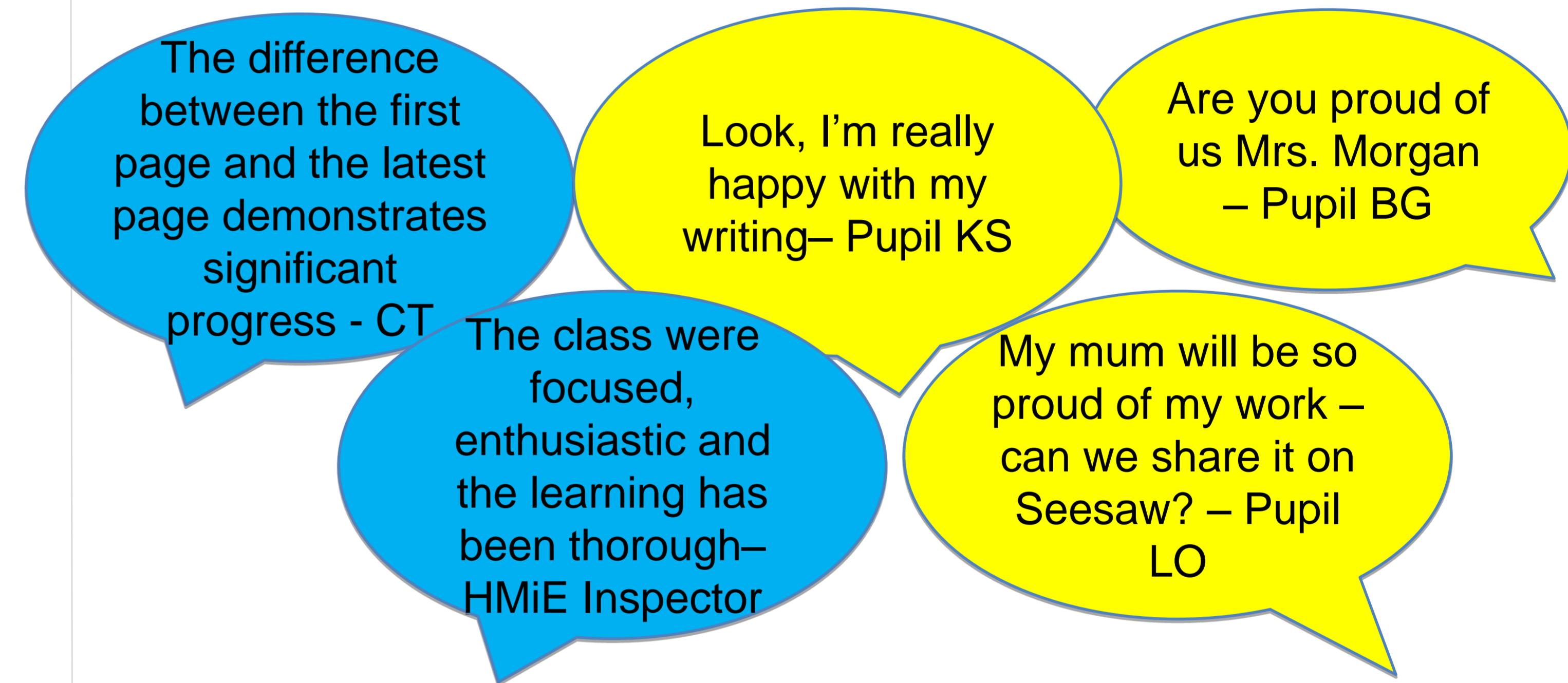
Teaching Aim 3; By May 2024 81% of children achieved the aim to present their work with the correct formation of letters, letter size and their position on the line (baseline 54%).

Results



Conclusions

- Learners have clearly met their aim and are now able to transfer their learning into other areas of the curriculum, such as IDL.
- The learners' involvement and understanding of the run chart, the daily entering of information, and discussion of targets truly motivated the children with their learning. The varied stimuli kept the target exciting and motivation levels high.
- Learner now enjoy giving self-assessment, peer- assessment and feedback. This has been a very worthwhile initiative.



Key Learning Points

- Having a range of exciting stimuli was key – such as See-Think-Wonder, Story starters, photographs and pictures led to high levels of engagement.
- Linking the display of results to our IDL topic (Castle and Asia).
- When adults (staff HMiE Inspectors, SMT and parents) were coming to look at their learning, learners were very keen to show off their achievements.
- Learners also recognised when they were being distracted and asked for the class blinds to be closed to help them concentrate.

Next steps

- This project is and will be continuing in class and is currently being used to improve the use of other areas of grammar.
- The results of this project will be shared with the rest of the school teaching staff.