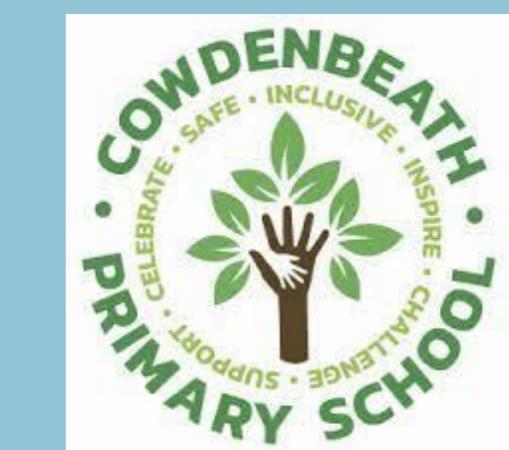


Improving Writing Outcomes for P5 Learners

Megan Mitchell, Class Teacher & Liz Mackie, Depute Headteacher
Cowdenbeath Primary School



Stretch Aim: By December 2023, 79% of Primary 5 pupils will have achieved CfE 1st Level writing (Baseline 42%).

Teaching Aim 1: By 2nd October 2023, 79% of P5 pupils will be using some common connectives* in their writing (Baseline 32%).

*and, but, so, because. Some challenged to use more complex connectives.

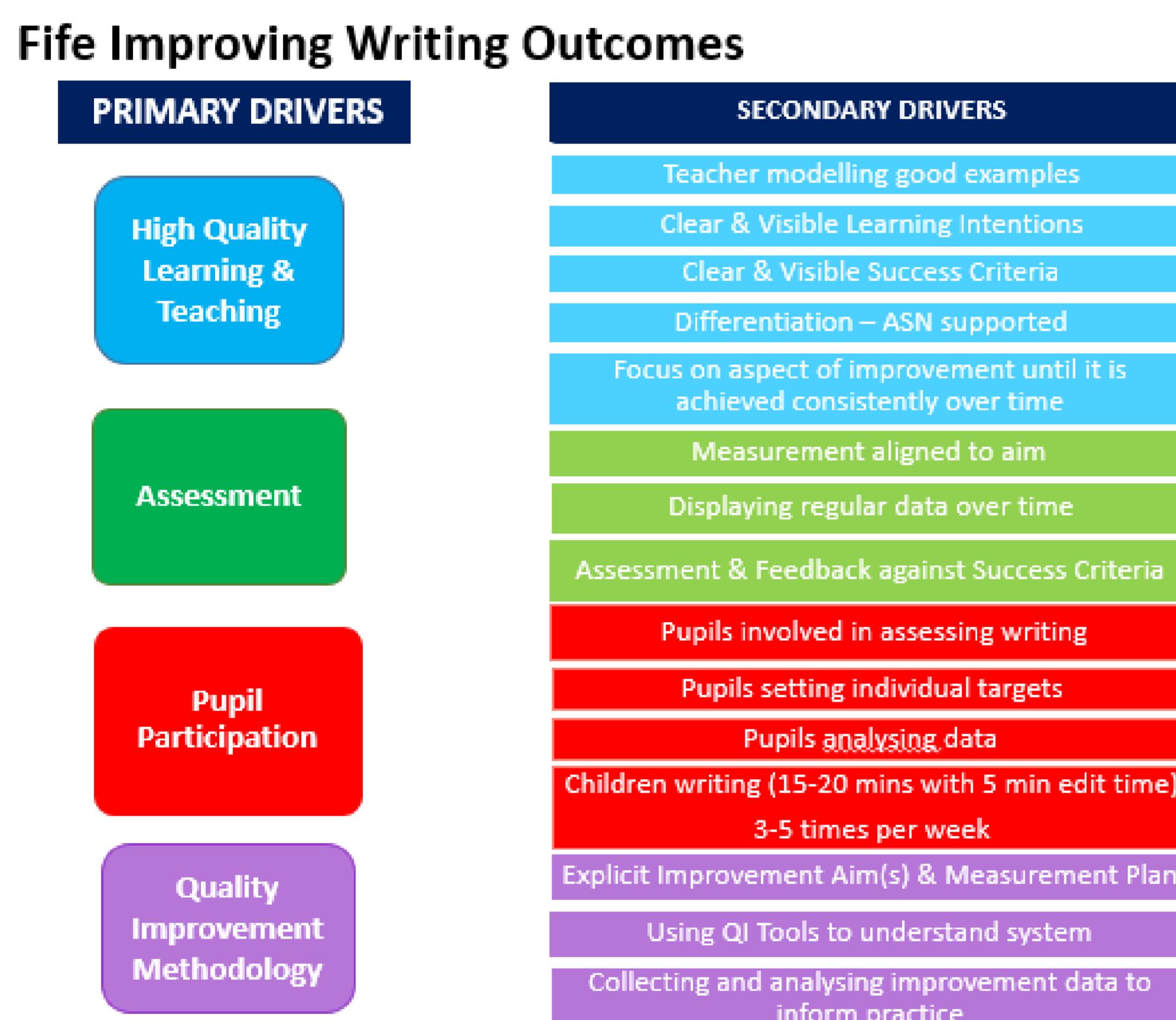
Teaching Aim 2: By 1st February 2023, 80% of P5 pupils will have most sentences punctuated accurately* (Baseline 32%)

* Capital letters and full stops. Some challenged to use additional punctuation.

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 **use of connectives**.
- The pareto chart informed our teaching aims.

Process Change



Implement

- Children writing 3-5 times per week.
- 15 minutes writing, 5 minutes self-checking.
- Teacher input including:
 - Aims discussion
 - Modelled piece of writing
 - Reiterate learning intention and 'steps to success'.

Example of jotter prompt:

LI: I am learning to use connectives in my writing
SC: I can use connectives confidently and consistently in my writing

Steps to success...	
I have written on the line using finger spaces	😊😊😊
I have used at least three of the following connectives: and, but, because, so, when, then, however, also	😊😊😊
I have highlighted in pink my connectives	😊😊😊
I have read over my writing to make sure it makes sense	😊😊😊

- Assess and feedback against Success Criteria.
- Involve Children in the process!

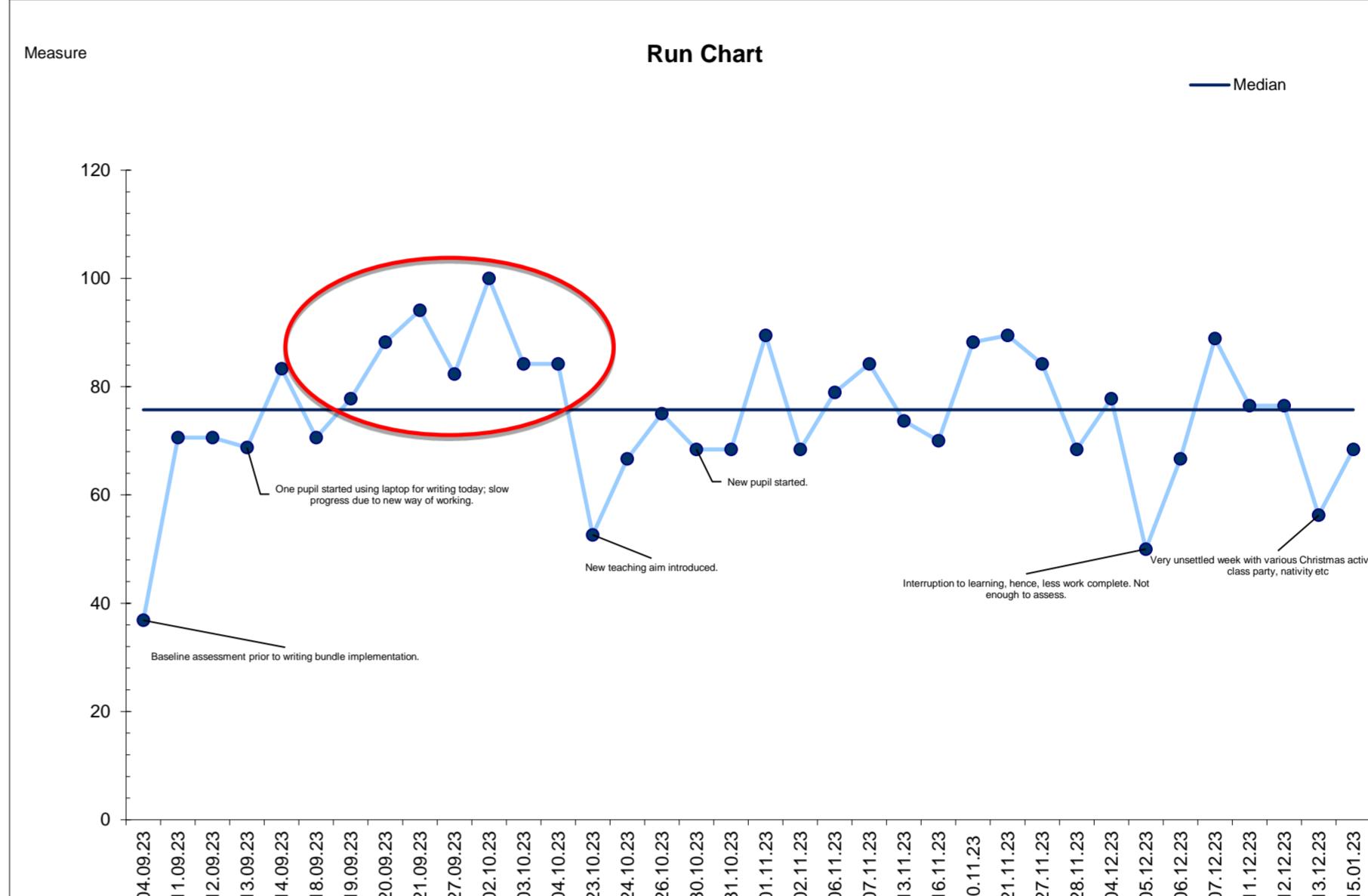
Achievements

By October 2023, more than 80% of children achieved teaching aim 1. (baseline 32%).

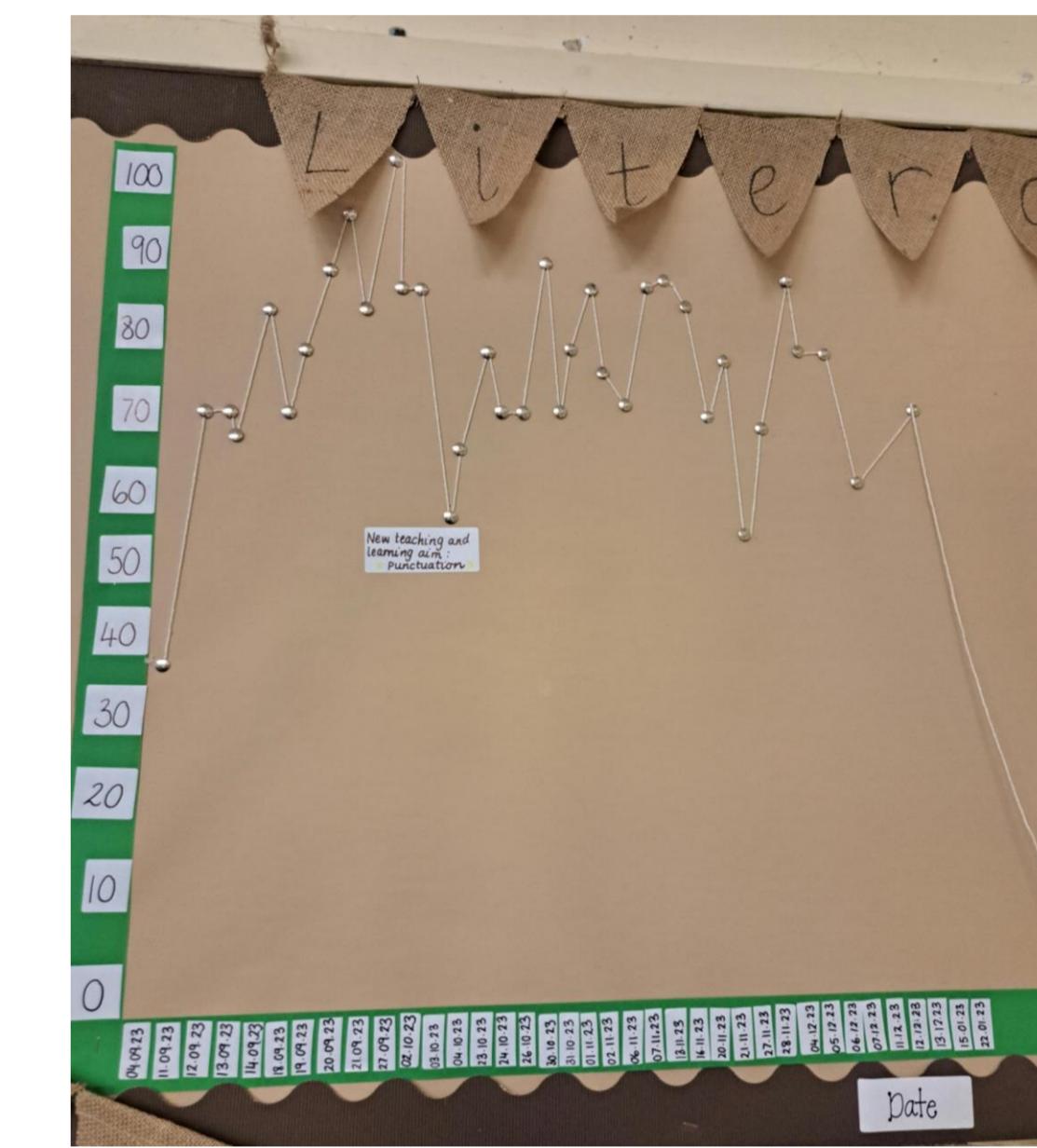
Still working on teaching aim 2.

Results

Digital Run Chart



Class Run Chart



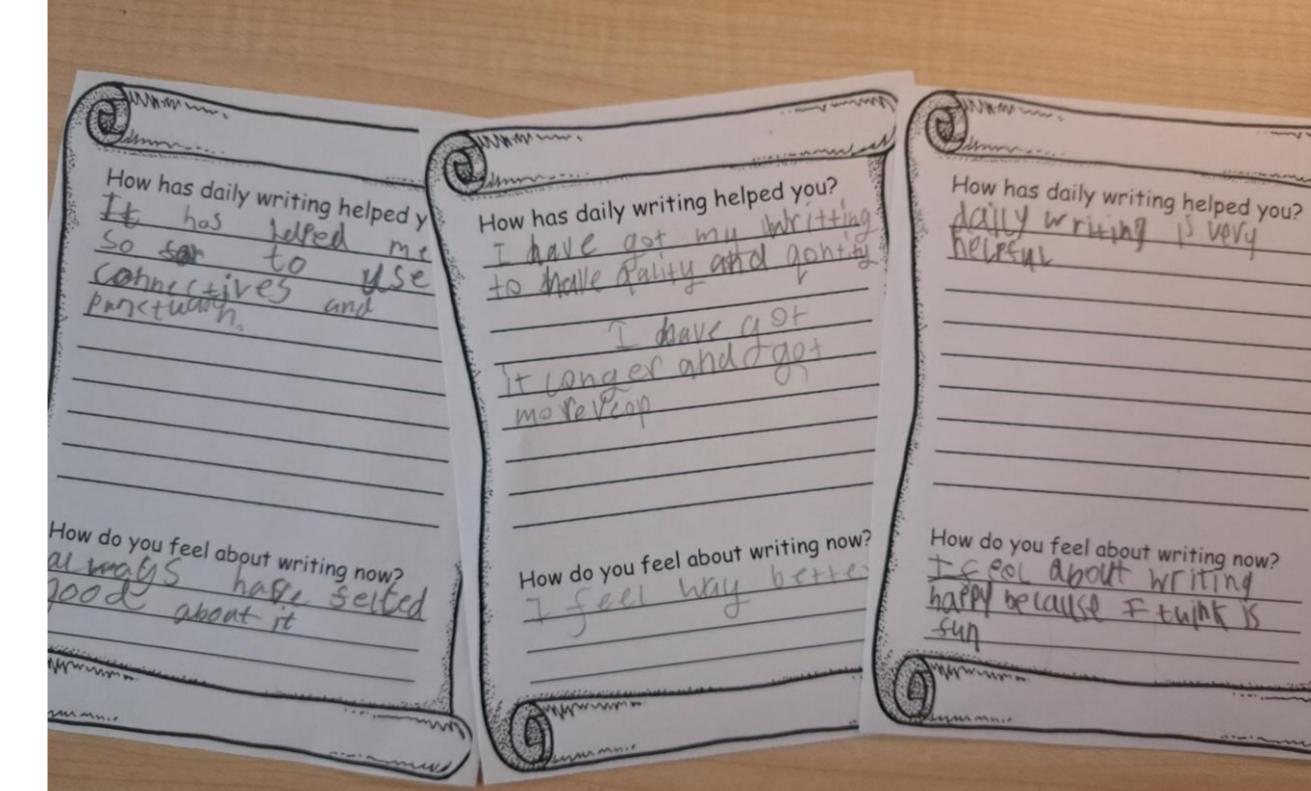
Conclusions

What led to data shift?

Staff voice:

- Following the writing bundle consistently
- Allowing children ownership of their editing
- Visuals e.g. visual picture prompts, modelled examples, timers and run chart to track progress

Pupil voice:



Key Learning Points

- Personal writing on a Monday (specifically, weekend news) was often our most consistently accurate piece of writing in a week. Personal writing = biggest motivator.
- Giving children visual 'steps to success', as well as ownership over their learning through self-assessing with highlighters (connectives = pink, punctuation = green) allowed for more accurate pieces of writing through careful editing.
- Some teaching aims were easier to meet than others e.g. we met our connectives outcome quickly, however, punctuation has been much more challenging with clear, learned habits evident (missing capital letters/full stops). Good progress is certainly being made, albeit at a slower pace than our first aim. We are close to our six-point data shift.

Next steps

- Continue use of the writing bundle within P5 classroom this year, as well as future classes.
- Continue to work on strengthening elements of the writing bundle in own practice.
- Work collaboratively with P7 teacher who is currently partaking in Wave 10 of the QI Writing Programme.