

# Improving Writing Outcomes for P5 Learners

Evan Traquair, Class Teacher, St Kenneth's RC Primary School

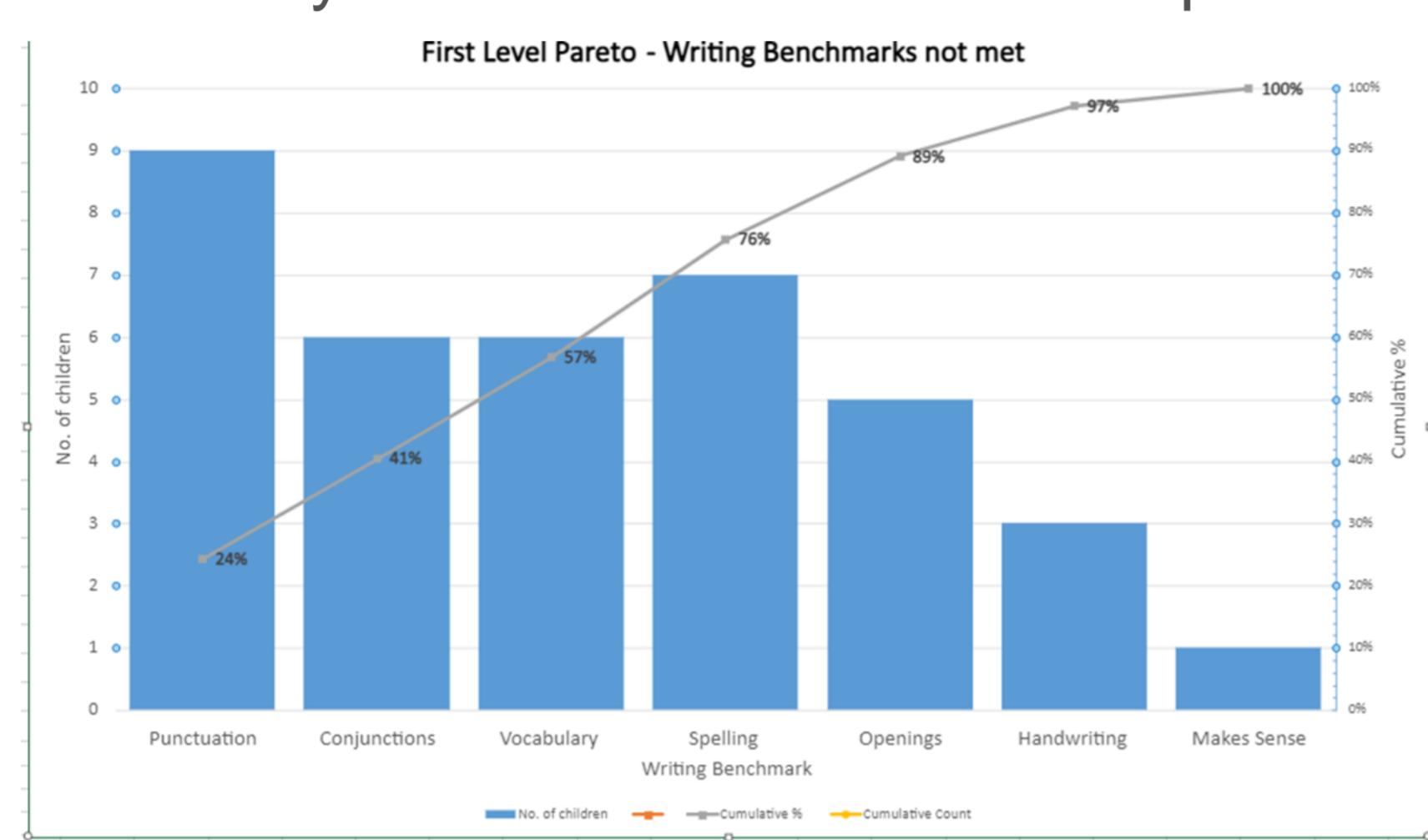


Stretch Aim: By December 15<sup>th</sup> 85% of children achieve first level in writing in P5B. (Baseline 54.17%)

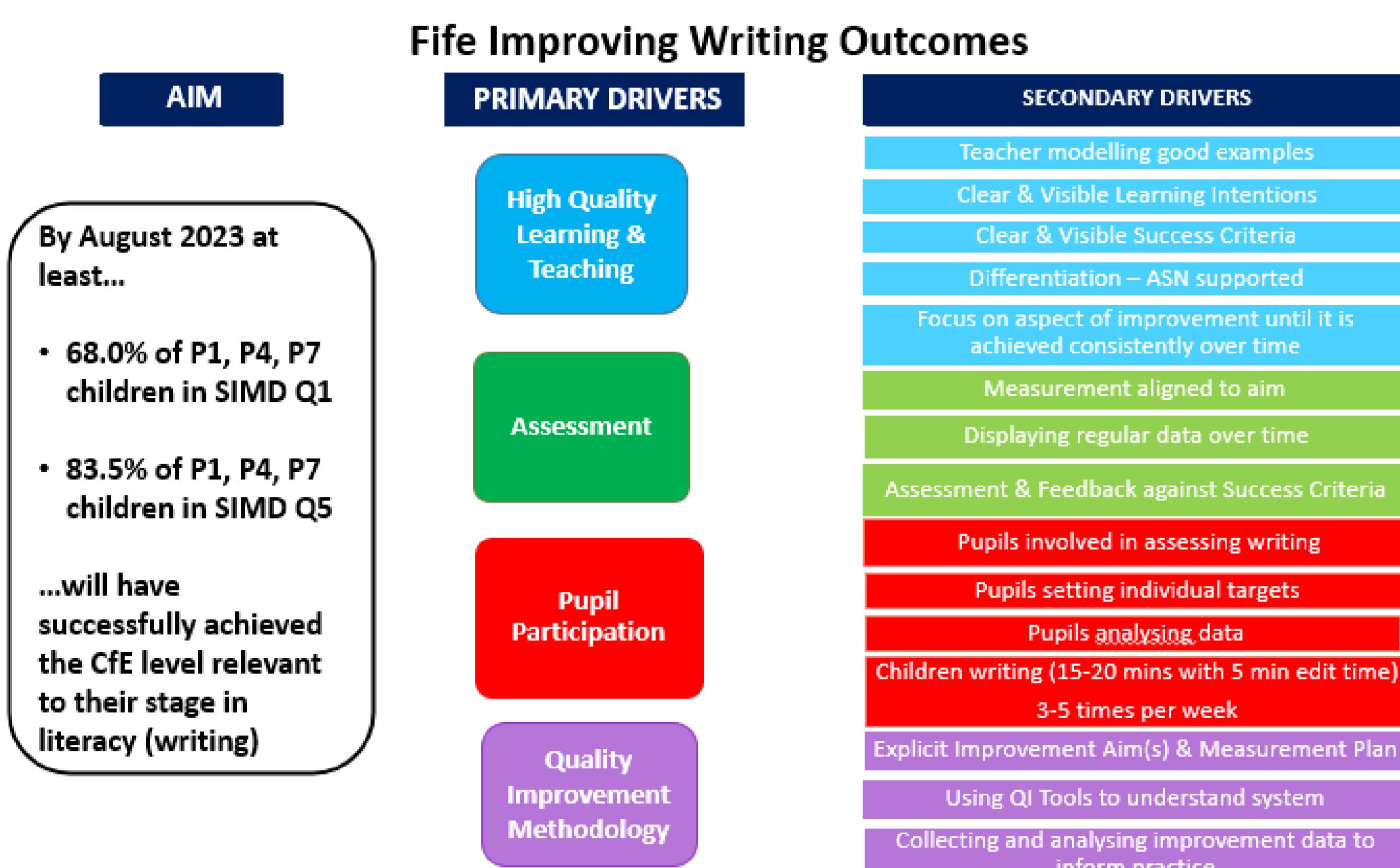
Teaching Aims: To have 85% of children including at least four different examples of punctuation\* within their writing consistently. (\* capital letters, full stops, exclamation marks, question marks) (baseline 56%).

## Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Wave 9 Programme.
- Carried out a baseline assessment against benchmark criteria.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was using varied punctuation correctly. This informed our first improvement aim (aim 1).



## Process Change



## Implement

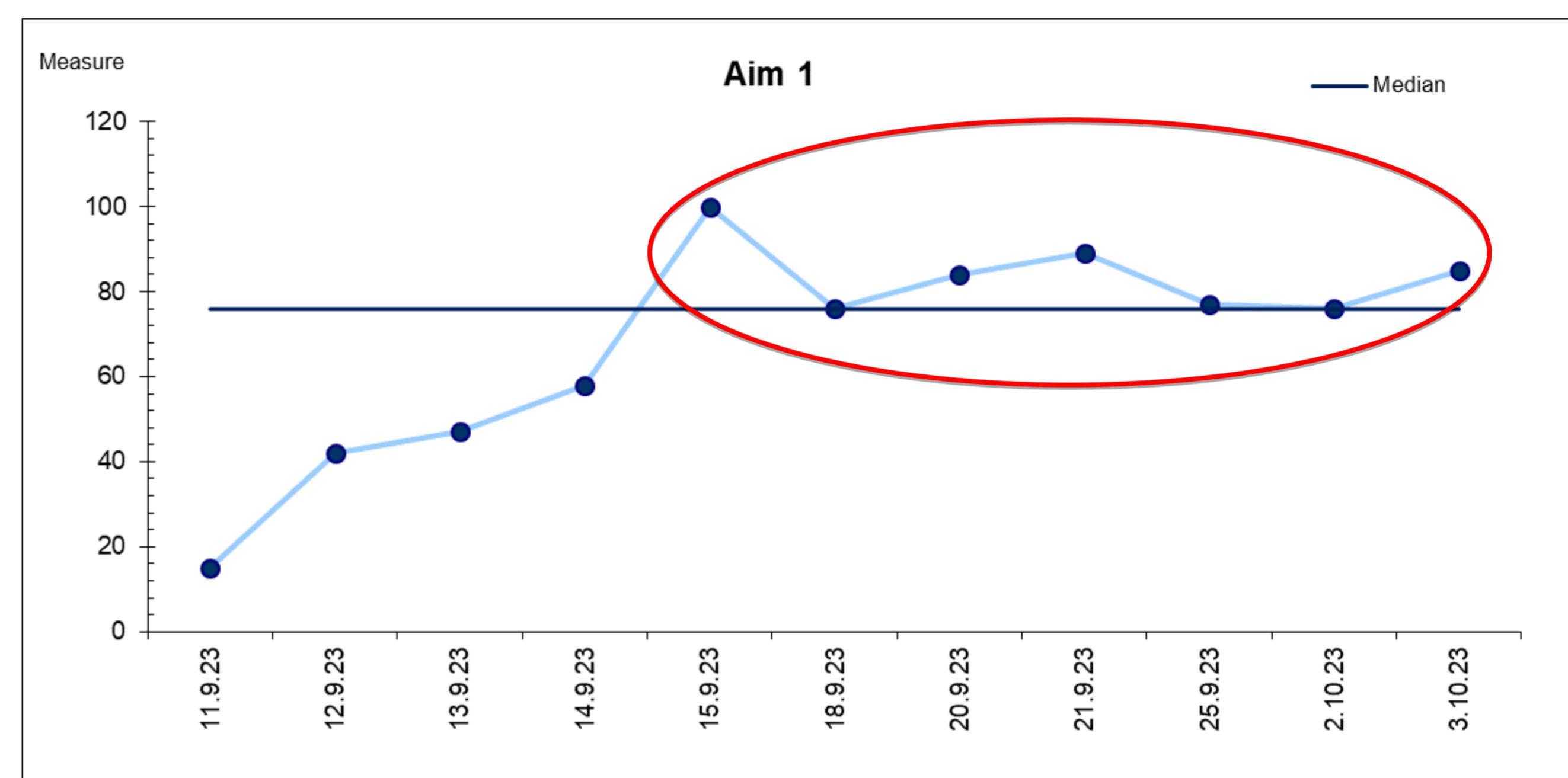
- Children writing 4 times per week.
- One longer piece of writing, 3-4 QI style writing tasks.
- Write for 15 mins, 5 mins to edit.
- Teacher input aligned to aim.
- Share Learning Intention and make Success Criteria explicit.
- Assess and feedback against Success Criteria.
- Involve Children in the process!
- Often time increased to contribute to a more in-depth writing piece.

## Achievements

By December 15<sup>th</sup>. 85% of children within focus group achieved aim 1, including four examples of punctuation within their writing. (baseline 24%).

Stretch Aim ongoing.

## Results



## Conclusions

Staff Voice: Having a clear and consistent LI and SC provided a much clearer expectation for the children within writing and made them all much more aware of how we measure success collectively as a group.

Pupil Voice: "It's much easier to write because I know what I need to do."

Pupil Voice: "I love the editing time, I use my time as an extra challenge to get in another piece of punctuation once I've checked over it."

Pupil Voice: "I like how we track all of our writing as a class, we are all included."

## Key Learning Points

- Modelling WAGOLL provides a good jump-off point, when writing time is short, children required a full idea of what to write to save on writing time.
- Involving children in process from introduction to plenary and assessment, provided a much more holistic approach to learning in writing.
- Giving the children the element of choice when planning out the writing for the week gave them a lot more ownership of their learning throughout the process.

## Next steps

Continue to improve the writing abilities across the cohort using a range of methods gathered from the QI programme. Training more staff members will provide a much more consistent approach to writing across all stages of the school.