



Case Study Name

Camdean Primary School Improving independent writing skills

Our Context

Camdean PS is a 283 student school in Rosyth with strong community engagement in our writing programme. Post inspection, we identified that raising writing attainment was a priority across the school. We introduced elements of the Talk for Writing programme from P1 to P7. Following this we identified that our infant children could confidently tell stories verbally but needed further encouragement to independently write.

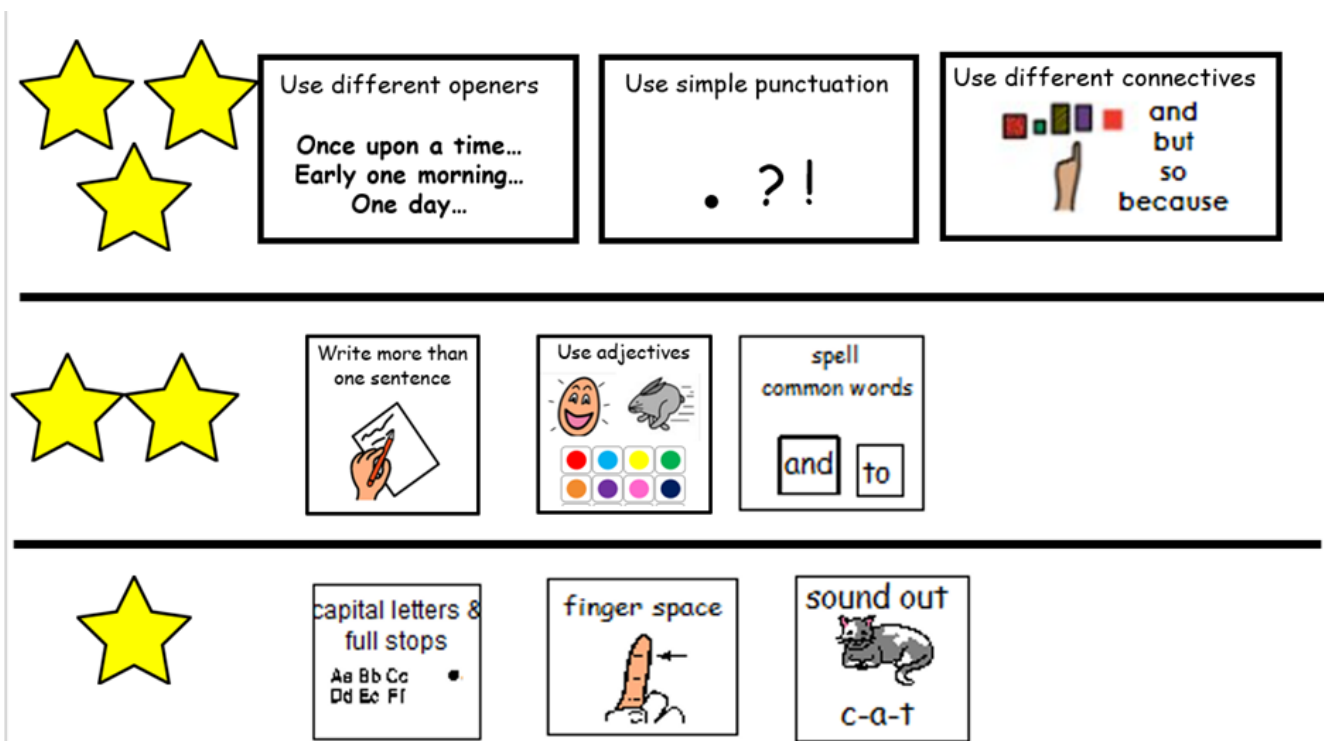
Our Outcomes	Our Measures
Most children in P1/2 can independently write a sentence using capital letters, finger spaces and full stops.	<ul style="list-style-type: none"> • Baseline assessment using 'Cold Task' format. • Introduction of Self/Peer Assessment Tools for Writing Placemat. • 'Hot Task' at the end to assess impact.
Most children in P3 can include at least one appropriate connective in their writing.	
The majority of children can make their writing more interesting through the use of openers, adjectives, similes etc	

Almost all = 90%; most = 75% to 90%; majority means, 50% to 74%; less than half, means 15% to 49%; few means up to 15%

The Actions we took

- CfE/moderation data was analysed across the school to identify gaps in learning.
- Ability to write independently identified as an area of improvement across the infant department.
- P1/2 and P3 carried out a 'Cold Task' where learners were asked to write independently from a chosen stimulus.
- Baseline created based on the evidence from this assessment.
- Placemat created using 3 star format and Boardmaker symbols.
- Began using the placemat in different ways during lessons. We used it during the teaching phase to model successful writing and refer back to success criteria. We also gave copies of the placemat to each child so that they could begin to self-assess.
- The placemat was used for 1 focus lesson a week for 6 weeks.
- A 'Hot Task' was carried out to assess the impact.

Our placemat:



Use different openers
 Once upon a time...
 Early one morning...
 One day...

Use simple punctuation
 • ? !

Use different connectives
 and
 but
 so
 because

Write more than one sentence

Use adjectives

spell common words
 and to

capital letters & full stops
 Aa Bb Cc •
 Dd Ee Ff

finger space

sound out
 c-a-t

Our Learning and the Impact we had

- **AIM - By May 23, 85% of P1/2 children will be able to write a sentence independently. Baseline identified as - 23%**
- **Results – 80% of learners can now write a sentence that makes sense.**
- **AIM - By May 23, 85% of P3 children will be able to use different openers and connectives. Baseline Identified - 9%.**
- **Results - 70% are now using different openers and connectives in their writing.**
- Placemat was further edited after the initial lessons to respond to the children.
- Most children are now more enthusiastic and confident to write independently.
- Majority of children are attempting to self-assess using the placemats.
- Increased knowledge of how to scaffold a writing lesson in the infant department.
- Majority of children are beginning to identify their next steps with their writing.

Next steps

- Sharing the placemat across the school.
- In consultation with the learners, further develop the placemat to respond to current learning.
- Develop a Second Level placemat that can be used across the school.
- Share at Authority level.