

Salop Teaching School Alliance
CPD Case Study Outline

Project Title	Improving boy's writing
School/Organisation	Sheriffhales Primary School
Date Project taking place	Spring and Summer 2014
Aim of Project	<p>To engage boys in writing. To improve the outcomes for boys writing. To increase average point scores in summative assessments of boy's writing. To increase boy's writing progress during the assessment period of Spring to Summer 2014.</p>
Project Details	<p>Sheriffhales Primary School has a higher than national ratio of boys to girls and we are in the 80th centile for SEN. The vast majority of the SEN pupils are boys. Internal data has shown that boys score consistently less in writing (when judged by average point score) and make less progress over the academic year when compared to girls. Data has also shown that writing outcomes are less successful than reading. Deeper analysis has shown that 'stuck' writers are more likely to be boys. When monitoring work, 'stuck' boys seem to lack complexity of grammatical structure. But more significantly, they lack motivation and resilience.</p> <p>Teachers wanted to improve boy's writing through improving their attitude to learning. We decided to take a multi-layered approach:</p> <ul style="list-style-type: none"> • To improve learning behaviours through using the 'eight secrets of success' (Chris Quigley). • To improve the consistency of teaching, enriched by accelerated learning strategies of pace and structure. (Alan Peat sentence construction). • To motivate a small group of 'stuck' boys by creating a world-wide audience for their writing, through the use of the 'Lend me your literacy' (LMYL) website. • To identify 4 reluctant writers, boys who have difficulty with engagement, and provide an online personal portfolio for writing and this would be accessed by a world-wide audience. <p>Teachers had CPD opportunities to become familiar with the LMYL website and had training from a national trainer (Mr Lee Parkinson) in the use of iPads for blogging. The English co-ordinator attended a conference with Alan Peat as the trainer.</p> <p>Teachers also had the opportunity to develop accelerated learning teaching strategies, through training from Mr Ian Nurser, head of St Peter's Wem. Teachers also visited St Peters to see</p>

	<p>the strategies in action.</p> <p>The school development plan consisted of two priorities: improve learning behaviour and improve teaching quality. This project fed directly into the aims.</p> <p>Every classroom had an ‘eight secrets of success’ display and children were encouraged to self-evaluate using the eight values. These were:</p> <ul style="list-style-type: none"> • Try new things • Work hard • Concentrate • Push yourself • Imagine • Improve • Understand others • Don’t give up <p>Every teacher used the grammar scheme of work, aligned to ‘Alan Peate’ sentences to teach grammatical rules and to enrich sentence construction. Each sentence form had a memorable name, eg, a 2A sentence: this was a sentence with 2 adjectives and taught at year 2. However, because of mixed age classes, the children were able to access a broad range of sentence types. The boys were identified for the LMYL portfolios and parents were involved, as we had to ask permission for work to be published. The whole school had an opportunity to post to the site, but only the group of stuck writers had access to a personal portfolio. There was an opportunity for the boys to post work once a week. The teachers did the posting, through a secure password. Every child could access the site from home to show their work to their families and anyone could post a comment (moderated by the site).</p> <p>Each week, new posts were announced on our website and celebrated in class. Children looked forward to seeing who had commented on their work.</p>
Sustainability Aims	<p>Teaching strategies are embedded consistently across the school and in all teaching.</p> <p>The ‘Lend me your Literacy’ site has become an integral part of our teaching of writing.</p> <p>Teaching and learning policies in grammar, spelling and handwriting support the consistency of teaching of writing.</p>
Who was involved?	<p>All teacher and teaching assistants in Sheriffhales Primary School Ian Nurser, Head of St Peter’s Wem</p> <p>All children had access to the LMYL website, but a selected group of 4 reluctant boys were given personal portfolios in which to place their work. 1 from Y1, 1 from y2 and 2 from Y4.</p> <p>Parents, Governors, world wide audience.</p>

Outcomes	To engage the whole school in improving the progress of writing and to target 'stuck' writers, in order to restart their progress in writing. All 4 'stuck' boys were underperforming when measured against progress in reading and maths.
Project Evaluation/Impact Outcome	<p>During the two terms that the project has been running there has been improved outcomes for all of the focus group. The use of accelerated learning strategies has impacted positively on the teaching of writing, across the school. In particular, the adoption of a consistent approach to the teaching of spelling, grammar and handwriting, based on the Alan Peat model of sentence construction, has improved the outcomes for many children. We have noticed that boys in particular have responded well to the teaching structure of short, sharp, pacy lessons and clarity of objectives. They enjoy the sentence formulae and we are seeing them used when monitoring writing in book trawls.</p> <p>The use of the LMYL website has been popular with teachers, children and parents. The enthusiasm generated by the weekly newsletter announcements of whose work had been posted was eagerly awaited by children.</p> <p>The boys who were identified as reluctant writers all reported anecdotally that they liked their portfolios. The most successful of the boys also had high levels of parental involvement. All of the boys said that they would like to continue with their portfolios next year. Comments included:</p> <p>Year 4 student: 'it would inspire other boys if they had one'.</p> <p>Year 1 student: 'I like it when Mummy looks at my work'.</p> <p>Year 2 student ' It makes me proud'.</p> <p>Data</p> <p>Writing progress: internal data shows that we have improved progression in writing so that the majority of cohorts are making outstanding progress. This year we had our first level 6 writer.</p> <p>All of the target boys have made progress, although this is variable:</p> <p>Y1 boy made 10 points progress</p> <p>Y2 boy made 5 points progress</p> <p>Y4 boy made 3 points progress</p> <p>Y4 boy made 2 points progress</p> <p>The highest progress has been made by boys whose families fully engaged in the website, adding comments that encouraged and praised their work.</p> <p>All boys are now working at or above national expectations.</p> <p>The results for all writers are very encouraging and we intend to continue the initiatives in 2014-15. In fact, we will to 'grow' the use of the LMYL site and make it central in our writing policy. It is a very useful tool for showcasing young writers and also acts as an archive of outcomes for external moderation.</p>

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