

Our improvement journey to raise attainment in literacy and support children to realise and reach their potential

Aim:

By June 2017, 85% of children attending Carleton PS (class C3/4A), will have successfully achieved CfE first level literacy by the end of primary 4.

Background

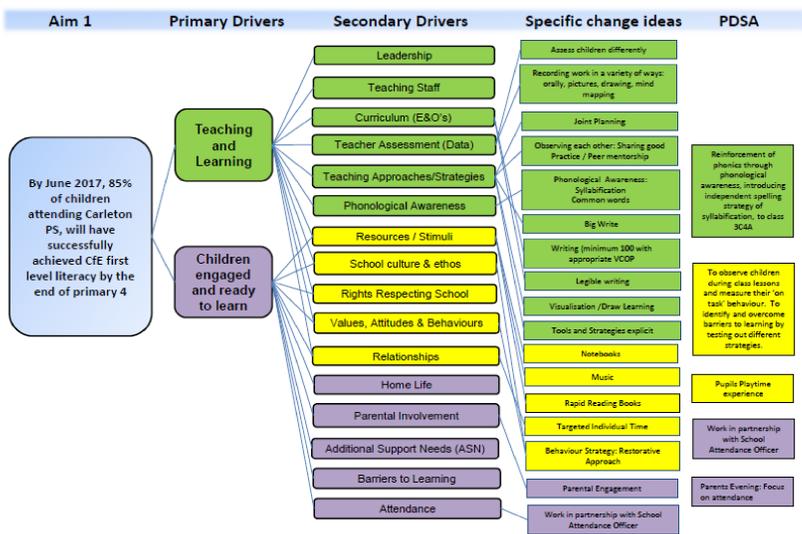
In response to the national stretch aim:
By 2020, at least 85% of children, within each SIMD quintile will have successfully achieved CfE First level literacy, numeracy and progressing in health and wellbeing as evidenced by SHANARRI indicators by the end of primary 4

We established an improvement team to focus on primary 4 children within Carleton Primary School in Glenrothes.

Analysis of teacher judgement data showed that 50% of P4 children within class C3/4A, a composite P3/4 class were not forecast to reach first level literacy by the end of primary 4.

Process Change

Our driver diagram supported us to extend our understanding on the interdependence of the principles underpinning our aim, whilst stimulating creative change ideas and agreement on what ideas to test in the first instance.



Tests of Change

- Reinforcement of phonics through phonological awareness, introducing independent spelling strategy of syllabification
- Strategies to increase 'on task' behaviour
- Raising poor attendance and lateness during a parent interview.

Quality Feedback

"Pupil Y's writing is not perfect, but content is really good. His syllabification of words is good, I assumed that this wasn't the case, but he's proved me wrong, which is great" (Learning Support Teacher).

Feedback following phonics session
 It helped improve my spelling on hard words, I used to get stuck on. I now can break them down and I'm more able to have a go (Tegan Primary 4).

Achievements

- Teaching staff effectively using teacher judgement data to plan and take forward improvement projects
- Teaching staff gaining a deeper understanding and appreciation of the complexity of some of the barriers to learning for individual children
- Gathering data over time and using live data to inform practice
- Educationalists leading change at classroom level.

Measurement

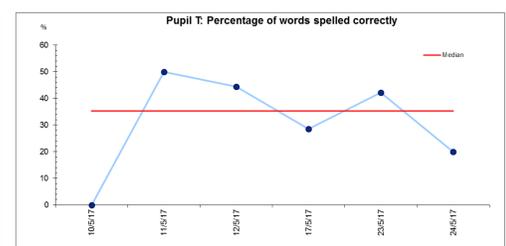
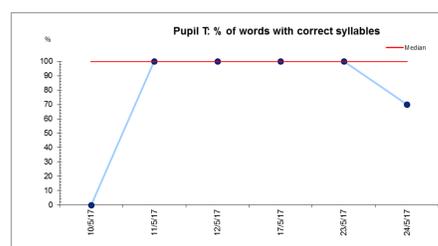
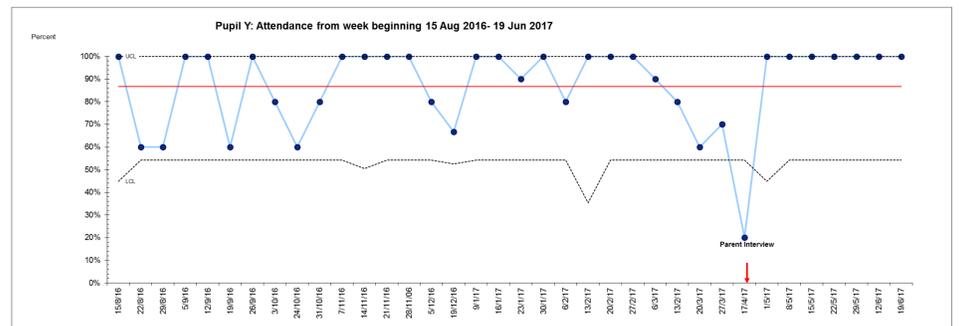
Outcome: Curriculum for Excellence (CfE) teacher declarations: reading & writing levels

Process: Children's daily attendance/lateness record

Process: Children's 'on task' behaviour

Balancing: Curriculum for Excellence (CfE) teacher declarations: numeracy levels

Results



Next steps

- Respond to emerging theme of poor attendance and lateness by establishing a team to drive improvement in this area
- Continue to test out strategies to improve children's on task behaviour
- Continue learn from data and test cycles to improve children's spelling
- Identify gaps in pupil's learning and clarify what the barriers to learning may be and be creative in our response

