



# WEST PARTNERSHIP PRIMARY CURRICULUM PROGRAMME

## Highpark Primary School, Glasgow



### Self Evaluation

ACEL data revealed that writing attainment was an area for improvement. Writing became a school improvement plan priority.



### Inquiry Question

How does the explicit teaching of before, during and after writing strategies increase attainment for targeted learners?



### Intervention

Staff engaged in training around the before, during, and after pedagogical strategy before working collaboratively to implement the approach effectively. Team teaching was combined with following the learning, teaching and assessment cycle to ensure writing was being taught effectively and assessed consistently. To evaluate the intervention a range of data was collected.



### Evidence and Impact

Glow forms were used to measure staff confidence in teaching writing skills pre and post training. Confidence moved from 2.9 out of 5 before the intervention to 4.2 post-intervention. Attainment data of pupils was combined with pre and post surveys on pupil confidence and self-efficacy towards writing. Data suggests that teachers became more confident in delivering the strategy which, as a consequence, led to higher levels of pupil confidence and self-efficacy.



### Key Reflections

This collaborative action research project found that the effective implementation of professional learning led to improved staff confidence and skill which ultimately had an impact on children in the classroom. As a result of the intervention children were more confident, had higher levels of self-efficacy towards writing and improved writing attainment.

For more information on the Primary Curriculum Programme, scan the QR code below.

