

Analysis of Variance Reporting



School Name:	Riverdale School (Writing)	School Number:	2437
Strategic Aim:	Shift in practice from genre focus to iterative, authentic opportunities		
Annual Aim:	Investigate current writing practice and move towards genre based authentic writing through petite Inquiry. Check results of the change by cross school and cluster moderation.		
Target:	Year 2 - 5		
Baseline Data:	Year 3 - 4 2017 Board Report. 83% of students (52/63) after 3 Years at school are AT or Above National Standard in Writing. 76% (50/60) of students in Year 4 are AT or ABOVE National Standard in Writing. Noticing: This is a contrast with entry to Year 3.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>In 2016 the Leader of Writing across Riverdale School noticed that although our teachers were investing a lot of time and quality teaching in teaching writing with a genre focus, the children did not seem to retain these skills from year to year.</p> <p>This then became a Annual Target as part of the 2018 Riverdale School Charter.</p> <p>The typical writing programme across the school included several key elements which we know make up an effective Writing programme;</p> <ul style="list-style-type: none"> - shared writing - guided writing - independent writing - deconstructing one or two writing genre that were linked to the current inquiry focus (dependent on age and development) - practice different models, through a workshop approach - independent writing on a covered genre - the programme included the writing process and children experienced; 	<p>We have adapted the “Writing for Purpose” approach to our teaching and learning of Writing across Years 2-6.</p> <p>Inquiry is used as the vehicle and children are writing a range of genre that authentically link to the learning focus.</p> <p>Children who are learning about Natural Disasters could be writing Information Reports on the different types of disasters or Explanations as to how an Earthquake occurs. They could design and make a Survival kit and include an informative pamphlet. The options are endless.</p> <p>The questions posed were ;</p> <ul style="list-style-type: none"> - what is the impact on the learners? - Has “Writing for Purpose”, helped children to retain and transfer the learning of different language features across the different genres? - What has been the impact on learning outcomes in Writing? 	<p><i>“Writing well does not begin with teaching students how to write: it begins with teaching students why they should write.</i> <i>Kelly Gallagher - Write Like This 2011</i></p> <p>While we saw a shift downwards of achievement in the data the teachers and students anecdotally report a higher degree in engagement and empowerment, due to more autonomy and choice. This fits our strongly held beliefs around agency and empowerment of learners developing a love of learning and nurturing self driven life long learners.</p> <p>This approach is more learner driven than teacher directed. There are myriads of studies that evidence learner autonomy, empowerment, choice and agency as prerequisite for deeper and long term learning. This will be the cause of the increase in learner engagement with the process of Writing.</p> <p>Wanting to write is the foundation to becoming an accomplished writer. Seeing</p>	<p>As teachers get more practiced at providing a Writing for Purpose approach, and the children are more used to driving their writing and become more familiar with their options, we will continue to monitor for better achievement outcome data.</p> <p>The first area of the English Curriculum at both Level 1 and 2 is “to shape texts for purpose and audience.” Therefore, we are obliged to persist with ‘purpose based writing’, and find a way that works for our children.</p> <p>Are the children able to apply the language features of the different writing genre more adeptly now? Perhaps the shift was within Writing Levels, with a deeper understanding of the complexities of the different genre and ability to distinguish which is required, for which purpose, rather than overall Writing Level? This is easily tracked with a beginning of year simple questionnaire asking them to distinguish these things, as well as their self assessed confidence to make those calls. Repeat the same questionnaire again end of year. Beginning and end of year matrix comparisons would also highlight growth across genre.</p>

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planning, drafting, recrafting, editing and proofreading as well as publishing

- the children are involved in self and peer assessment of writing
- teachers use formative practice and set clear, next step learning intentions, which are shared with the children
- twice a year teachers analyse the child's writing against the Writing Matrix and Exemplars to level and then identify next learning steps
- the teachers then moderate this writing with their peers, with particular attention paid to the crossover points; Level 3 beginning with Year 6 teachers, Level 2 writing with Year 4 teachers.

Children became highly skilled at writing within the genre during this time. However when we returned to the genre later in the term, with an authentic reason to write, the children needed a lot of reminding as to the language features required.

We observed that despite following what we believed to be 'best practice' the learning was not being processed

- What has been the impact on the learners engagement in Writing?

So Pae Ake teacher's used the Teaching as Inquiry process to investigate answers;

The process of discovering purpose, exploring relevance to content is the teaching task, not the end product itself. Rita Palmer

By placing the emphasis on what is our message? Who is our audience? How can we get this across to our audience? We teach 'purpose' not formulae. This demonstrates relevance to the children, who can see how it links to 'real' writing, and is more likely to be attached to what they already know, therefore transferring it to their long term memory.

Whilst the teachers can now see the value in writing for purpose we do have some concerns, as they found it a challenge to meet all the learning needs in their inquiry group. They had previously worked with the children in writing level groups - so all the learners were at the same stage of learning.

it has an authentic purpose for what I want to achieve right now, is the foundation for wanting to write. So all we know about learning backs this approach to what has been, historically, a difficult curriculum area to hook children into, particularly boys.

This is a new way of teaching Writing and it stands to reason that both the children and the teachers are getting used to teaching and learning this way.

The teachers are needing to balance handing over the reigns to the children while still guiding and scaffolding them, on a 'need to know now' basis.

The children are learning to make choices around which genre is appropriate for the purpose, why and what that looks like.

This transition period may be the reason for the drop in achievement data.

Because this approach fits perfectly with our strongly held beliefs, backed by research, on the positive impact of learner empowerment, we will persist and continue to track it's results over time.

If the primary outcome is to increase learner engagement with Writing then we will endeavour to capture student voice around their writing experience as evidence of shifts. This could be surveys with older children and interviews with younger children.

Writing and Purpose Based Writing remains an area that requires PD and careful monitoring of outcomes in 2019.

A closer look at the delivery, scaffolding, monitoring and tracking of the teaching and program needs to be put in place along side a closer look at the reality from a learning perspective.

Have the teachers stood back too much, in their desire to let children drive their own learning, as opposed to empowering them with the skills to do so knowledgably? Not just once but as an on-going teaching approach?

Do the children use (or know how to use) the scaffolds and prompts provided them to understand the purpose, form and language that then enables them to make informed choices for genre as well as



<p>into long term memory and thus was lost, once it wasn't being practiced.</p> <p>In 2017 through the Kotahitanga Cluster, Pae Ake, began working with Rita Palmer (Literacy Consultant) to discuss and reconsider how Writing was being delivered.</p> <p>Pae Ake team then conducted a petite inquiry into "Writing for Purpose". They have been supported with this by Rita Palmer (Literacy Consultant) through the Kotahitanga Cluster.</p> <p>The 'wondering' that focused the Pae Ake Inquiry was - could we use what we knew about effective teaching in maths and link this to writing? If we can make the writing more authentic, linking it with inquiry, changing the frequency with which the children experience different genre, would that have an impact on how well they can transfer and use the skills of writing?</p> <p>Poutama and Piako Rua, also focused on Purpose Based Writing through their STEAM and Inquiry Learning (see Writing Review for details).</p> <p>Pounamu Atawhai team leader investigated Purpose Based Writing as a method to further engage and empower learners at a senior level</p>	<p>There were also challenges around time, that once rectified by making an integrated Literacy/Inquiry slot from 9.15am to 12pm, daily, brought with it challenges around true collaboration. Solutions to these difficulties are still being trialed.</p> <p>Poutama Atawhai have collaboratively created an independent process/template that empowers learners to identify the purpose of their writing, which in turn leads to the genre required. Exemplars of the genre are then deconstructed and the learner develops a matrix for their own writing (based on the exemplars of their chosen genre). This allows writers to be writing on different topics (or the same topic but different purposes, audience and genre), dependent on their interests.</p> <p>Pounama Atawhai's leader reports "<i>Very positive outcomes in engagement and love of writing coming from this.</i>"</p> <p>The engagement was higher in the target group, and with the boys in class over all.</p>		<p>know what that looks like in practical terms?</p> <p>If both of these elements were answered in the positive, would that make a significant difference to the achievement outcomes?</p> <p>These questions will need to be followed up, and answers formulated for the end of 2019.</p>
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(particularly the disengaged boys).

Rita Palmer [created this doc](#) to scaffold the change in practice required:

Students voice in Pae Ake came back with 24 of the 27 students in my Term 2 writing group saying that they preferred Term 2's writing approach where writing was integrated with our Inquiry learning. This shows that student motivation is undoubtedly higher when writing is integrated.

Dec 2017 Writing AT & ABOVE data:

89% of students (63/71) after 1 Year
89% of students (53/61) after 2 Years
82.5% of students (52/63) after 3 Years
75.8% of students(50/66) in Year 4
87% of students (52/60) in Year 5
67% of students (39/58) in Year 6

Dec 2018 Writing AT & ABOVE data:

91% of students (62/68) in Year 2
73% of students (49/67) in Year 3
68% of students (50/74) in Year 4
73% of students (48/63) in Year 5
72% of students (50/58) in Year 6

Given that we can follow the same children from 2017 to 2018 in this data, it is as clean a data as we can get. There is a drop in achievement across all levels (except end of year 2), in Writing in 2018.

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There are significant drops in achievement at the year 3 (89% to 73%), year 4 (from 82% to 68%), and year 6 level (from 87% to 72%).

There is the typical drop off for children moving from Year 3 to Year 4, this is where they are required to change to write at Level 2. This is a trend we have noticed for many years. However, the extent of the drop from 82% at the end of 2017 to 68% at the end of 2018 (14%) is of concern. For some children this shift to more complex writing and widening of genre takes a little longer. However, usually nearly all are able to achieve at expectation by end of Year 5. This year 27% have not, so this is a change in trend.

Planning for next year:

See 'What Next' Column. Additionally, as part of the Kotahitanga Cluster, if Rita Palmer is available, we would welcome more teacher PD in the Year 3 cohort, with a large proportion of ABOVE writers moving through. Writing being a particularly difficult area to be considered ABOVE in, it shows a particular propensity towards writing for this group (14 in Year 3, 2019).