



CASE STUDY REPORT

One-to-One creative writing

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This study was originally published in 2010 as part of the 'What Works Well' initiative, part of the National Strategies for Education in England.

Abstract

Background: The purpose of the study was to improve the creative writing skills, punctuation, and spelling of a potentially gifted pupil, and to instill self-belief and confidence in the student as a writer.

Aims: The main aim was to improve the target pupil's English writing skills, such as grammar, punctuation, spelling, sentence structure, and use of vocabulary, in order to raise their level of attainment and instil self-belief and confidence.

Methods: The participants in this case study are a middle leader, pupil, subject leader, teacher, and senior management. They provided support and CPD approaches, drew on research and expertise, and measured progress towards success criteria. Methods used included dialogue with colleagues, text books, computer programmes, dialogue with classroom teacher and Head of Faculty, teacher assessment, pupil consultation data, pupils' work, test results, and logs or interviews.

Findings: The main findings of this case study are that one-to-one tuition has had a positive impact on pupil learning, teaching, and school organisation and leadership. It has increased confidence, motivation, and self-belief in students, and has improved their levels in English.

Implications: The findings suggest that one-to-one tuition can have a positive impact on pupil learning, confidence, and motivation, as well as on teaching, school organisation, and leadership. It can also help to raise attainment levels and improve knowledge and understanding of the subject.

This abstract was generated by Camtree using a large language model (LLM) and added to the original report in 2023.

Keywords: Secondary education; English - writing

Introduction

What were your reasons for doing this type of development work?

- To enable a potentially gifted pupil to access the higher levels in creative writing and improve punctuation and spelling.
- To instil self-belief and confidence as a writer.
- To raise his level of attainment.

Who might find this case study useful?

- Middle leader
- Pupil
- Subject leader
- Teacher

Description

What specific curriculum area, subject or aspect did you intend to have impact on?

- English - writing

How did you intend to impact on pupil learning?

The aim was to encourage pupils to expand upon their ideas in creative writing as well as improving their grammar, punctuation and spelling. In this instance the year 9 target pupil was reasonably competent but lacked ideas and variety in his use of English. My aim was to improve skills and understanding of the subject, development of ideas through the use of adverbial and prepositional phrases, use of antithesis, juxtapositioning, judicious use of sentence lengths along with an improvement in punctuation and spelling. The final aim was to realise his potential in creative writing.

What were your success criteria?

- To move the student from level 5 to 7 / 8.
- To use varied sentence lengths and sentence starters to impact on the audience.
- To use diverse vocabulary and make appropriate choices incorporating use of figurative language.
- To create an atmosphere matched to audience and purpose.

What information or data did you use to measure progress towards your success criteria?

- Periodic teacher assessment
- Pupil consultation data
- Pupils' work
- Test results

Describe the CPD approaches you used

Dialogue with colleagues.

What CPD materials, research or expertise have you drawn on?

A range of text books were used alongside computer programmes from the internet. Bitesize and Boardworks were extremely useful.

Dialogue with classroom teacher with regard to strength and weaknesses and dialogue with Head of Faculty.

Who provided you with support?

- Middle leader
- Senior management
- Subject leader

How were you supported?

The English Department was a constant support as we spent several sessions discussing both ideas and the levels that were being achieved.

Impact

What has been the overall impact on pupil learning?

- The pupil demonstrated increased confidence in main stream English lessons. Subsequent work showed a greater depth in knowledge with respect to creative writing and there was more focus in individual sentences.
- There was an increase in the pupil's level.
- His confidence increased as well as motivation, which impacted on others in the class.

Thoughts you think are relevant to overall impact on learning

- It has boosted the self-belief and confidence of students as learners
- It has impacted outside of the specific areas of numeracy and literacy
- There has been more teacher-student contact, dialogue about learning and personal attention in these one hour sessions than could ever happen in normal lessons

Quotes you think are relevant to overall impact on learning

"I have a great deal more confidence in lessons now" (target pupil)

"The difference in attitude towards the subject is so much more positive" (classroom teacher)

Quantitative evidence of impact on pupil learning

- Periodic teacher assessment
- Test results

Qualitative evidence of impact on pupil learning

- Logs or interviews
- Pupils' work

Describe the evidence of impact on pupil learning

Evidence has been most encouraging and useful with respect to subsequent teaching of one to one pupils, both hard and 'soft' data. When retested in subjects all students have increased their levels. Tutors and class teachers also talk about increased confidence and self belief – students now enjoy English and Maths and think they can succeed. This is backed up by exit surveys from students who speak very highly of the sessions. Parents too are very positive about the programme.

Assessment data for this pupil:

- CAT3 V Std Age score 117

- CAT3 Q Std Age Score 116
- CAT3 NV Std Age Score 129
- Cat pred EN KS 3 03 6B
- FFT KS 3 En Indicator 6a
- MTL KS 3 English 6a
- KS 2 test English sublevel 5b
- KS3 English NC level Year 8 report 5a
- KS3 English NC levels Year 9 review 5b
- KS3 English NC levels Year 9 report 6c
- KS 3 English NC levels Year 9 TA 6a

What has been the impact on teaching?

The member of staff who is responsible for the weekly teaching of this pupil has been given the opportunity to show others in the class the level of work they could achieve.

Evidence of impact on teaching

- Teacher perceptions

Describe the evidence of impact on teaching

Discussions with Head of Faculty, subject teachers and students.

Because the one-to-one lessons were a great success, I have continued to use the same techniques and material this year.

What has been the impact on school organisation and leadership?

The whole One-to-One tuition programme has had an impact:

- It has encouraged the SMT to seek funding for extra places given the positive impact the scheme has had on pupils.
- Other subjects have welcomed the scheme as it has improved their own area of the curriculum.
- Incorporation of One-to-One as a key part of the whole school package of intervention.
- Use of One-to-One tutors (paid by us) to work with students at KS4.
- Greater dialogue about students who are stuck or underachieving.
- Involvement of SENCo to identify students best suited for the One to One approach.
- Involvement with other schools in One to One network so good practice can be shared.

Evidence of impact on school organisation and leadership

Recognised by Nottinghamshire LA as a good practice school. Provision of Inset on 1 to 1 for other Nottinghamshire schools. Visits to other schools to look at 1 to 1 provision. Whole school intervention plan. Increased dialogue.

Summary

What is the crucial thing that made the difference?

Regarding the whole One-to-One programme, having tutors who were ex-Redhill colleagues. They knew school systems, staff, students and parents. They have been flexible and adaptable and high quality.

What key resources would people who want to learn from your experience need access to?

- Board works
- Fiction texts
- Reading Assessment Focuses and Writing Assessment Focuses books

What CPD session and resources were particularly useful?

N/A

If another individual or school was attempting to replicate this work, where would they start and what would the essential elements be?

- Highlight the students who would benefit from this course of ten lessons.
- Identify the areas that require improvement.
- A Thesaurus
- Evidence and log book of previous work.

What further developments are you planning to do (or would you like to see others do)?

Continue the focus but on Key Stage 4 and even Key Stage 5 pupils targeting those with more potential.

Supplementary Materials

This report is accompanied in the library by the following supplementary material:

- Example of writing and assessments.pdf
- Work produced during the 1-1 sessions.pdf

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About 'What Works Well'

This case study was originally published as part of the 'What Works Well' section of the National Strategies for Education in England. The National Strategies were professional programmes aiming for improvements in the quality of learning and teaching in schools in England. 'What Works Well' involved teaching practitioners from all phases and areas of education sharing accounts of real developments which had improved learning and teaching, and made a difference to pupil progress. 'What Works Well' case studies were designed to support practice transfer and include sufficient detail and resources to enable others to implement the effective practice described. Most were reviewed by experts prior to publication as 'User Generated Content' (UGC) under a licence which encouraged reuse and derivative works, but which precluded commercial use. This report was awaiting final approval when the National Strategies site was archived.

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