Appendix 2: Learner Case Studies

Case Study 1 – FPC

Many responses were 'in the moment' and as such were not recorded explicitly by the teachers involved, but were mentioned when we had our meetings. These are recorded in the main body of the report in the Outcomes section in impact on learners. The improvement that has been tabulated is pleasing. Two learners' journeys are outlined in more detail below.

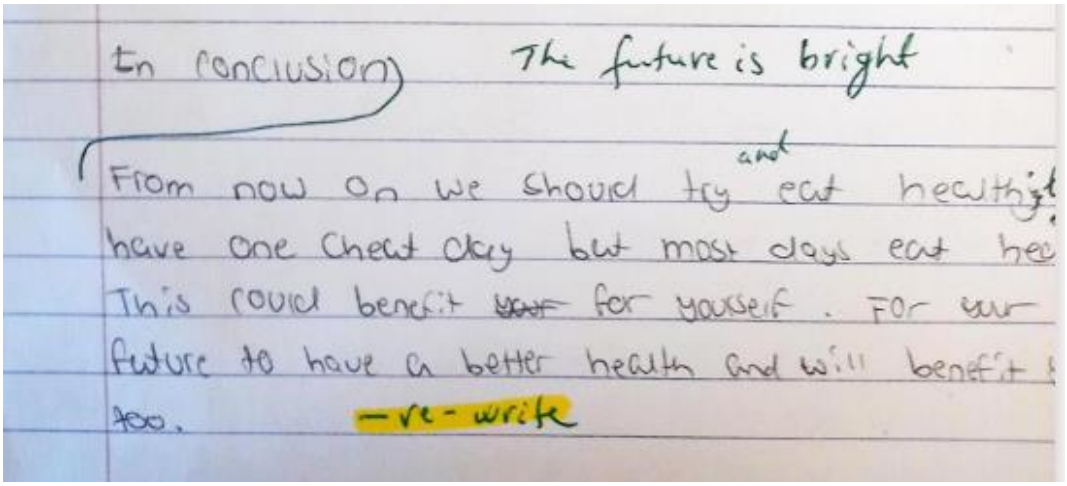
Learner Number	Diagnostic writing Sep 21	Paper 2 writing Feb 22	% Increase Diagnostic to Paper 2 (Feb)	Paper 1 writing April 22	% Increase Diagnostic to Paper 1 (Apr)
1 – JS	15/40 Grade 2	23/40 Grade 4	+20% [+8]	20/40 Grade 3	+12.5% [+5]
2 – AD	13/40 Grade 2	22/40 Grade 4	+22.5% [+9]	16/40 Grade 2	+7.5% [+3] Personal issues
3 – JD	15/40 Grade 2	22/40 Grade 4	+17.5% [+7]	21/40 Grade 4	+15% [+6]
4 – MV	15/40 Grade 2	25/40 Grade 5	+25% [+10]	22/40 Grade 4	+17.5% [+7]
5 – AH	16/40 Grade 2	24/40 Grade 5	+20% [+8]	29/40 Grade 6/7	+32.5% [+13]

Learner AD

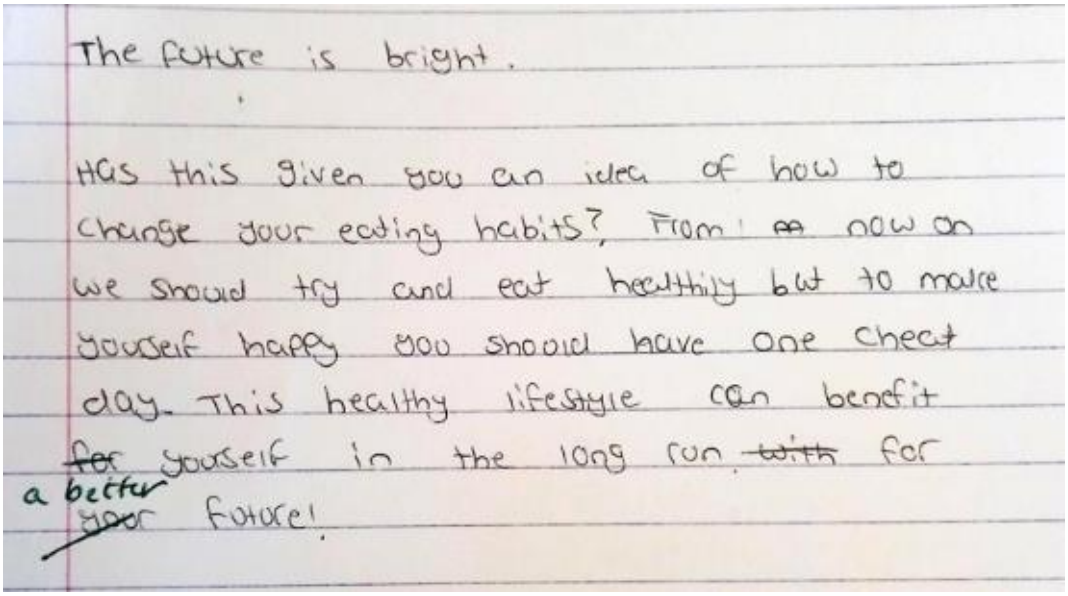
This learner is from Construction at Freeman's Park Campus. He was originally chosen because he was a returning learner who was keen to pass but had struggled with writing. He has always worked and completes directed independent study.

> 'The way this research has helped me is the way you explain it to me …what I am doing wrong. You make me focus on one paragraph and show me how I can improve on it. It doesn't feel overwhelming.'

Another time, he stated in discussion that he found the scaffolding very helpful. He has been able to spot some of his own errors and also the rewriting of parts of the texts after discussion with the teacher led initially to some dramatic improvements. Unfortunately, after this promising start, life issues proved a distraction so the early improvements did not continue at the same rate.



Rewrite after discussion



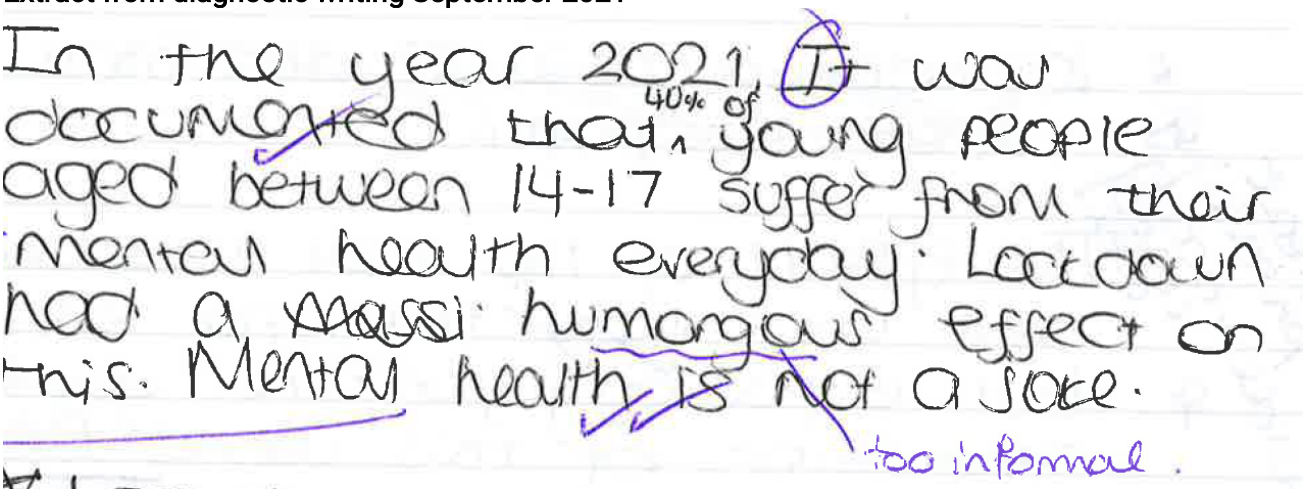
Learner MV

This learner from Construction joined the project later. Although he was conscientious, he lost his focus somewhat at first but having tuition fund classes in addition to his once weekly two-hour face-to-face session and independent directed study. This has allowed more time for the crucial 1:1 discussions, from which he has benefited hugely.

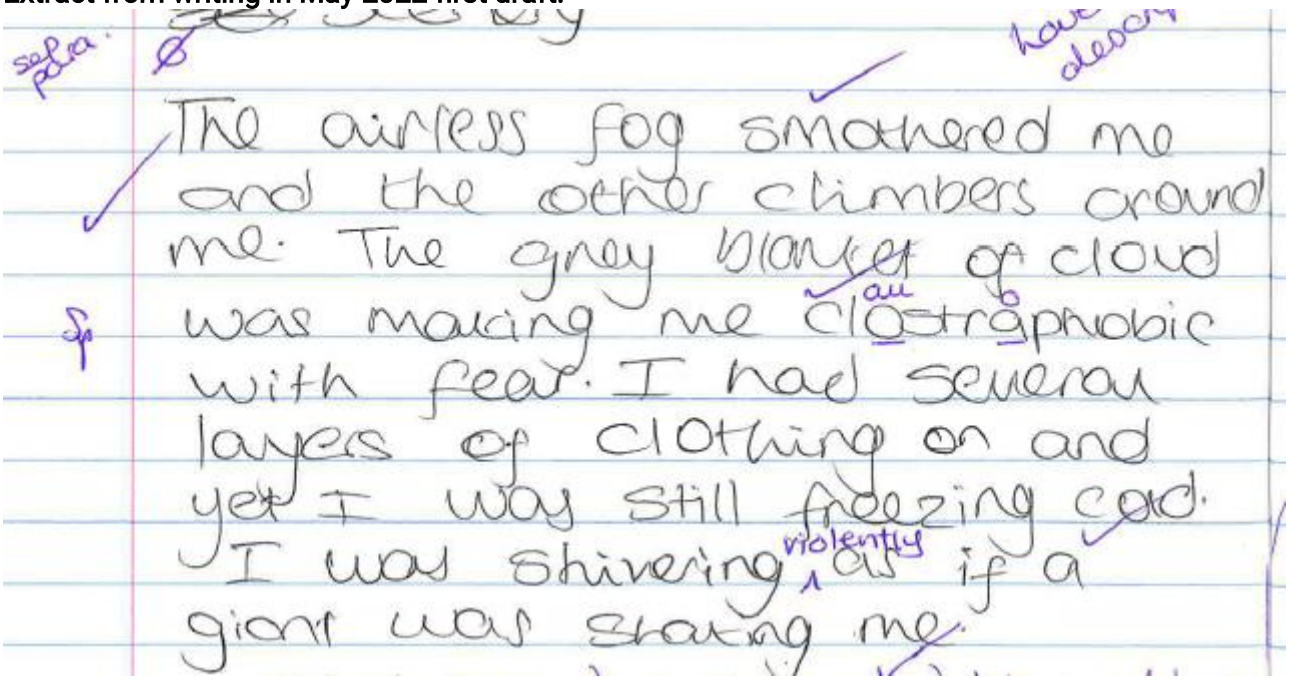
> **MV** – 'Yes, using the structure of another writer's sentence and changing it to your words is easier. I think about what I've been told to improve more when I'm writing and remember things that I've been told. At the start I was thinking hard about it, but it has become more natural as the lessons have gone on.'

Writing - a second try after using an authentic piece as a further stimulus. The metaphor, 'centuries of silence' was remembered from a previous story that we had read:

Extract from diagnostic writing September 2021



Extract from writing in May 2022 first draft:



Second Draft – including a paragraph describing the setting

I could barely see a metre in front of me but my other senses were heightened. In spite of the fog, I could clearly hear the gravel sink to the abyss everytime I moved my foot from point to point. The wind violently slapped

groaning roared as it slapped me in my face making it even more gruelling than it was. I forced myself to control the chattering of my teeth as I moved slowly through the wind's bite.

The airless fog smothered me and the other climbers around me. The grey blanket of cloud

Case Study 2 - APC

Learner Number	Diagnostic writing Sep 21	Paper 2 writing Feb 22	% Increase Diagnostic to Paper 2 (Feb)	Paper 1 writing April 22	% Increase Diagnostic to Paper 1 (Apr)
1 – JS	15/40 Grade 2	22/40 Grade 4	+17.5% [+7]	26/40 Grade 5	+27.5% [+11]
2 – JG	13/40 Grade 2	23/40 Grade 4	+25% [+10]	0/40 Grade U	0% [0] Anxiety
3 – CT adult	22/40 Grade 4	29/40 Grade 6/7	+17.5% [+7]	30/40 Grade 7	+20% [+8]
4 – GP adult	20/40 Grade 3	26/40 Grade 5	+15% [+6]	29/40 Grade 6/7	+22.5% [+9]
5 – TW adult	19/40 Grade 3	32/40 Grade 8	+32.5% [+13]	29/40 Grade 6/7	+25% [+10]

To ensure that the student voice had been captured, I had to send out a couple of surveys as well as messaging some students directly on Teams. Surveys were also sent to students who were not in the steering group, but who had engaged with this more discussional approach. Some responses are outlined below.

In answer to: *Sometimes we have suggested that you **mimic structures and formats of writing** (lists, starting with setting or ending in a particular way) using the studied extract as a basis. Has this helped you? Please explain your answer.*

> 'Yes, I think this has helped because it gives your writing a better start or ending.'
>
> 'Yes, it has benefited me because before, my starting and conclusion points were weak, resulting in poor writing. However, my teacher now advises that I have strong beginnings and closing points, as well as a high vocabulary and expressive language.'
>
> 'I think everyone has their own writing style. Adding things like 'show not tell', lists and guiding students not to end their stories with "it was all dream" and showing good examples of how to structure their story really helps them.'
>
> 'It has helped me to start my imaginative writing from the setting and mimic story and sentence structures to develop the story and make it more interesting to read.'
>
> 'Yes, this helped me develop my skills in writing, as I am exploring how to write in multiple ways and this text [Oliver Twist] helped with zooming in and out throughout the text. I use this in my writing by zooming in on particular bits of staying between the crowd and used the five senses to zoom in to describe in detail and make the writing more interesting by using many adjectives and colon. Therefore, this improved my writing to make it more original and creative.'

Another question was: *Has the focus on '**borrowing**' words and phrases from the texts that we study for reading, helped you to produce better pieces of writing?*

'It has allowed me to borrow certain words that have a better vocabulary and grammar, which has helped me to obtain some extra marks in some situations.'

> 'I didn't really know how to 'show and not tell'. Reading the text every week and analysing them has helped me a lot and my teacher has really reinforced the idea of borrowing words from texts we have read.'
>
> 'It helped me keep my rhythm while writing because, while been stuck, I remember certain linking words the writer used.'
>
> 'Borrowing words that I used from the text helped me to think about the ideas that I need to demonstrate in my piece of imaginative writing. That and borrowing some phrases have also helped me to write more quickly about the ideas that I have already thought of.'

Example – online (sent via Teams) – Only the second week of the course

Thank you for agreeing to help me. I really want to look at how we can improve the writing of our students and have connected with Professor Debra Myhill, whose research into this area is really interesting. No names or personal details will be given out but I *may* use a few short clips of your writing in my final write-up - to show progress (I hope). Will that be ok? Have I got your permission for that? (Let me know privately if you wish).

This is what I'd like your views on. Post your emoji and explanation here if you feel you can (I'd prefer this) or message me privately:

How did you feel about the task where I asked you to rewrite the section from *The Hate U Give* from the perspective of the policeman? Choose an emoji that shows how you felt about the task and explain (briefly) why you chose that emoji. Think about the following:

- How did you feel?
- What was good about it?
- What was challenging about it?
- Did it help you to write in a different more stylish way, by mimicking the writing style?
- Do you think that this will help you in the reading section by considering the viewpoints of other readers?
- Will you continue to mimic other writers' styles, now that you've done it once?

If I can, I will alter future materials to take into account your views and suggestions for improvements.

Thanks, Caroline 😀

Responses

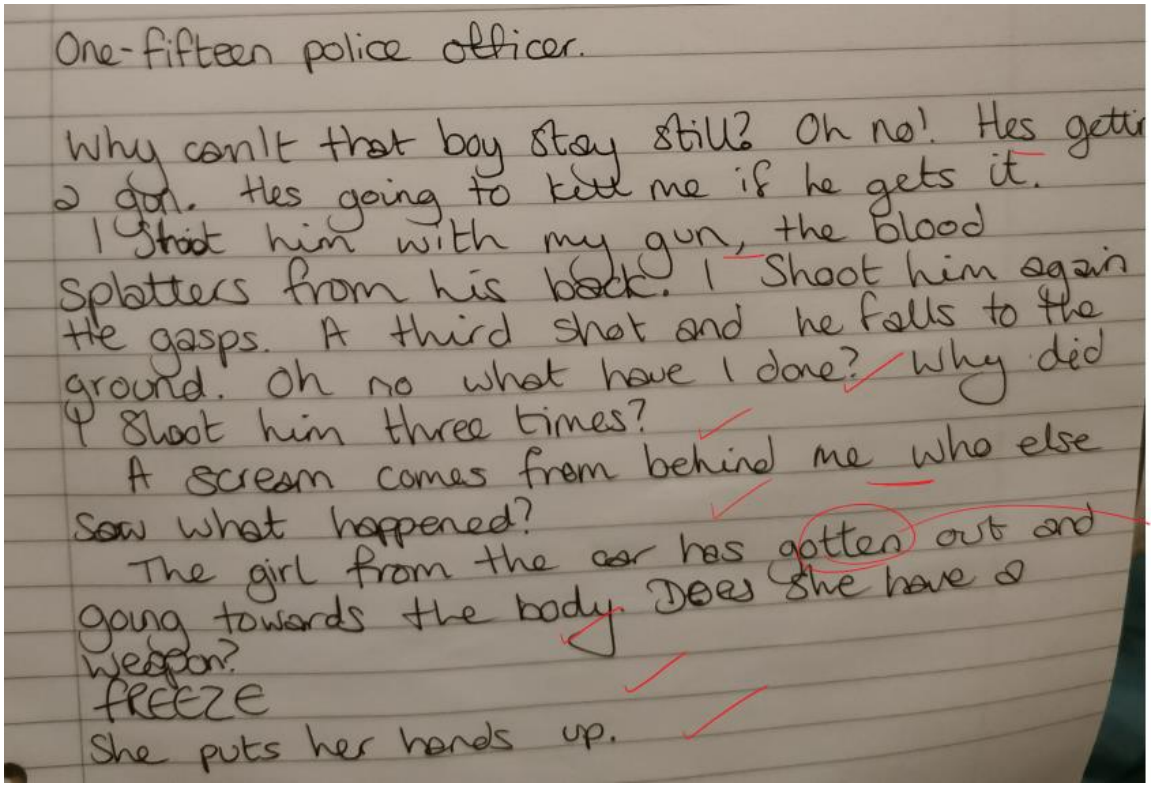
GP - 😯 I will choose this emoji. When I read the task that we had to rewrite the section from the Policeman's perspective, it made me feel a bit surprised, as I didn't expect that question.
When I started thinking, what could I write? It was a bit challenging for me, as I never thought what lead the policeman do such a thing. Moreover, as I continued writing my first paragraph, it made me think that actually that was a really clever question and that when something serious happens in life we should always take many opinions. For example, it is like when two people argue, there are always both sides that we should listen to not only one, that's the more fair thing we could do. Also there are many people in these world who think really different. That doesn't mean their opinion should be wrong. So it's fair that we also wrote the Policeman's view.

TW - 😟 I will choose this emoji. When I first started to read the passage, I thought it was just a normal story. Then the further I got into it, I realised it was quite deep and had a lot of meaning behind it. I did not expect something with such a strong message to be in a GCSE course. However, I thought it was very interesting and it was a powerful way to learn.

Teacher prompt: "How did you find the challenge of rewriting it from a different perspective - the 'hated' policeman?"

CT - I was worried with where to start when rewriting the section from the policeman's perspective, I struggled with where to start and how to write it. I started by asking a question and **tried to copy the style of writing which made it easier to write**. It was good to reread the section again trying to see it from the policeman's point of view, making notes as I went through it. I would mimic other writers styles if I feel they are written well and suit the piece I am trying to write.

Exemplars of that writing from a different perspective



One-fifteen police officer.

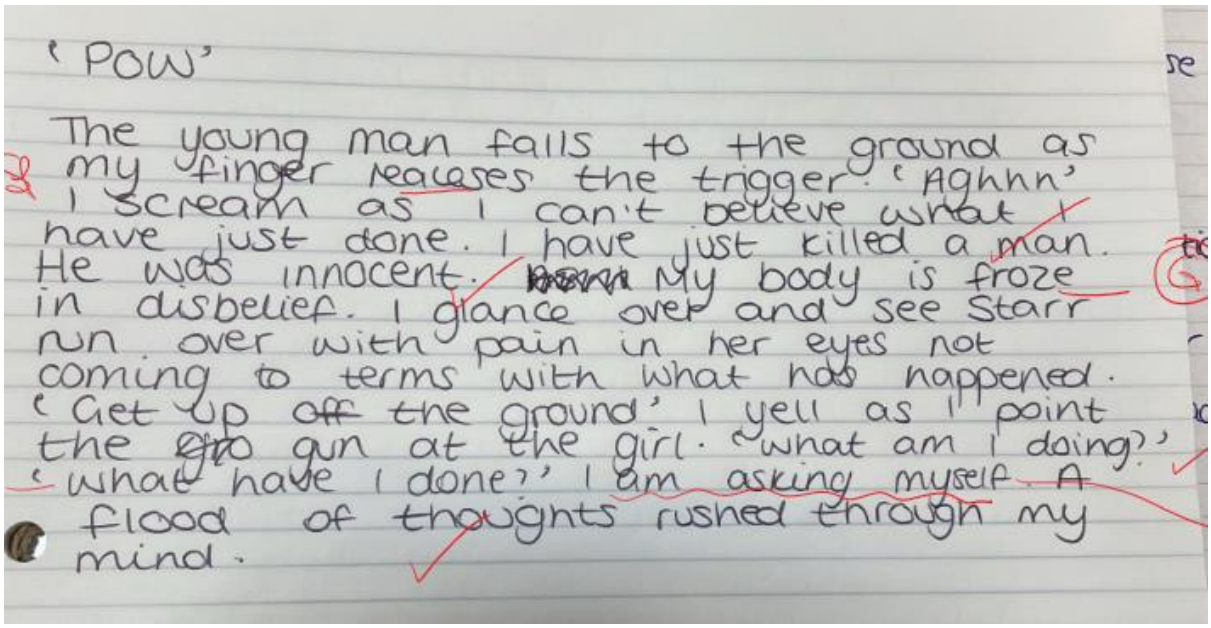
Why can't that boy stay still? Oh no! Hes getti a gun. Hes going to kill me if he gets it. I shoot him with my gun, the blood splatters from his back. I Shoot him again He gasps. A third shot and he falls to the ground. Oh no what have I done? Why did I Shoot him three times?

A scream comes from behind me who else saw what happened?

The girl from the car has gotten out and going towards the body. Does She have a weapon?

FREEZE

She puts her hands up.



'POW'

The young man falls to the ground as my finger releases the trigger. 'Aghhn' I scream as I can't believe what I have just done. I have just killed a man. He was innocent. My body is froze in disbelief. I glance over and see Starr run over with pain in her eyes not coming to terms with what has happened. 'Get up off the ground' I yell as I point the gun at the girl. 'What am I doing?' 'What have I done?' I am asking myself. A flood of thoughts rushed through my mind.