

# Improving Attitudes to Editing and Improving Writing Through Physical Education and Sport



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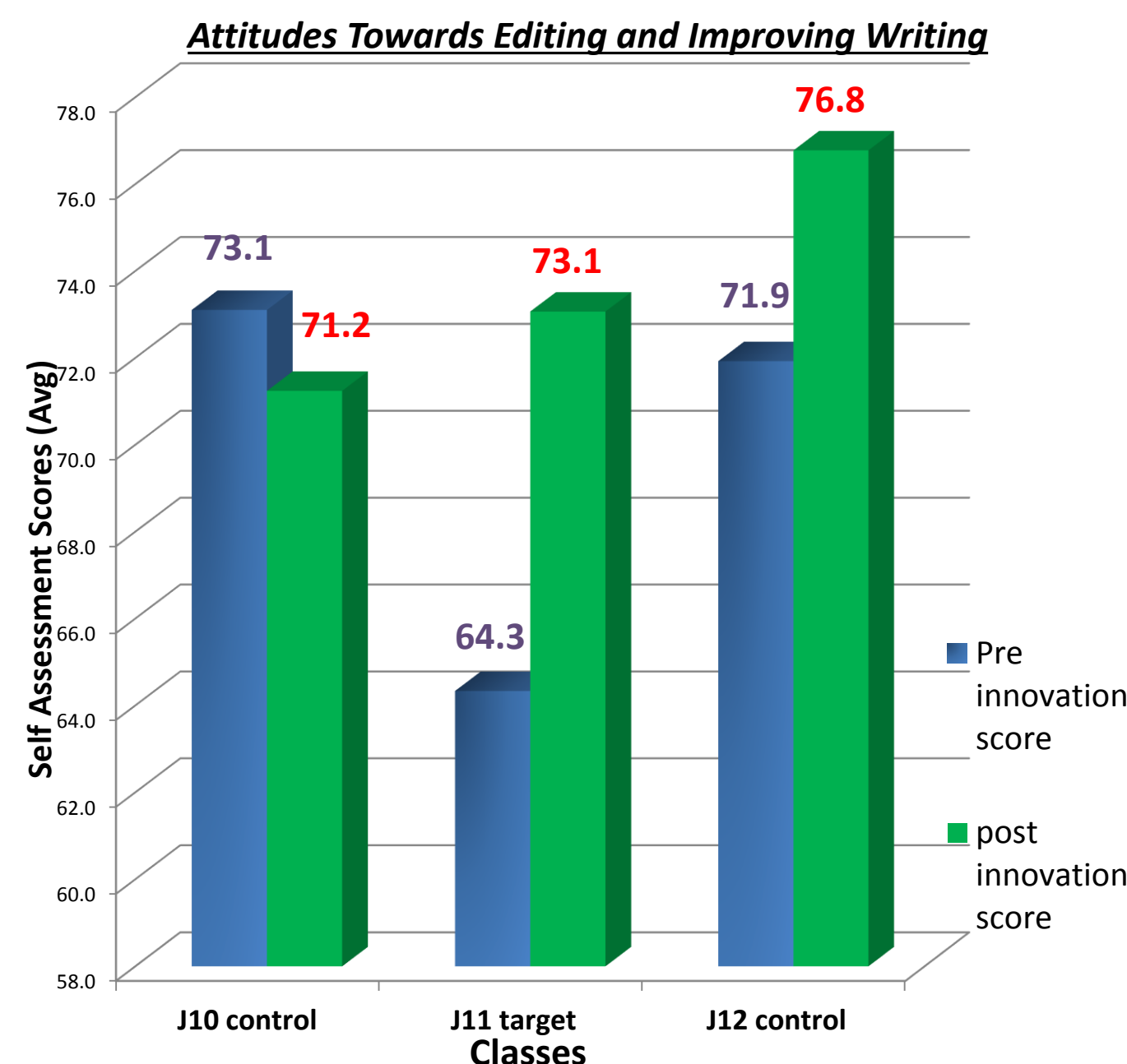
## Introduction

Why do learners engage with the editing and improving process in sport and P.E. but not in other curriculum areas?

Can techniques for self and peer evaluation in P.E. be transferred to writing in order to improve learner's attitudes to editing and improving in their written work?

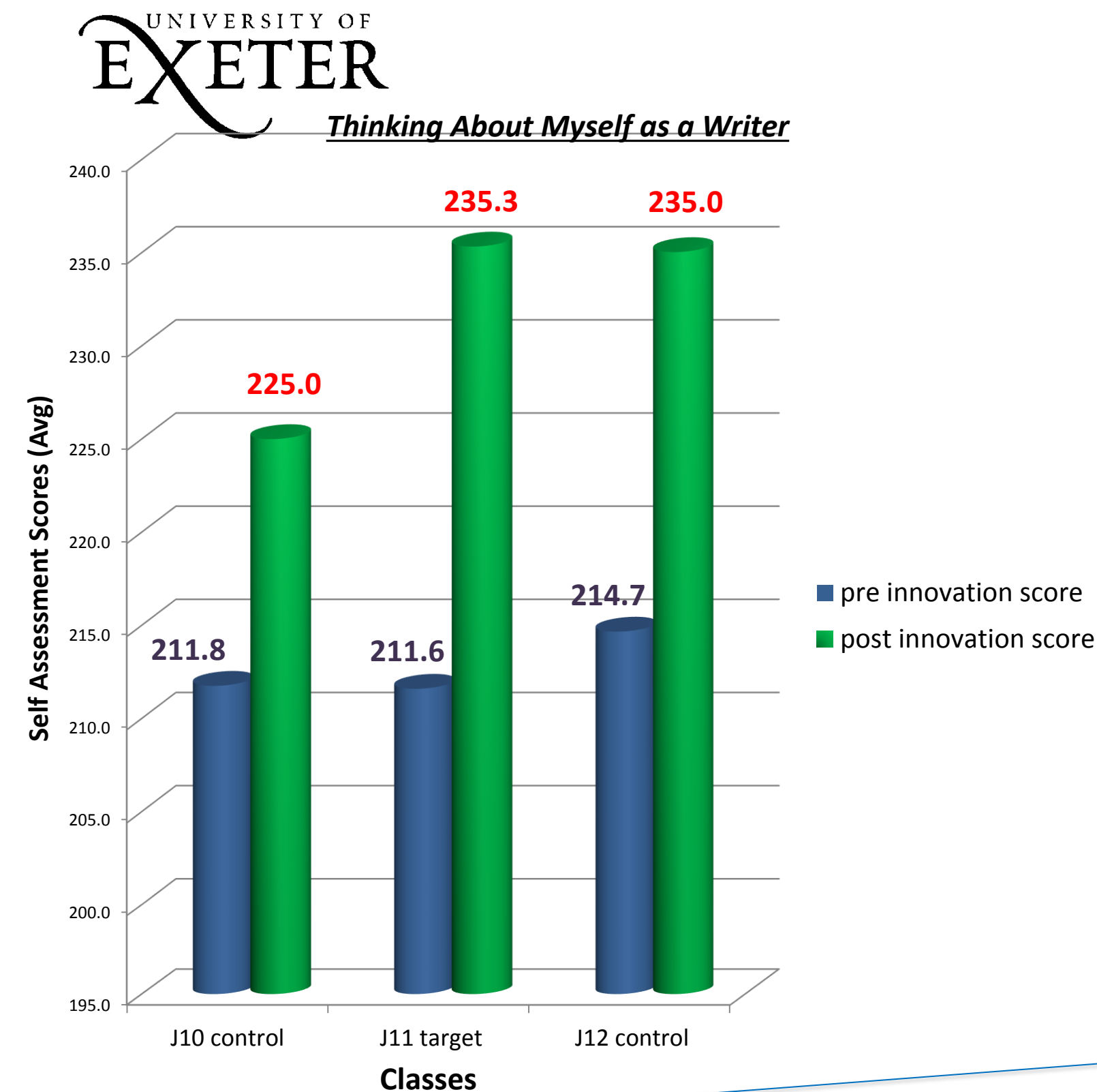
Children's attitudes in PE =  Children's attitudes when writing = 

We observed anecdotal evidence that the children at Hunter's Bar were engaged and motivated to improve in physical education. We considered whether we could harness this to improve attitudes towards editing and improving in their writing.



## Data collection methods

We looked at various 'off the shelf' attitudinal surveys and questionnaires that would suit our requirements. Having chosen 'Thinking About Myself as a Writer' we then edited this to use common language that our children would understand and constructed a new section to include their self efficacy scores for editing and improving their writing. The survey was conducted in three classes prior to an innovation taking place in one of the classes and again three months later.



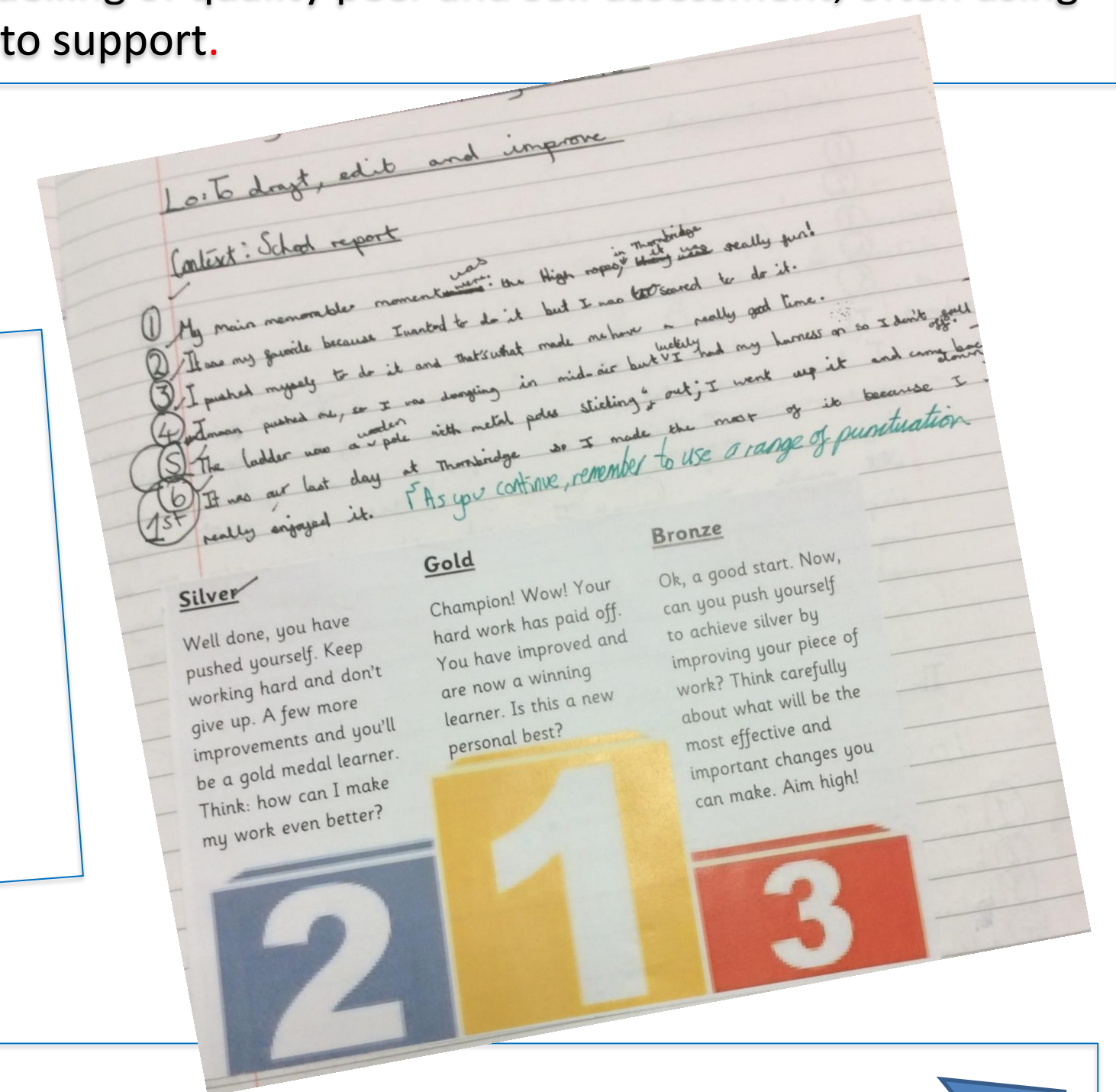
## Results

We saw a marked increase in positive attitudes to editing and improving in the innovation class when compared to the control groups. In other areas we saw less of an increase with our innovation group suggesting an outcome inline with our desired expectations. (see graphs)

## Innovation

Our aim was to engage the children with the process of editing and improving their work. We did this through;

- Common language of improvement across all curriculum.
- Make explicit links between improvement in sport / P.E. and other areas.
- ICT used as a hook, using the same software and apps (coaching analysis) as in P.E.
- Team taught lessons showing that PE editing and improving skills are transferable and relevant across the curriculum.
- Linked success in writing to sporting success (bronze, silver, gold and P.B.).
- Modelling of quality peer and self assessment, often using ICT to support.



## Conclusion

Vulnerable learners

Edit and Improve scores

Boys

Girls

Edit and Improve Class Scores

J12

J10

J11

Many vulnerable learners made a significant increase (+30 score) in their self efficacy towards writing regardless of the innovation. This suggests that a strong/positive focus towards writing in Y6 has been beneficial. The target group (J11), made the most improvement in their overall survey scores suggesting that the group were receptive to the increased focus on writing. The target group also demonstrated a significantly greater increase in their average scores for the sub section 'editing and improving'. This strongly suggests that the innovation strategy had a positive impact on children's attitudes towards editing and improving as a result of the increased focus on this area and the links made between P.E. and editing in other curriculum areas. Interestingly, boys in the target group demonstrated a greater improvement than girls. (Boys; 9.6 increase, Girls; 5.9 increase) – going forward this might be an area to investigate further.