



This slide is taken from the presentation given to interested parties from schools at the initial PLP meeting on 19th May 2018. It is a reminder that the intended outcomes of this professional learning partnership were to:

- 1) try out a familiar approach used in your context to support the development of literacy skills in the target language
- 2) begin to identify effect(s) of your intervention/approach

Ahead of sharing your project with colleagues from the 5 other schools involved in the PLP on **Tuesday 30th April**, please consider the following questions.

The programme for the meeting will include a **10 minute slot for each project** – 5 minutes to present, 5 minutes of discussion & questions with the audience. Use the question and answers below to structure your sharing slot – you may print, write and bring it with you on the day as an aide-memoire.

We will keep to time as strictly as we can to ensure that each project gets a turn. You may wish to print, complete and bring your answers to the questions below as aide-mémoire on the day.

<p>1. Identify your project aim.</p>	<p>What, who, why. <i>5 a day French – pick from a menu of activities and try to do it in/for 5 minutes. Increase teacher and children confidence through short, supported and regular target language activities.</i></p>
<p>2. Opportunities to strengthen links to literacy across languages.</p>	<p>Clearly identify how the project offers opportunities to transfer/strengthen literacy skills in the target language. <i>Activities on menu trialled with P1 before Easter. Full pick & mix 5 a day menu to be piloted with P3.</i> <i>In other classes, explicit connections between grammar, punctuation etc in English and target language are made/explored as they pop up in the course of lessons.</i> <i>5 a day is in addition to successful initiatives such as whole school Gruffalo target language book study as part of #ScotlandLovesLanguages focus in February.</i></p>
<p>3. Your self-evaluation process</p>	<p>Outline what evidence you gathered before/during/at the end, who from and what (you think) it shows. <i>BEFORE: Google forms staff survey re: confidence and ability in French & Spanish.</i> <i>Plan to do a focus group with P3 before pilot to gauge feelings before and introduce 5 a day concept.</i> <i>AFTER: P3 focus group for feedback.</i></p>
<p>4. Challenges encountered thus far and the strategies you have used/will use to overcome these</p>	<p>Brief outline. <i>Start small, trial in own class (P1) and pilot with enthusiastic class (P3). Activities modelled and demonstrated by Languages Lead and visiting S6 Languages Ambassador across the school and/or in drop-in sessions to support teacher confidence across the school. This addresses the uncertainty expressed in staff survey about how to use/incorporate resources/activities effectively in class.</i></p>
<p>5. Moving forward</p>	<p>Outline thoughts that you, your colleagues, your SMT, your pupils and their families - as appropriate - have for moving forward based on what's been learned from this project in terms of (1) developing literacy skills across languages (2) your stated project aim (3) anything else. <i>Whole school roll out of 5 a day menu next session. As staff survey highlighted a lack of resources, aim is to stock up on more resources and apps. Include opportunities for feedback from pupils and staff.</i> <i>Hope to continue with S6 language ambassador.</i></p>