



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>Phrase of the fortnight to encourage greater parental engagement with language learning that is going on in the school.</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.</p> <p><i>Phrase of the fortnight introduced to children. The phrases are greetings and other useful classroom language with a HWB focus. For the children the emphasis is on their listening, talking and pronunciation skills as well as their confidence. Home learning - children teach parent/carers the phrase and use it at home too.</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.</p> <p><i>BEFORE: Letter to parents announcing start of the phrase of the fortnight. Survey of parents about the wider language learning opportunities at the school.</i></p> <p><i>AFTER: Re-do survey with parents. An open afternoon event, expecting children and families to use phrases of the week in context e.g. language café context TBC.</i></p>
<p>4. Challenges encountered thus far and the strategies you have used/will use to overcome these</p>	<p>Brief outline.</p> <p><i>Time to share and practice phrase of the fortnight in all classes – disruptive to learning.</i></p> <p><i>[Suggestion not discussed on Teams - alternative access to phrase of the week? Display QR codes to link to audio file in class and visitor areas of the school, on newsletters, school website, blog, social media? Incentivisation – introduce a competition/recognition element for use at home, with family, in the community?]</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.</p> <p><i>Staff meeting to share purpose (why) behind the idea, connections to school's wider parental engagement.</i></p> <p><i>Pupils have suggested a multilingual library and opportunities to watch cartoons in other languages. Potential for school community to donate books, offer storytelling sessions.</i></p> <p><i>Pupil council would like to put on an international evening celebration event.</i></p>

