

Establishment name:	HIGHER WALTON CE PRIMARY SCHOOL
Lancashire no.	07/005
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Telephone no.	01772 335945
Award granted:	Good Practice
Project title:	'Professional Development of Support Staff to Successfully Introduce MFL'

Project summary

- In response to the Government initiative for children to learn a foreign language, the school identified a need to train staff. Funding was secured from the Remodelling team to employ a specialist language teacher who would develop the skills of a teaching assistant within school through work shadowing. Additional support was obtained by partnership with our local high school, with a specialist teacher peer-coaching the Y5/6 teacher. Having developed her knowledge and confidence through shadowing the specialist teacher, the teaching assistant undertook a 4-day training course.
- In September 2007, the teaching assistant began planning and delivering French in both KS2 classes. This practice continues and has been improved through the purchase of a scheme of work and further training. Children are now sufficiently fluent and confident in French to be able to perform a Christmas nativity play for parents in French.

Specific aspect of practice to be accredited?

Professional development of support staff to successfully introduce MFL.

Aspect of Every Child Matters addressed:

- | | | |
|---|--|---|
| <input type="checkbox"/> Be healthy | <input type="checkbox"/> Stay Safe | <input checked="" type="checkbox"/> Enjoy and achieve |
| <input type="checkbox"/> Make a positive contribution | <input type="checkbox"/> Achieve economic well-being | |

What were you hoping to achieve?

Development of necessary skills, teaching strategies, subject knowledge and confidence in order to successfully deliver MFL in KS2.



How did you identify the need for this practice?

Following the Government initiative that all children should learn a foreign language in KS2 by 2010, the school identified a need to train staff as no-one was sufficiently confident to take this on.

Briefly describe the main characteristics of the school

Higher Walton CE Primary is a small primary school with broadly average intake. There are currently 92 on roll from the village and surrounding areas, organised into 4 mixed-age classes. The school has 25% on SEN register with a variety of needs.

What did you do?

Summer 2006 - following discussion with our Remodelling Consultant, the Head identified a teaching assistant who had interest in developing French in KS2. Funding was secured for a pilot project, where the identified TA would shadow and support a specialist language teacher.

Autumn 2006 - under a separate arrangement, a specialist teacher from our local High School came into school on a fortnightly basis for 2 terms to teach French in year 5/6. This was on a peer coaching basis, with the class teacher gradually taking more responsibility for planning and delivering parts of the lesson.

Spring 2007 - The shadowing project began in Year 3/4 with a bought-in specialist from Le Club Francais, who worked with the TA3 on a weekly basis for two terms.

June 2007 - The teaching assistant undertook a 4 day training (spread over 4 weeks) targeted specifically at TAs wishing to teach French. The course gave her sufficient skills to be able to teach a range of topics within French, using games, music, dance and other creative and enjoyable ideas. Following this course, with encouragement from her mentor, she felt confident to try some ideas in class.

July 2007 - Following staff evaluation of both high school partnership and TA support, it was decided to continue with in-house TA provision of French as this could be delivered in two classes during PPA time and would impact more children, also reducing the need for teachers to plan work with the T.A.

Autumn 2007 - French was prioritised on the School Improvement Plan. The TA and Head worked together to identify priorities for development in French. The TA identified and purchased an appropriate scheme, from among recommendations received on her training course. She began teaching French in both KS2 classes, during the teachers' PPA time, with both classes having 2x30 minute sessions weekly. The TA gave regular informal feedback to the Headteacher and class teachers on children's progress and attitudes towards the subject.

Spring 2008 - In order to monitor effectiveness of provision, lesson observations by the Headteacher took place. These showed good subject knowledge and pace, and enthusiastic pupils.

Summer 2008 - The TA took part in school evaluation of curriculum developments, including her evaluation of the strengths and areas for development within French. She contributed to pupils' reports for the subject.

Autumn 2008 - The TA3 continued to teach French in both classes. She attended

a further course for her professional development in French. Following further contact with the High School French and Drama departments, children in Year 5/6 practised and presented the Nativity play in French, performing for parents as part of our Christmas celebrations. The play was scripted by the High School but rehearsed and improved in school by the TA. High School staff commented favourably on the children's fluency and pronunciation, and the children performed with enthusiasm.

Which members of the establishment and/or wider community have been involved and what was their role?

- Remodelling consultant / Headteacher - devised initial strategy, supporting staff, monitoring progress
- Le Club Francais teacher - modelling language teaching approaches
- High School specialists - delivering lessons, providing ideas, coaching staff, providing expertise
- Course tutors - training TA, providing ideas and suggesting resources
- Governors curriculum committee - monitoring progress with action plan

How has the progress of the project been monitored and evaluated?

2006-7 monitoring and evaluation by Headteacher through informal discussions with teaching assistant and bought-in teacher.

July 2007 - Staff evaluation of both high school partnership and TA support resulting in a decision to develop in-house provision from TA in PPA time.

2007-8 School Improvement Plan monitored by Headteacher and Governors curriculum committee, informed by discussions with staff and pupils, and lesson observations. French was evaluated as part of overall evaluation of curriculum developments, and strengths and areas for development identified

2008-9 Children's progress and enthusiasm has been evaluated through their performance and through discussion.

How has the practice been modified or improved during development?

Initially, specialist teachers were used to deliver French in both KS2 classes. Following evaluation of work shadowing and peer coaching strategies, it was decided to continue with TA teaching French.

Having developed the confidence, subject knowledge and teaching strategies of the TA, she is now sufficiently skilled and confident to deliver French.

What has been the impact of the project on pupils' learning, achievement or enjoyment and how has this been measured?

- All pupils in KS2 now have the opportunity to learn French, provided by a member of school staff.
- The focus on practical activities such as games and songs, together with a strong emphasis on oral work, makes French more accessible to SEN pupils.
- Pupils demonstrated their fluency and enjoyment through their Christmas performance, and through sharing in Good Work assemblies. Their enthusiasm has rubbed off on younger learners, and infant pupils now answer the register in a variety of languages. During our recent pupil consultation,

several Y5/6 pupils expressed interest in learning other European languages.

- The TA is confident to plan and deliver units of work.

What are the next stages in the development process?

Having developed the confidence and skills of the teaching assistant in planning and delivering lessons, the next stages of development are to develop her skills in assessment of French, and to develop a 2 year rolling programme of units to cover the needs of mixed-age classes. This will ensure that there is greater progression in pupils' learning.

We also intend to make class teachers more aware of the children's learning in French, so that they can develop children's understanding of French in other curriculum areas, and begin to develop their own confidence to teach the subject.

What aspects of this practice may be useful for other establishments to consider?

Support from our local High School and from our bought-in provider was useful in getting the project underway.