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**F&G Primary SCITT TRAINING PLAN 2019-20**

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| DATE; June 2020 | VENUE; Harrison Primary School, remotely via Powerpoint/audio/shared files | | | | | STAFF; Jo Havard (Locks Heath Junior School) | |
| SESSION FOCUS: Teaching Languages | | | | | | | |
| TEACHING STANDARDS:  TS4A To increase understanding of how to impart knowledge and develop understanding through effective use of lesson time in Languages  TS5A To know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively in Languages  TS6A To increase knowledge of how to assess Languages | | | | | | | |
| SESSION OUTLINE: Planning, delivering and assessing Languages with a focus on practical, adaptable ideas and activities. | | | | | | | |
| PRE SESSION TASKS:  It may be helpful to have in mind the approach that the school in question takes to delivering Languages, for example if a particular scheme of work is used, how/when Languages is delivered and by whom (eg class teacher, PPA teacher) although this is by no means essential.  It may also be helpful to bring a topic overview for the coming year or have some topics in mind to begin to consider how any of the adaptable ideas and activities from the session may link with units of work, but again this is not essential. | | | | | | | |
| TEACHING & LEARNING STRATEGIES:   * Shared documents, resources and websites prior to training * Powerpoint with audio files * Practical ideas and activities | | | KEY QUESTIONS:   * How do we know what to teach in Languages? * How can Languages learning support Literacy? * How can we maximise pupil engagement and participation? * What should we be aiming for by the end of KS2? | | | | |
| BIBLIOGRAPHY (sources from session content):   * NC * Hampshire KS2-3 Transfer Agreement * Assessment guidelines document | | | | |
| RESOURCES TO BE PROVIDED:   * Powerpoint with audio files * KS2 Languages National Curriculum * KS2-3 Transfer Hampshire agreement example document * ALL Statement on the Assessment of Languages * Core Structures activities (Powerpoints) * Classroom instructions vocabulary * PE activities and games | | | RECOMMENDED READING FOR TRAINEES including subject knowledge where appropriate:   * See resources provided prior to and during training session | | | | |
| RECOMMENDED WEBSITE LINKS FOR TRAINEES:   * See resources provided prior to and during training session | | | | |
| HOW HAVE YOU MADE REFERENCE TO OUR CURRENT SCITT AREAS OF FOCUS?  (PLEASE INDICATE BELOW) | | | | | | | |
| PLANNING including how to address possible pupil misconceptions  Pronunciation compared to English, cognates, emphasising to pupils that learning based on speaking and listening is valuable | | BEHAVIOUR MANAGEMENT  Interactive nature of activities  Varying whole class, group, paired and individual work  Planning for maximum engagement and participation | | ASSESSMENT  Use of Assessment for Learning, pupil self-assessment and self-differentiation including use of “honesty cards”  Being present and interacting with individuals and groups during activities  Formative and summative assessment | | | Providing for the needs of pupils including SEND, EAL, G&T, disadvantaged (LAC and FSM)  Languages as a great leveller at a stage when children can already feel pigeon-holed or have an awareness of their ability in comparison to others  Challenges the confidence of more able learners, out of comfort zone  SEND pupils often find they can access Languages learning well and thrive on the opportunity to shine, focus on speaking and listening  G&T – take care not to over-estimate knowledge and understanding of pupils with experience of the target language, particularly writing. Extending and challenging when appropriate. |
| LEARNING OUTCOMES;  *As a result of this session you will*:   * understand the requirements for the languages curriculum * have a greater confidence in communicating orally, through songs and rhymes * be able to make links with the language studied and English * have a better awareness of resources to assist in the planning, preparation and delivery of a language * have awareness of planning for progression through subject knowledge and skills * have increased knowledge of developing conceptual understanding and the sequencing and progression of concepts | | | | | POST SESSION TASK:  Take a current topic from the school you are working at, or an Autumn term topic from the school you will be based in from September and consider a) how a cross-curricular link could be made with Languages and b) how some of the suggested activities could be used.  Try using some of the suggested activities in your practice over the coming weeks, including assessment. | | |