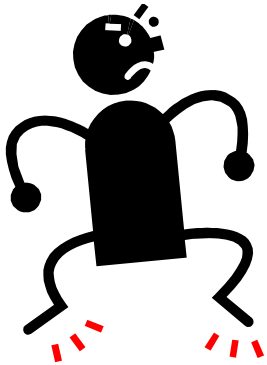


# Cross-curricular initiatives in Cross Phase Partnership

## Language World 2010

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# Session Aims

- To outline Medway's cross phase languages networks pilot transition project
- To investigate positive outcomes and key issues arising from the first year and how these are being addressed in phase two of the pilot

## Context – KS3

Case study interviews carried out between 2006 and 2008 revealed that

*“the impact of the primary initiative on the secondary curriculum was weak, with languages departments still generally unclear as to how to meet the challenges of the Year 7 mixed experience classes and ensure good progression on the language work done in the primary school”.*

DCSF 2009

## Context - Medway

- Medway is a selective authority with 18 secondary schools taking pupils from up to 60 feeder primary schools
- Therefore traditional 'direct' transition projects are not possible

- In September 2008 Medway LA launched a Cross Phase Languages Network pilot following on from joint KS2/3 training in the Spring



# Funding allocation

- Funding was allocated to enable each secondary languages department to set up a cross phase network and to allow for regular release (half a day a week) for a member of staff to work alongside teachers in primary schools.
- Funding for joint KS2/3 meetings and observations teachers in both phases



- Secondary coordinators made initial contact with feeder primary schools and then submitted an action plan
- The aim was that each network should be ***collaborative*** and have clear aims with an overarching theme of ***creativity***.
- Rationale for theme: supported both the development of MFL in both KS2 and KS3 in the context of the New Secondary Curriculum





- In the first year 7 networks were established each consisting of between 2 and 4 primary schools linked to a secondary coordinator
- Some secondary schools created more than one network releasing different members of staff



- Primary and secondary teachers in each network met together to plan joint projects and meetings were held across the year for all schools to share ideas and to keep both KS2 and KS3 staff updated with local and national initiatives linked to integrated language learning.

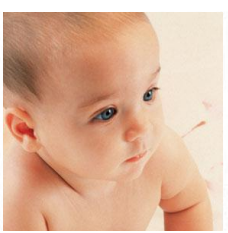
# Integrated Language Learning - rationale

- Increase time allocation in KS2
- Increase motivation and sustain momentum
- To make the most of primary teachers' strengths
- Promote authenticity
- Support progression and transition
- To support progress in English
- To provide direct input into other subjects allowing easier evaluation of any gains across the curriculum



- The focus on integrated language learning also linked to the positive outcomes of a number of CLIL (content and language integrated learning) initiatives in the authority
- *Bright Sparks! – Primary Languages Through Science*

<http://whatworkswell.standards.dcsf.gov.uk/viewcasestudy/introduction?casestudyid=2687&recordid=2364>



- Focus of secondary coordinator support was on year 6 and transition
- Where schools were in the early stages of provision initial support also included resource preparation, language upskilling and demonstration lessons





- In some networks the success of the first year centred on building relationships and an understanding of language provision in the other key stage



- Advisor led training took place in network schools linking languages, physical activity, thinking skills and other aspects of the primary curriculum.

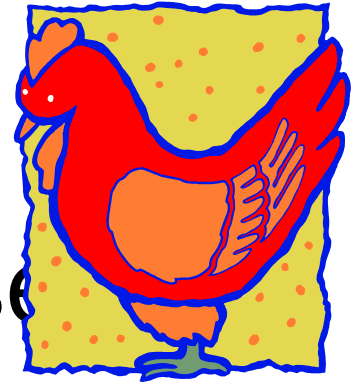
# Year 6 cross-curricular plans

- Some of the primary schools began to trial Medway year 6 integrated plans

# Cross-curricular opportunities

## Year 6 plans

- Planned around traditional tales
- Linked to year 6 subject objectives and cross-curricular QCA units
- Adaptable to suit class and curriculum priorities
- Non-prescriptive
- Opportunities to use as springboard to projects linked to pupil interests



# La Petite Poule Rousse

links with Literacy Framework  
Narrative Unit 1 (story genres),  
Unit 2 (creation of multimodal  
text), QCA ICT Unit 6A  
(Multimedia presentation).



# Ways in.... or out..



- Link to year 5 story ppts
- Traditional tales
- ICT – ppt presentations
- ICT – stop animation project
- Study of the Victorians
- DT gears
- Intercultural understanding – bread making traditions
- Intercultural Understanding – comparing places
- Instructional texts (bread making)
- Drama
- Magic

## Appendix 3 Subject Links

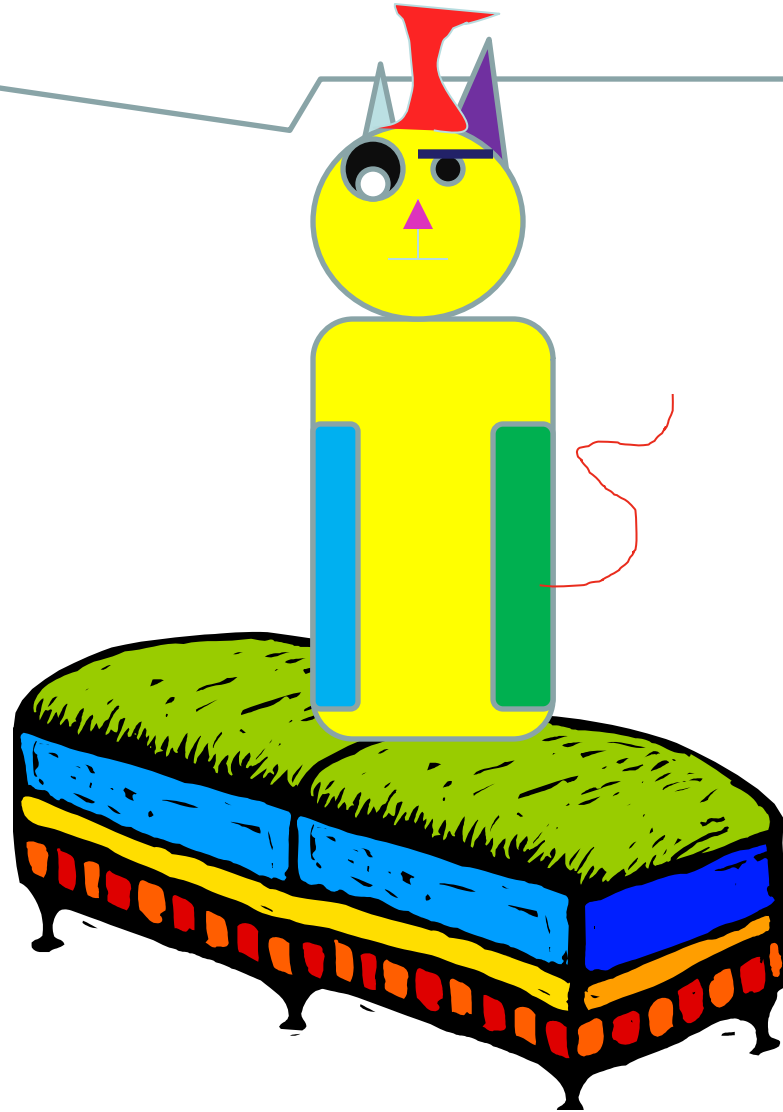
<p style="text-align: center;"><b>LITERACY</b></p> <ul style="list-style-type: none"> <li>• Explore the wide range of genres covered by children's fiction.</li> <li>• Make a collection and display of different fiction genres</li> <li>• Analyse the language and organisational features of fiction genres</li> <li>• Select a genre and use drama activities to explore typical characters, setting, events. Children plan and write their own extended story to presentation standard</li> <li>• Link extension project to study of Philip Pullman's <i>Clockwork</i></li> </ul>	<p style="text-align: center;"><b>HISTORY</b></p> <p style="text-align: center;">(Link to extension project Robert Houdian appendix 2)</p> <ul style="list-style-type: none"> <li>• Compare life in France and Britain during the Victorian period</li> <li>• <u>Collect</u> information from a range of sources and draw conclusions about the Victorian period</li> <li>• Understand that ways of life differed greatly across Victorian society</li> <li>• Understand that there are many representations of the Victorian period</li> <li>• Compare changes during the Victorian period in Britain and France</li> </ul>
<p style="text-align: center;"><b>ART &amp; DESIGN</b></p> <p>Stop Animation Project</p> <ul style="list-style-type: none"> <li>• Experiment with and select suitable materials for animated characters and scenery.</li> <li>• NC Links: investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work; apply their experience of materials and processes, including drawing, developing their control of tools and techniques; use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and</li> </ul>	<p style="text-align: center;"><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Link warm up in lesson one, animals and animal sounds, with a performance of <i>Old MacDonald</i> in French – create an ostinato using animal noises using voices or instruments.</li> <li>• NC Links: sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression; play tuned and untuned instruments with control and rhythmic accuracy; practise, rehearse and present performances with an awareness of the audience.</li> <li>• Record music and other sounds to add to Powerpoint</li> <li>• NC Links: using ICT to capture, change and combine sounds</li> </ul>

<ul style="list-style-type: none"> <li>artefacts.</li> <li>Investigate the techniques used by Robert Houdin and in automaton.</li> <li>NC Links: the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>Gears project – design a moving toy</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the music of the Victorian period in Britain and France</li> <li>NC Links: Explore a range of live and recorded music from different times and cultures</li> </ul>
<p style="text-align: center;"><b>ICT</b></p> <p><u>Powerpoint presentation</u>, Stop Animation project (appendix 1), Robert Houdin trailer (Appendix 2)</p> <ul style="list-style-type: none"> <li>The advantages and disadvantages of multimedia and how it compares with other forms of communication such as telling a story.</li> <li>Design multimedia pages</li> <li>Record sounds</li> <li>Create buttons to link pages</li> <li>Create a multimedia presentation, which includes images, sounds and text</li> </ul>	

## Example pupil work in ICT

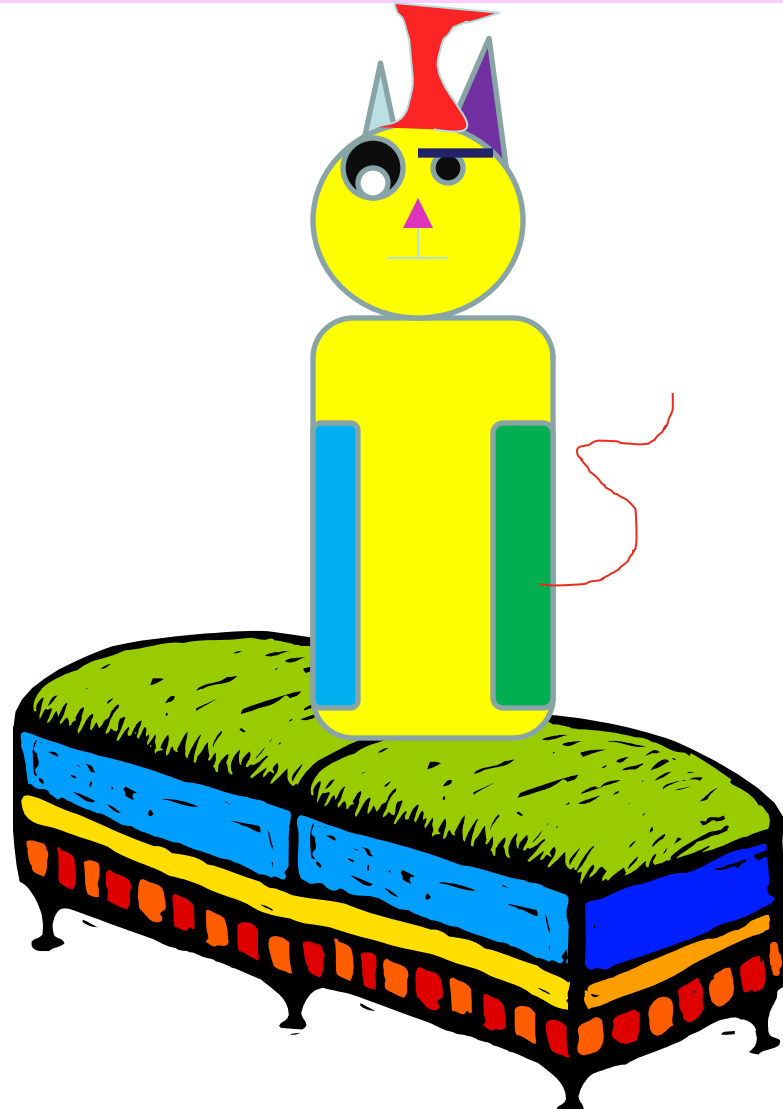
- Children investigated a range of interactive French stories, including traditional tales, in their languages lessons
- They created their own versions of stories they had read in their ICT lessons

# Jeannot Le Chat Fou!





Il est fou ....





# Complement FOU! 😊



# End of year celebratory events

- E.g. one network jointly planned a range of activities including a 'Ready, Steady, Cook' challenge and French market, supported by year 7 children
- Primary schools invited to language celebration days at the secondary school

# Primary Feedback

- “It has been excellent having a link with a local secondary school for lots of reasons but mostly because it has been a great support for me in my languages coordinator role. The staff are now enthusiastic and more willing to teach languages next year and have an enhanced understanding of the importance of teaching languages.”*

# Secondary Feedback

- “I feel that through visiting the various schools this year I have been able to see not only the impact of MFL teaching on KS2 students but also the impact of teaching overall, and how the methods used in primary can be continued into KS3 and beyond. Before I started working with the primary schools, I had only a minimal knowledge of what was expected there and I feel that I have learned a lot this year. I can see now that in secondary schools we need to change our focus in Year 7 in particular, to take note of what has been going on in previous years,*



# Issues

- KS3 take up of funding was relatively small
- Difficulty of releasing staff from tight timetables
- Potential risk of deskilling and undermining the confidence of the primary teachers

# Addressing the release issue

- Cross phase training support towards the end of the year included opportunities for making use of ICT, including the use of learning platforms and video-conferencing to support virtual sharing and collaborative working.

- KS2/3 video conferencing event linked to the Medway 2012 project, themed *Living in a diverse world*, which involved primary pupils creating self portraits and sharing these during the interactive conference
- Following on from the success of this trial, in 2009/10 Medway schools have embarked on a number of video-conferencing initiatives including projects which involve international partner link schools.



# Creating Global Vision




**Primary**



**Secondary**



**Cross Phase**

 My Settings

Calendar / Reminders

 My Calendar

 To Do


 My Tasks

 My Quizzes

 My Surveys

 My Wikis

 My Overview

 My Bookmarks...

Communication

 My Messages

Assessments

 My Markbook

Community

 My User Directory

 Show My Community

Logout

Control Panel

# Promoting Positive Partnerships



**Projects and Events**



**Forum**



**Resources**

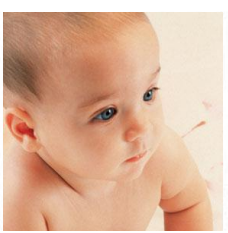
# Key considerations

- Secondary teachers should support rather than deliver the entitlement
- Collaborative team teaching develops confidence and is highly valued by the pupils
- Training for outreach teachers in understanding where languages fit within the primary curriculum, identifying the strengths of the primary teachers and the importance of fully integrating languages
- Work in year 6 should link with work in year 7 developing opportunities for shared learning through projects



# Phase two 2009/10 – key focus areas

- Ensure secondary outreach work supports the development of teacher confidence and builds on primary teachers' strengths
- Progression in learning and assessment KS2 and across KS2/3
- Continuing awareness of benefits of integrated language learning in both phases
- Language awareness including community languages (and cultural diversity)



- This year networks consist of 8 secondary teachers and their linked primary schools
- Joint half-day training 6 times a year
- Joint projects within the theme of *Community* (linked to the Medway 2012 initiatives for the year)



*European Community* – “*working together*” (linked to European day of Languages)

*Community Languages and Celebrating Cultural Diversity* (linked to March is Multilingual Month)

*Global Community* with the aim for all the schools to have one or more link school abroad by the end of the year.

# Integrated Language Learning Training(*Community Languages and Celebrating Cultural Diversity*)

- KS2/3 Training took place in Jan 2010 supported by advisors from the MEA team together with Literacy and Maths advisors.
- KS2 Subject Leaders were encouraged to bring Literacy and Maths coordinators
- Opportunities for highlighting community languages were shared.

# Context – EAL and Language Awareness

- Percentages of pupils with EAL vary widely in Medway.
- In the majority of schools the percentage remains very low, whilst in a significant minority numbers have increased rapidly over the past three years.
- On-going evaluations of teaching and learning continue to highlight the importance of recognising and valuing both pupil and teacher language strengths.



# Languages spoken by Medway pupils

According to May 2009 school census, about 130 languages are spoken by Medway pupils. The top ten languages are:

- Panjabi
- Bengali
- Yoruba
- Slovak
- Polish
- Urdu
- Turkish
- Portuguese
- French
- Czech



Hindu-Arabic	1	2	3	4	5	6	7	8	9	10
Arabic, Sorani	١٠	٩	٨	٧	٦	٥	٤	٣	٢	١
Bengali	১	২	৩	৪	৫	৬	৭	৮	৯	১০
Chinese, Japanese	一	二	三	四	五	六	七	八	九	十
Devanagari	१	२	३	४	५	६	७	८	९	१०
Farsi	۱	۲	۳	۴	۵	۶	۷	۸	۹	۱۰
Gujarati	૧	૨	૩	૪	૫	૬	૭	૮	૯	૧૦
Hebrew	א	ב	ג	ד	ה	ו	ז	ח	ט	י
Gurmukhi (Panjabi)	੧	੨	੩	੪	੫	੬	੭	੮	੯	੧੦
Thai	๑	๒	๓	๔	๕	๖	๗	๘	๙	๑๐

1	3	3	2
3	2	1	3
3	3	2	1
2	1	3	3

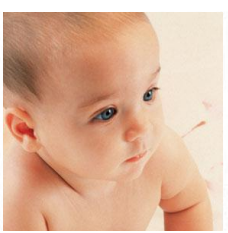
In Jewish lore the number 26 has a divine association as it 'spells' the true name of God - YAWEH.



$$= 5 + 6 + 5 + 10 = 26$$

# Number 13 – unlucky for some?

- Christianity: there were thirteen participants at the Last Supper. Tradition states that Judas Iscariot, the disciple who betrayed Jesus, was the 13th to sit at the table
- Judaism – the number of principles of Jewish faith
- Sikhism - considered a special number since 13 is *tera* in Punjabi, which also means "yours" (as in, "I am yours, O Lord")
- Italy - considered to be a lucky number, although in Campania the expression 'tredici' (meaning 13) is said when one considers their luck to have turned for the worse



- In addition to Literacy and Maths, opportunities for integrating languages through geography were shared using ideas from one of the year 6 cross-curricular plans together with activities linked to CLIL provision through geography in years 6, 7 and 8 led by a secondary CLIL teacher.

# Où vas-tu en vacances?





CLUEDO

**Je pense que**



*Le Pasteur Vert  
Le Colonel Moutarde  
Monsieur Blanc  
Monsieur Gris  
Mademoiselle Rose  
Inspecteur Bleu  
Marie-Claire*

en Angleterre  
en Italie  
en Grèce  
en Espagne  
au Japon  
au Sénégal

**... c'est**

**avec...**

un chandelier  
une corde

un pistolet

des ciseaux  
un couteau  
un stylo



# Assessment

- At the launch of the cross phase networks, secondary schools were requesting content-based transition information, centred on the topics that primary schools were covering.
- Since then there has been a shift towards an awareness of the need for skills based assessment.

# KS2/3 Assessment Training

- portfolio approach, language awareness and learning styles.
- assessment for learning and levelling against language ladder grades
- Pilot assessment materials are being trialled matched to the languages ladder and linked to the cross-curricular plans
- Year 6 assessment materials include skills self-assessment and content checklists.

## Next steps

- One of the cross-curricular plans is being trialled as a bridging unit
- All networks are continuing to investigate how they can link work in years 6 and 7
- Continue to investigate opportunities to involve all secondary and primary schools in the LA in the benefits of collaborative working to support transition and dissemination of transition information

# References and weblinks

- ***Bright Sparks! – Primary Languages Through Science (CLIL Trial)*** Medway Case Study on the DCSF What Works Well Site  
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- Cable, C. Driscoll, P. Mitchell, R. Sing, S. Cremin, T. Earl, J. Eyers, I. Holmes, B. Martin, C. with Heins, B. (2010) ***Languages Learning at KS2 A Longitudinal Study Final Report*** (DCSF Research Report – RR198) London: DCSF
- Evans, M. and Fisher, F. (2009) ***Language Learning At Key Stage 3: The Impact Of of the Key Stage 3 Modern Foreign Languages Framework and Changes to the Curriculum on Provision and Practice*** (DCSF Research Report - RB091) London: DCSF
- **Medway 2012** <http://www.medway.gov.uk/london2012.htm>





- Medway Year 6 plans  
<http://www.medway.gov.uk/index/learning/schoolinfo/38557/37417/primarylanguages/50792/97522.htm>
- Portsmouth Ethnic Minority Achievement Service maths resources  
<http://www.blss.portsmouth.sch.uk/site/emap.shtml>