

<u>Background</u>	<u>Key Activities</u>	<u>Impact of the project</u>
<p>The Government introduced a new French GCSE 9-1 in 2016. The format of the 9-1 GCSE is that all four skills are linear. This means that unlike the previous GCSE 2008, the Writing and Speaking examinations can no longer be pre-learnt. For the 9-1 GCSE Writing and Speaking examinations students respond to unseen bullet points for which there is no 'either /or choice'. No dictionaries are allowed. Students are now awarded up to 8 marks for 'Spontaneity and Interaction'.</p> <p>The challenge was to embed lower down the school, the skills and confidence in French required to meet the new writing and speaking papers GCSE.</p> <p>4Matrix 2016/17 French had a subject residual -0.94, despite having ¼ of the cohort designated as MABLE and 2/3 of the group with 'High Prior Attainment'.</p> <p>The Attainment 8 French APS was 4.88, whilst the Progress 8 French score was -0.49. This further indicates that these students underachieved relative to other students with similar KS2 Prior Attainment</p> <p>This data was with students pre-learning. The SIP thumbnail raising attainment meant drastically changing the delivery of Key Stage 3 French so that the necessary skills would be there for the KS4 9-1 course</p> <p>Numbers: 120 Year 7 students.</p>	<p>To use French as the vehicle for delivering the lesson.</p> <p>To plan the use of target language, (reinforce-build-reward).</p> <p>To reward the use of French to the teacher and to other students by creating a 'risk taking' merit.</p> <p>To study the Pearson steps for Writing and Speaking and scaffold the progression in both skills. To share this 'ladder' with students.</p> <p>To encourage students to 'climb' the ladder and add greater detail to their sentences (W &amp; S).</p> <p>Teaching strategy 'tip-tap-slide' to describe an unseen photo (9-1 GCSE W &amp; S).</p> <p>Sentence framework: verb statement &amp; 6Ws.</p> <p>Explicit substitution: -er verbs I-&gt; he-&gt; she-&gt; on.</p> <p>Explicit connecting +ve verb to - ve verb &amp; reason.</p> <p>Explicit 'recycling', students saw how they could re-use and transfer language to another topic.</p> <p>Marking codes to 'direct' student to the nature of their error -&gt; 'learning tip'.</p>	<p>Students with weak literacy skills in English could 'say' and participate equally as those more developed literacy skills.</p> <p>Increased student independence.</p> <p>Increased student confidence.</p> <p>NO NEED FOR GOOGLE TRANSLATE</p> <p>Embed the concept of the infinitive.</p> <p>Increased familiarity with terms of literacy and students applying these to a bank of French words.</p> <p>Embedded differentiation: Bronze, Silver and Gold.</p> <p>Formulaic approach leads to an 'I can' feel.</p> <p>Students understood 'quality not quantity'.</p> <p>Students able to evaluate texts in the text book and offer suggestions as how to improve it.</p> <p>Students able to answer their Speaking examination without having scripted every answer.</p> <p>Students able to deal with three aspects required at GCSE.</p> <p>Students feel positive about a subject that they arrived with misconceptions for in September.</p> <p>Phase 2: students maintain their own list of 'learning tips', and use these to revise for W &amp; Sp.</p> <p>'Learning tips' provide the basis for students' to systematically proof-read their work.</p>
<p style="text-align: center;"><u>Results</u></p> <p>Taken from 1 class,30 students overview 4 skills: 57% above target, 40% on target, 3% (1 student) below. 4/5 Pupil Premium students above target, 1 on target. 1 EAL student above target. All SENd students above target. The unseen End of Year French Written exam: 16 students exceeded their score on a 'seen' written assessment, with an average improvement of 5 marks.</p>	<p style="text-align: center;"><u>Reading &amp; Research</u></p> <p>Pearson on-line training 9-1 French GCSE Edexcel Specification 9-1 GCSE</p> <p>Websites <a href="https://child1st.com/blogs/resources/113159303-teaching-strategies-that-meet-the-needs-of-kinesthetic-learners">https://child1st.com/blogs/resources/113159303-teaching-strategies-that-meet-the-needs-of-kinesthetic-learners</a> <a href="http://www.facstaff.bucknell.edu/jvt002/Docs/ASEE-2008b.pdf">http://www.facstaff.bucknell.edu/jvt002/Docs/ASEE-2008b.pdf</a></p>	