West Lancashire Community High School
Lancashire no. 08/137
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Award granted: Innovative Practice
Project title: ‘French Day’

Project summary
Our annual French Day(s) is held towards the end of the summer term and involves all pupils and staff in school. Pupils are given opportunities to practise their spoken French in a variety of activities.

In the café they are encouraged to order their food in French from the menu and to talk to each other and staff in French. In the market they can order a variety of fruits, they play interactive IT games as well as the more traditional 'boules' outside in the sensory garden. They practise their knowledge of numbers in a French lotto session and answer questions in 'Who Wants to be a Millionaire' in French.

The pupils enjoy the day and respond positively to the activities. They join in the spirit of the day by dressing up in costumes and joining in a parade in the afternoon. They also enjoy working in teams to create models of famous French buildings such as 'Arc de Triomphe, Eiffel Tower' etc.

In addition to our own (SEN) pupils, local mainstream primary and secondary schools are invited to join our French Day(s) and these groups of mainstream pupils work with our pupils in all the activities.

It is an opportunity to expand pupils’ knowledge of another culture and have some fun whilst doing it.

Specific aspect of practice to be accredited?
Planning and organisation in a Creative Curriculum

Aspect of Every Child Matters addressed:
- [□] Be healthy
- [□] Stay Safe
- [☑] Enjoy and achieve
- [□] Make a positive contribution
- [□] Achieve economic well-being
### What were you hoping to achieve?

Pupils to use their knowledge and linguistic skills in a creative environment.

### How did you identify the need for this practice?

All pupils have one French lesson each week covering a range of topics. In Year 10 pupils begin their Entry Level Course in French and identified high achieving pupils attend the local mainstream school to access GCSE French. The Annual French Days attempt to approach language learning in a more creative way bringing a taste of French culture to school and enabling pupils to learn outside of the classroom situation. Pupils have opportunities to practise their vocabulary in a variety of practical settings.

### What did you do?

Organisation of timetable; allocation of particular classrooms for various activities; allocation of roles to different staff; organisation of shopping and funding.

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

G. Wharton, French teacher. K. Wright, B. Ainscough teaching assistants responsible for organisation of the French Days. Teachers from local mainstream Primary and High schools who joined us for the French Days.

### How has the practice been modified or improved during development?

The event has been extended from one to two days to involve more visiting schools.

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

In a recent Headteachers’ observation of a Year 10 French lesson, comment was made on how much vocabulary pupils knew when they had only had 3 lessons. Their prowess was attributed to the many French Days they had experienced and being able to use the language of 'Au Café' in a realistic setting.

### What are the next stages in the development process?

Parents will be invited to join us this year so they can see how confident their children are using French.

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

Establish a file with all relevant paperwork, letters etc. It takes a lot of hard work and organisation but pupils love the day and get so much from it. In the afternoon we have a costume parade and competition for the best French building (using only newspaper and cello tape!) and prizes are also awarded to one pupil in each year group who has been seen/heard using French well.

### Any other comments:

It is really good fun!!