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| **Priority 4 –** * **Develop cluster curriculum planning, assessment, moderation and reporting for Expressive Arts, Modern Languages and Technologies.**
* ***Implement the ‘1+2 Modern Languages’ programme, beginning with the teaching of French from Primary 1 to Primary 7 in all classes.***
 | **Overall Responsibility** | **QIs****2.1 5.1 5.2 5.3 5.4 6.1 6.2 6.3** |

**1+2: Example Year 1**

Outcome and impact for learners (b) – A progressive, coherent programme of experiences and outcomes in Modern Languages.

- Pupils will experience challenging, quality learning experiences in Modern Languages.

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| Tasks | By Whom | Resources | Timescale | Progress/Evaluation |
| Audit of Modern Languages |  | Audit materials |  |  |
| Teaching Staff training: CEC ‘1+2’ programme. |  |  |  |  |
| Implement ‘1+2 Modern Languages Programme’. Pupils from P1 to P7 experience |  | CEC ‘1+2’ support materials. |  |  |
| Create rationale, principles and policy for Modern Languages |  | CEC Modern Languages guidance |  |  |
| Create an overview and progression of Experiences and Outcomes through CfE levels. |  | CEC Modern Languages guidance |  |  |
| Identify significant aspects in learning for Modern Languages to inform assessments, target setting and reporting. |  | Significant Aspects posters for Modern Languages |  |  |
| Collegiate cluster quality assurance and moderation of Modern Languages assessment to ensure consistency |  | CEC significant aspectsCEC progression pathwaysExamples of pupils’ work |  |  |
| Learning experiences to be evaluated |  | Learning RoundsCluster events |  |  |