

Primary Languages: Aide-mémoire for Headteachers – 2008

- **The Languages Review** - Mar 2007 - <http://www.teachernet.gov.uk/docbank/index.cfm?id=11124> recommends informal classroom assessment at KS2 by reference to the Languages Ladder. This is formative in purpose, embracing best Assessment for Learning practice whereby teachers motivate and help all groups to take the next steps in learning. By means of this formative assessment, KS2 teachers should have an ongoing assessment of individual pupils' progress in listening, speaking, reading and writing by reference to the Languages Ladder. This information should be used to provide good transition arrangements by ensuring that Key Stage 3 teachers are well informed about pupils' progress, standards and next steps in learning.

The **Junior European Language Portfolio** supports the assessment process with its pupil friendly presentation of "I can" statements and the Languages Ladder grades. It is a freely downloadable and recommended resource available at: http://www.nacell.org.uk/resources/pub_cilt/portfolio_revised.pdf

Strategic Planning

- Familiarity with the Key Stage 2 Framework for Languages (Parts 1, 2 + 3 - DfES ref: 1721-2005DCD-EN)
- Involve SLT and governors at all stages.
- Establish a rationale for language learning across the school and agree leadership / co-ordination
- Develop a clear vision of how learners will benefit
- Draw up a strategy for how languages will be delivered, assessed, monitored and evaluated
- Include language provision in the SEF, school improvement plan, budget plan and CPD plan – short/medium/long term

Best starting point for more detailed advice: www.thegrid.org.uk
www.nacell.org.uk or contact Nick Nesbitt-Larking, Modern Languages Adviser (primary focus) - nicholas.nesbitt-larking@hertscc.gov.uk. Tel: 01438 844862 Fax: 01582 830243

Implementation

By **September 2009**, every child will have an entitlement to study at least one new language throughout Key Stage 2. Schools should progress at a manageable pace in line with their own context. The following bullet points are key messages drawn from the Key Stage 2 Framework for Languages.

Which Language(s)?

Schools may choose any modern foreign language(s). In addition to their entitlement to the modern foreign language(s) offered to all pupils, bi-lingual pupils should, wherever possible, be supported in developing their home language. Schools should use bi-lingual pupils' knowledge and experience to support their own and other pupils' language learning.

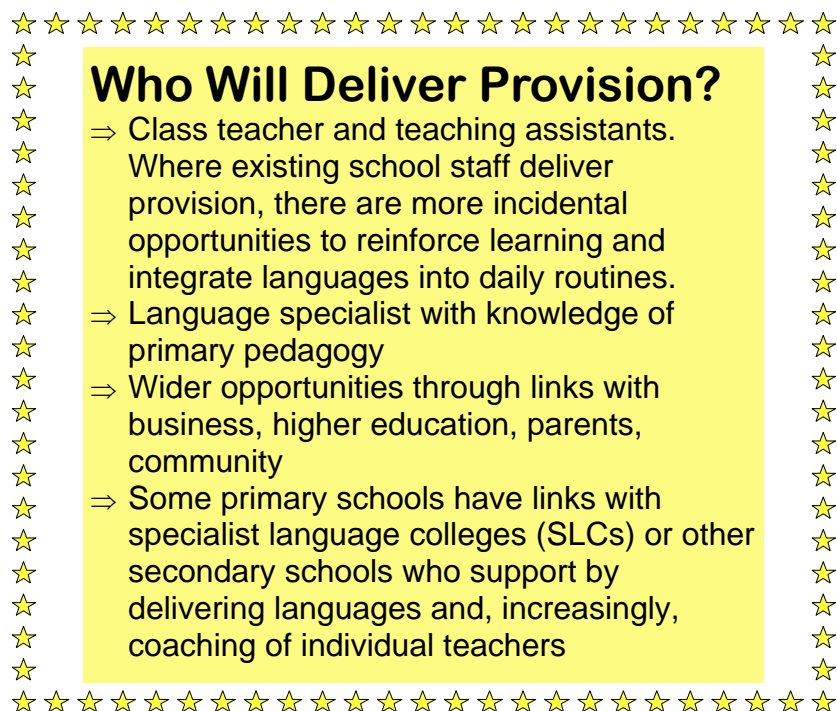
Consider:

- ♦ Availability, expertise, interests of staff.
- ♦ Ability to sustain and resource teaching and learning from years 3-6.
- ♦ Expectations and ambitions of learners and parents.
- ♦ Support from native speakers in the locality.
- ♦ Contact with countries where the language is spoken.
- ♦ The language(s) taught in neighbouring primary and secondary schools.
- ♦ Progression and continuity between Key Stage 2 and Key Stage 3 – most secondary schools teach French in Year 7, and most primary schools are currently offering French.



CPD

- ◆ Audit staff expertise and identify CPD needs
- ◆ CPD - Fully funded subject knowledge courses in French and Spanish, held across the county; central training to include sessions for headteachers and coordinators; developing literacy in primary languages, practical ideas for teaching languages, using smart notebook and primary language implementation, monitoring and self-evaluation. Support available also includes introductory consultancy meeting for headteachers; free training for groups of schools; a significant financial contribution for resources and a regular newsletter
- ◆ Internet – e.g. www.nacell.org.uk and www.primarylanguages.org.uk - coaching, modelling, school links abroad (see, for example, www.epals.com and www.globalgateway.org.uk See www.thegrid.org.uk for more detailed advice
- ◆ Review recruitment strategy



Who Will Deliver Provision?

- ⇒ Class teacher and teaching assistants. Where existing school staff deliver provision, there are more incidental opportunities to reinforce learning and integrate languages into daily routines.
- ⇒ Language specialist with knowledge of primary pedagogy
- ⇒ Wider opportunities through links with business, higher education, parents, community
- ⇒ Some primary schools have links with specialist language colleges (SLCs) or other secondary schools who support by delivering languages and, increasingly, coaching of individual teachers

Teaching and Learning

- Which model to use (e.g. one language over the 4 years, or two languages, or multi-lingual awareness)
- Schemes of work which ensure progression and continuity across year groups/key stages and sustain motivation. New non-statutory QCA schemes of work for French, German and Spanish are now available - <http://www.nacell.org.uk/official/gca.htm> There are also some good published schemes with supportive audio files – see <http://www.thegrid.org.uk/learning/mfl/ks1-2/resources.shtml>
- Time allocation – Framework recommends minimum 60 min. weekly – can be flexibly arranged and include cross curricular and planned incidental use. When mapping the curriculum, schools are encouraged to identify opportunities for teaching languages through cross-curricular links, using languages for real purpose in daily routines and providing a range of multisensory activities, for example - greetings and classroom instructions, simple numeracy work, singing and dance, PE instructions, healthy eating, seasonal opportunities such as Christmas.
- Short/medium/long term planning
- Inclusion – meeting the needs of different groups of learners through differentiation. Children with difficulties and disabilities tend to respond very positively to language learning. For children with English as an additional language, their plurilingual experience often helps them to learn new languages.
- Solutions to challenges e.g. mixed age classes, schools with high pupil / staff mobility

