

Saturday 21 March 2015

08:00 – 09:00 Registration / Exhibition opens ('The Venue' exhibition hall)

09:05 – 09:30 Welcome & President's Plenary: ALL Connected – A celebration of language learning & teaching and volunteering
René Koglbauer, ALL President (Curtis Auditorium, Herschel Building)

09:35 – 10:15 Session 5: Major talks

<p>5.1: How can your teaching be consistently good or outstanding? Wendy Adeniji</p> <p>How do we ensure that language lessons and assessment fulfil Ofsted's requirements for 'good' and 'outstanding' teaching? Discover some simple, tried and tested ways to ensure that your lessons can be at least consistently 'good' and often 'outstanding', not just for Ofsted but for always. Languages of example: French / Spanish</p> <p><i>Wendy is a language teacher, senior leader and Additional Inspector for Ofsted. She also has several years' experience in developing MFL resources and training teachers in best practice in language teaching.</i></p>	<p>5.2: Language across the curriculum Peter Downes</p> <p>This session will show how primary schools which introduce pupils to a wide range of languages in KS2 are developing broad language skills, enhancing mother tongue and literacy and minimising the difficulties of KS2-3 transition. Languages of example: various</p> <p><i>Peter Downes has been at the forefront of language teaching innovation for over 50 years - audio-visual methodology, graded tests, teacher training, language awareness. He has written or edited over 70 widely-used books and courses. Based on extensive experience, he is convinced that a multi-lingual foundation in KS2 is now the best way forward.</i></p>	<p>5.3: Connecting the dots: going linear at GCSE Eva Lamb</p> <p>The linear nature of the new languages GCSE demands a new kind of language learner. This session will examine proposals for the new GCSEs in languages and their implications for teaching and learning at KS3 now. Languages of example: French / German / Spanish</p> <p><i>Eva Lamb is Language College Director at King Edward VII School in Sheffield and Chair of ALL's Yorkshire Branch. She also leads the South Yorkshire network of ALL Connect. Eva frequently speaks at Language World and other local, regional and national events.</i></p>
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10:25 – 11:10 Session 6: Workshops

<p>6.1: Motivating the unenthusiastic: how to grab them in Year 7 and keep them hooked Starr Green</p> <p>This session will explore why pupils might lack motivation, strategies to get pupils joining in and how to get pupils to 'self-police behaviour'. Expect lots of audience participation, teamwork and rewards for the hard workers!</p> <p><i>Starr has been teaching languages in the UK and abroad for 12 years, mainly in a challenging school where she had to persuade pupils that language lessons weren't their worst nightmare. In 2013 she moved to a new school as KS3 Co-Ordinator and is now Deputy Head of Y7. She was nominated as TES Resource Contributor of the Year in 2012 as well as being invited to be a member of the TES Secondary Languages Panel.</i></p>	<p>6.2: It's all about the code Nadine Chadier</p> <p>Nadine will show primary teachers all the codes she uses to provide pupils with unforgettable memory hooks! Through colour coding, linking structures to tunes or gestures, the language is brought to life and turned into an affective and effective language and cultural experience. Language of example: French</p> <p><i>Nadine Chadier thoroughly enjoys herself teaching French mainly in primary schools and museums. She loves creating innovative brain-friendly resources. She thrives on sharing her passion of juggling magic tricks, the power of music and French pronunciation and created the North London Primary Language Hub. Beware, her enthusiasm is contagious!</i></p>	<p>6.3: Linguistics in and beyond the languages classroom: why and how! Sarah Campbell</p> <p>Whether or not you studied linguistics yourself, introducing linguistics into the languages classroom is an effective way of enhancing pupils' language, literacy and problem solving skills. This practical session explores the cross-curricular benefits of linguistics, and provides ideas and resources, including information on how to access support.</p> <p><i>Sarah Campbell is a linguist and experienced MFL teacher who currently combines stay-at-home motherhood with work for the Linguistics Association of Great Britain (LAGB) and United Kingdom Linguistics Olympiad (UKLO). She led the development of an award-winning KS3 linguistics course, and currently manages a UKLO team designing KS2/3 linguistics resources.</i></p>
<p>6.4: Ensuring a smooth transition between Key Stage 4 & 5 Karine Harrington</p> <p>This session focuses on a range of engaging activities to ensure a smooth transition between KS4 and KS5, building on prior learning and stepping up to AS standard. Languages of example: French</p> <p><i>Karine Harrington is a teacher, consultant and SLE with experience as an examiner and educational author, ALL Council member and Resources Editor for Languages Today.</i></p>	<p>6.5: Using spontaneous speaking contexts to teach grammar Hilary McColl & Susan Thomas</p> <p>This session will look at how developing learners' spontaneous use of language in the classroom can provide a context for developing their understanding and use of grammatical structures. Languages of example: French / German / Spanish</p> <p><i>Hilary McColl was formerly HOD, DO for MFL / inclusion for HMI in Scotland. She is a CPD provider and author. She now supports curriculum development via the website languageswithoutlimits.co.uk.</i></p>	<p>6.6: Hook, line and thinker: preparing young minds for independent success in German Leigh McClelland</p> <p>Tried and tested practical ideas and resources to encourage and support KS3 pupils of German in and outside the classroom to ensure that German is a real option for success at KS4 and beyond. Language of example: German</p> <p><i>Leigh McClelland is an Advanced Skills Teacher of German and Spanish, who has been in charge of German teaching at Comberton Village College for the past 15 years. She is constantly striving to ensure that German is an</i></p>

Susan Thomas has worked in various fields, including teaching and writing for languages / EFL / Life Skills. Her special interests are active and multisensory learning, and using TL for interpersonal communication in the classroom.

accessible, enjoyable, logical and rewarding experience for pupils.

11:15 – 11:45 Break & Exhibition ('The Venue' exhibition hall)

11:50 – 12:35 Session 7: Workshops

<p>7.1: Ideas for using literature and developing literacy in the primary classroom <i>Roma Schultz</i></p> <p>This workshop will look at the development of reading skills in the foreign language. How can pupils' reading skills in English be used to develop literacy in another language? Playing games, reading stories and solving puzzles has never been easier! Language of example: German</p> <p><i>Roma Schultz is the Advisor for German and the Primary Specialist at the Goethe-Institut London.</i></p>	<p>7.2: Bring primary languages to life with a Language Assistant <i>Vicky Gough & Lid King</i></p> <p>This session will describe the pilot programme the British Council is running which places French primary trained assistants in a group of primary schools to support the teaching of languages. It will include a case study from one of the pilot schools showing how the assistant is being used to support planning and delivery of language lessons.</p> <p><i>Vicky Gough is Adviser, schools and lead for MFL at the British Council. She has worked on a wide range of programme supporting languages and the international dimension in schools</i></p>	<p>7.3: Thinking again: building engagement, building independence <i>Chris Fuller</i></p> <p>This session will look at ways to think again about how to engage and inspire students, encouraging them to think for themselves and be independent, by giving them a real purpose for language learning – inside and outside the classroom. Language of example: Spanish</p> <p><i>Chris Fuller is a full time Spanish teacher in north Devon. His efforts at the moment are focused on developing a department focused on student independence and giving language learning a real purpose. He is a former SSAT Lead Practitioner and has presented at events across England and in Spain.</i></p>
<p>7.4: Context- embedded Assessment for Learning in the target language <i>Judith Rifesser & Marian Carty</i></p> <p>Case study: Showcasing a formative assessment tool in the target language for KS4 which raises learners' grammatical awareness and understanding of the success criteria, and as a result, improves their overall accuracy in the target language, whilst giving pupils ownership of their learning. Languages of example: German / Spanish</p> <p><i>Judith Rifesser is Head of KS5 German at Orleans Park School in Twickenham; research student at Roehampton University (Centre for Research in Film and Audiovisual Cultures), MPhil Cantab. Marian Carty is Lecturer and Coordinator for the PGCE Secondary MFL at Goldsmiths University, an educational professional and author.</i></p>	<p>7.5: 25 ideas for creativity from Language World <i>Carol Hughes</i></p> <p>To celebrate Language World's 25th anniversary this session will present 25 practical ideas to integrate creativity into lessons to engage students in language learning, drawing on some old favourites and presenting some new ideas. Languages of example: French / German</p> <p><i>Carol Hughes is presently Director of Languages at Southend High School for Girls, where she teaches French and German, as well as subject lead for Southend SCITT. Carol is an active member of ALL, serving both on the Council and the Essex and East Anglia Branch committee.</i></p>	<p>7.6: Flight diversion: destination languages! <i>Duncan Broe</i></p> <p>This session explores a range of extra-curricular activities that seek to increase the uptake of languages from KS3. They are aimed at enabling gifted and talented linguists to explore languages outside of the classroom. The ideas are challenging for students, practical to implement and can be used in any secondary school. Languages of example: French / Spanish</p> <p><i>Duncan Broe has taught French and Spanish across KS3-5 for a number of years and has been involved in a number of extra-curricular projects that sought to increase pupil engagement with MFL. In doing so he has developed a passion for encouraging language learners to become more curious about foreign languages and to consider studying them post-KS3.</i></p>

12:40 – 13:55 Lunch & Exhibition ('The Venue' exhibition hall)

Exhibition closes at 14:00

14:00 – 14:45 Session 8: Major talks

<p style="text-align: center;">8.1: Improving transition KS2-3 <i>Liz Black</i></p> <p>Providing continuous appropriately sequenced and educationally challenging pathways so students make worthwhile gains in language learning is not easy! Should we consider approaches which emphasise the learning process rather than the learning product? Technology has potential in the transfer of information, but what key details about students are useful to teachers in KS3? Languages of example: French / German / Spanish</p> <p><i>Liz Black has over 30 years teaching experience in primary and 11-18 comprehensive schools. Currently she is working part time as a tutor on the PGCE programme at York University, as an associate lecturer at Newcastle University and as a freelance author and consultant.</i></p>	<p style="text-align: center;">8.2: Memory and Thought: why we can't have one without the other <i>Rachel Hawkes</i></p> <p>This session draws on cognitive psychology, considering how we create memories, retrieve stored information and how we know what we know. What else can we do to help our learners remember language and retrieve it successfully over time? Languages of example: French / German / Spanish</p> <p><i>Rachel Hawkes works across the four secondary schools in the Comberton Academy Trust. Associate Deputy Principal and SLE for languages, she is Languages Advisor for TES Resources and Past President of ALL. She has a PhD from Cambridge University, focusing on teacher and learner interaction in the secondary languages classroom.</i></p>	<p style="text-align: center;">8.3: Not dumbing down but stimulating up: reading in the reformed GCSE languages classroom <i>Frances Wilson & Katherine Smith</i></p> <p>Reformed GCSEs in languages will have an increased focus on reading authentic and literary texts. This session will report the outcomes of a study which investigated the cognitive processes underpinning reading in a foreign language and the framework which can be used to develop resources for languages GCSE courses. Languages of example: French / German / Spanish</p> <p><i>Frances Wilson is a Research Officer at Cambridge Assessment, and works on projects relating to qualification reform and development. Before joining Cambridge Assessment in 2012, she completed a PhD in second language acquisition at the University of Edinburgh, and worked on language acquisition research at the University of Delaware (USA).</i></p>
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14:50 – 15:45 Plenary: Now we are Twenty Five *Steven Fawkes, ALL Membership Officer*
(Curtis Auditorium, Herschel Building)

15:50 – 16:20 Closing Plenary *ALL Presidential Team*
(Curtis Auditorium, Herschel Building)