



ALL Briefing No. 16

Date : September 2019

Theme: **What (more experienced) Primary Language coordinators need to know (4 of 4)**
OFSTED EIF

1) Background:

The new OFSTED Handbook (2019) puts the focus of inspection on the curriculum and teaching and learning (and not solely outcomes of testing). The ALL Briefing (References) picks out some salient features for Languages; a few are also highlighted here. Quotations are all from the OFSTED Handbook.

Key messages :

Planning for the full range of the Curriculum, and joining up the learning are highlighted. Support for non-specialist teachers is specifically required.

Quotations:

OFSTED will not advocate a particular method of planning (including lesson planning), teaching or assessment; it is up to schools to determine their practices and it is up to leadership teams to justify these on their own merits rather than by referring to this handbook. ...

Ofsted does not advocate that any particular approach should be used exclusively in teaching. Different approaches to teaching can be effective...

Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:

■ *Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching...*

Assessment processes should not create excessive work.

Quotation:

■ *Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts...*

... assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

Progression is at the heart of the Framework – building long-term memory and richness of learning experience.

Quotation:

Inspectors will gather evidence ... from the following sources:

■ *the progress that pupils are making in terms of knowing more, remembering more and being able to do more*

2) Online support

Assessment

ALL's Primary Steering Group has put together a discussion guide:

<https://www.all-languages.org.uk/wp-content/uploads/2017/04/Assessment-for-ALL.pdf> to explore the issues raised in the Expert Subject Advisory Group advice document on *Assessment in Modern Foreign Languages in primary schools*.

THE LANGUAGE MAGICIAN

is an award-winning online game for Primary children learning a language which serves to motivate learning, and also to capture relevant data on children's skills which teachers can download.

The game was part-funded by Erasmus+ and emerged from a cross-European project in which ALL was a partner. It is free for schools to access and use online:

<https://www.thelanguagemagician.net/>

Progression

ALL's Primary Steering Group has edited a progression framework as part of a guide to Language Progression and Assessment at Key Stage 2:

<https://www.all-languages.org.uk/wp-content/uploads/2017/11/Languages-Progression-and-Assessment.pdf>

3) How can we ensure sustainability?

To be successful in the long term, language learning needs everyone in the school to be

aware of what is happening.

You will need to think about involving as many of your colleagues as possible in supporting the development of languages in your school, so that it does not rest entirely on the shoulders of one person. A positive initiative can soon falter if the one enthusiastic individual is no longer able to continue. In the majority of schools, it is the class teachers themselves who are teaching the new language. This model ensures that languages are very much a part of the wider school curriculum as links can be made with skills in other areas.

Some schools have chosen to employ a specialist language teacher. This can be a very positive training model for less confident primary practitioners, allowing them to observe the lesson first and then to identify opportunities when they might reinforce the language throughout the week.

In the same way that a visiting specialist might support the linguistic development of the less confident primary teacher, the primary teacher has an important role to play in supporting visiting specialists develop their understanding of sound primary pedagogy. Collaboration between language specialists and class teachers is vital to the long-term future of primary languages, helping to ensure that if the visiting teacher is no longer available, class teachers feel more confident to take over.

You may also have teaching assistants and higher level teaching assistants in your school who can provide valuable support to the class teacher.

Some teachers will feel more confident than others in teaching languages. It is important that all training needs are catered for, from the beginner to the confident speaker, from the experienced teacher to the newly qualified. This is highlighted in the RIPL White Paper and OFSTED Handbook (See References).

Points for reflection / action:

Read the ALL Briefing on the OFSTED Handbook and consider the discussion points. View the ALL Guidance documents as and when they are relevant to you.

Consider joining ALL (if you are not a member) to be kept in touch and to be supported by your peers.

Consider being involved with (or setting up) a local ALL Primary Hub, There are ALL Primary Hubs across England, providing information, training and opportunities to meet and talk with other practitioners in your area. To find your nearest group, visit: <https://www.all-languages.org.uk/about/community/local/>

References :

Training resources

ALL Connect training resources for key stage 2 teachers working by themselves or in a group are freely available from the blog: <https://allconnectblog.wordpress.com/> on these themes:

- KS2 Grammar & follow up materials
- KS2 Speaking & follow up materials
- KS2 Writing & follow up materials
- KS2 Progression & follow up materials
- KS2 Languages Coordinator Handbook & materials
- KS2-3 Transition & follow up materials
- KS2-3 Transition Toolkit & materials

Training is also available through ALL events locally and nationally : <https://www.all-languages.org.uk/events/> and through other providers

OFSTED Handbooks (2019)

An ALL Briefing on these publications is available here :

<https://www.all-languages.org.uk/news/ofsted-education-inspection-framework/>

Maintained schools:

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Independent schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801118/Independent_schools_handbook.pdf

RIPL: Primary Languages Policy in England - The Way Forward (March 2019)

<http://www.ripl.uk/wp-content/uploads/2019/02/RIPL-White-Paper-Primary-Languages-Policy-in-England.pdf>

This report sets out a number of recommendations towards the full implementation of current government policy for primary languages in England.

This Briefing has been prepared by volunteers from the ALL Primary Steering Group and is for the benefit of ALL members and others.

Opinions expressed are those of the authors and do not necessarily constitute the policy of the Association for Language Learning.

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Association for Language Learning, 1A Duffield Road, Little Eaton, Derby DE21 5DR

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