

“ 2 Co-ordinating Provision ”

Advice for Head Teachers, Senior Managers and Subject Co-ordinators

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This section offers guidance for primary Head Teachers and other managers in primary schools with responsibility for developing provision of language learning in Key Stage 2.

It is supplemented by detailed advice on key planning issues in Part 3 of the Framework documentation – *Planning for Entitlement*.

Taking the first steps

The Framework is a distinctively primary document. It is set in the context of the contemporary primary agenda, notably *Excellence and Enjoyment*, and seeks to present primary languages in a way which can be incorporated into the existing curriculum. It proposes a vision of language learning that complements and supports the delivery of existing whole school priorities and takes full account of the aspirations and outcomes of *Every Child Matters*. It is underpinned by principles and expectations of language learning which are appropriate to the age of the children and to the ways in which primary schools characteristically organise their curriculum and pedagogy.

The key role of Head Teachers and Senior Managers

The support of Head Teachers and other senior managers is critical to the success of introducing and sustaining primary language learning. Crucially, Head Teachers with their senior managers and subject co-ordinators provide leadership in establishing the aims, aspirations, values and ethos of the whole school. These exert a powerful influence on the perceptions and attitudes of staff, children, governors and parents.

School leaders need to develop and share:

- a clear rationale for language learning across the school
- a clear vision of how children will benefit
- a clear strategy for how entitlement to language learning will be delivered.

The Key Stage 2 Framework for Languages has been designed to assist Head Teachers, senior managers and subject co-ordinators with this process.

Including language provision in the School Improvement Plan

In order to achieve the ambitions for primary language learning as defined in the National Languages Strategy, it will be Head Teachers' responsibility to ensure that every child is offered an opportunity to study at least one new language from the age of seven by the end of this decade. It is fully recognised that schools will have many different starting points. Schools will be able to plan for the introduction or further development of language learning at a pace which is manageable and which suits their circumstances, their pupils and their community.

Schools will be supported in this process, locally and nationally. It is clearly beneficial that a start, however modest, is made in moving towards full entitlement as soon as possible. Schools will need to consider how to incorporate provision for language learning into their longer-term development planning from 2006 onwards. Points to consider in strategic planning are likely to include some or all of the following:

- available teaching expertise
- staff training needs
- development of schemes of work to assure continuity and progression
- embedding language learning through links to other subject areas in the curriculum
- resources and sources of support
- solutions to challenges such as mixed age classes.

Where schools are starting from scratch, it is still advisable to make an early start albeit at a simple level. Schools that are now experienced in primary language teaching have often started out by introducing language learning step by step.

Spotlight: A step by step approach

“We began by introducing language everyday through class routines, greetings in the morning and afternoon, taking the register, classroom instructions, praise words and simple number games. We grew in confidence and moved on to songs and rhymes and soon we were planning short sequences of learning of up to 15 minutes when children could learn how to ask and answer simple questions and build up a short conversation. Now we teach language in lessons of 30 minutes through storytelling and using ‘big books’, tapes and the interactive whiteboard. From very small steps we have managed to develop an ambitious programme of learning from Year 3 to Year 6.”

Getting started – the Languages Audit

Taking stock of what skills and resources are readily to hand within the school can provide a solid starting point for future planning. A languages audit will identify capacity and expertise that can support the early introduction of language learning and inform decisions about which language or languages should be taught.

Such a process, if conducted across the wider community of the school, can also be worthwhile in raising the profile and value of languages more generally.

A languages audit can be instrumental in developing the school improvement plan in respect of:

- identifying the availability of teachers and teaching assistants capable of delivering primary languages
- identifying training needs of those staff whose language skills require refreshment
- targeting resources that can be used to support language training and teaching within the short, medium and long term
- seeking out opportunities for language training provided by the Local Authority, Higher Education Institutions or other providers.

In undertaking forward planning school leaders and subject co-ordinators will be able to draw on advice from a number of sources, including their Local Authorities, Advanced Skills Teachers, Higher Education Institutions, and visiting language teachers from Specialist Language Colleges. Advice, guidance and training are also available from Comenius Centres and Regional Support Groups across the country.

A comprehensive range of exemplar materials to support whole school planning will also be provided in Part 3 of the Framework documentation – *Planning for Entitlement*.



Learning in partnership

What often works best in planning for the introduction and implementation of primary languages is a partnership between primary and secondary colleagues, where primary teachers can acquire linguistic and methodological skills through working with their secondary language specialist, while secondary teachers gain valuable insights into the primary school environment and how primary children learn most effectively. Specialist Language Colleges (SLCs) have a particular role to play in this respect.

Through a range of national and regional development programmes, there is now an extensive pool of primary teaching experience on which to build. Head Teachers, senior managers and subject co-ordinators can benefit from discussion with other colleagues. This can be through their contacts with established networks and clusters focussing on management issues and through groups and organisations established specifically to assist with the dissemination of good practice in primary languages. It is particularly valuable to work in cross-phase clusters with other primary schools linked to local secondary schools.

ELL-LC (Early Language Learning through Language Colleges)

Many primary schools are already part of the Early Language Learning in Language Colleges Project ELL-LC. This project supports Specialist Language Colleges (SLCs) to fulfil their role in working effectively with primary partners to introduce language learning in Key Stage 2 and to support smooth transition into Key Stage 3.

Primary Strategy Learning Networks

Some schools may be involved in a Primary Strategy Learning Network which comprises a group of primaries working with a secondary school on a chosen subject focus. There are currently 27 such learning networks across the country focused on primary languages.

It is helpful for teachers who are just getting started to have opportunities to observe successful practitioners of primary languages in action. Such opportunities can often be arranged through this kind of networking. Local Authorities have a crucial strategic role in providing support, advice and training and in facilitating communications and networking.

Regional Support Groups

Regional Support Groups (RSGs) for primary languages are managed by CILT, the National Centre for Languages, and its network of regional Comenius Centres. There are 53 Regional Support Groups across the country who meet five times a year. Each group provides a valuable local forum for the discussion and dissemination of ideas, resources and initiatives for schools, managers, teaching staff and support staff of all kinds, as well as offering opportunities for training and retraining in language capability and teaching methodology.

Key decisions for managers

The central decisions that must be made by school managers can be summarised by four questions:

- WHO?** who is to teach and who is to be taught?
WHAT? which language(s) are to be taught?
WHEN? when will teaching occur and for how long?
HOW? how will the languages be taught?

WHO – Teachers and Pupils

This question concerns two categories of people: teachers (and other adults) and children. The availability of staff to provide and sustain high quality language teaching across Key Stage 2 is likely to be the first priority for senior managers. The second matter of when and to which groups of children to introduce language learning is also a frequently asked question.

Teachers and other adults

Many different people can contribute to the teaching of languages in primary schools, including:

- a primary teacher who has languages expertise working with several classes
- a primary teacher willing to develop language capability working with their own class
- a visiting specialist language teacher from a local secondary school or Specialist Language College
- a secondary trained language specialist employed by a primary school, a cluster of primary schools, or a Local Authority
- an Advanced Skills Teacher from a primary or secondary background working with a cluster of primary schools
- a Foreign Language Assistant working with the class teacher
- a foreign national without formal teaching qualifications who lives in the school's vicinity (working alongside a class teacher)
- other volunteers (such as parents) who happen to have languages expertise (working alongside a class teacher).

All of these models can work effectively and each brings different qualities to the learning experience. Children can benefit from the expertise of specialist languages teachers and from the language skills and cultural insights brought by native speakers. It is clearly desirable, however, that the primary class teacher is centrally involved in the process of planning and monitoring progress. The class teacher is best placed to mediate the learning for the children, to reinforce it outside the set lessons and will be able to talk to the children themselves, their parents and other adults about the children's experience of language learning and about the progress that they are making.

Class teacher

The class teacher can provide continuity of experience and can take full advantage of the flexibility of the primary curriculum to underpin and extend language learning. Above all the class teacher has a very clear understanding of how primary children learn most successfully and can ensure that their learning builds on their existing knowledge and makes links with other subjects and opportunities.

Newly Qualified Teacher (NQT)

The value of recruiting an NQT with a language specialism is considerable as such teachers can then act as catalysts in supporting and embedding primary languages within the school. NQTs with a language specialism will need support from experienced generalists and experienced specialist teachers of languages. Schools will benefit considerably if there can be regular contact between the NQT and experienced teachers of languages such as Advanced Skills Teachers and secondary colleagues from Specialist Language Colleges and other schools.

Visiting specialist

Visiting specialists are able to provide good linguistic role modelling, correct pronunciation and intonation. This is clearly of value to the children but also to the class teachers who can observe as well as participate in lessons. In this way the class teacher can improve in confidence and expertise. The class teacher can then reinforce what has been learned and revisit the language content in other lessons or in daily routines.

Native speaker

Native speakers can enrich the children's experience by developing knowledge of the cultural context of the language being taught. This can help schools to interpret and integrate the learning objectives for intercultural understanding into other parts of the curriculum. Native speakers of the new languages may be working in schools, as teachers or assistants, or may live in the local community. Schools might also recruit a Foreign Language Assistant (FLA). FLAs can play a full part in school life, participating in whole school activities such as assemblies and cultural celebrations.

Linguistic up-skilling

Primary staff taking on the teaching of languages with their classes will need access to and opportunities for linguistic training. Some suggestions as to how teachers without languages expertise or prior experience might get started are offered in section 3 of this guidance pack – *Getting Started*. In developing a strategy for building capacity in language capability across the school, Head Teachers and senior managers might like to consider how to use the support available from secondary specialists and native speakers creatively and flexibly in order that both children and teaching staff make the best use of this undoubtedly valuable resource. Foreign Language Assistants and other available native speakers, in particular, can be used both as a resource in lessons and a valuable means of improving teacher language competence.

A wide range of courses is available to primary teachers wishing to improve their linguistic competence, run by Local Authorities, by Higher Education Institutions, and by Cultural Agencies of the main Embassies, as well as by commercial providers. Through CILT, the National Centre for Languages and the British Council opportunities for intensive residential courses abroad are also available. The NACELL website and the Regional Support Groups managed by CILT are helpful sources of information about these opportunities.

Linguistic ability also improves through contact with people in the country where the language is spoken. Email, videoconferencing and the Internet bring direct electronic access to the language and its speakers to both children and their teachers. Establishing partnerships with schools and other educational institutions abroad can facilitate personal contacts and enable visits and exchanges to take place.

Coaching, modelling and mentoring

Secondary colleagues or primary colleagues with expertise in languages can offer a rich source of support through providing model lessons. These can be followed up by subsequent direct coaching or mentoring. The role of secondary schools in this regard is discussed in more detail in section 5 of this guidance pack *Supporting Primary Entitlement*. The aim of such training in most cases is to empower the primary teacher to take over full responsibility for the teaching of the class themselves. In this way, schools can build capacity by enabling a wider number of class teachers to teach languages independently.

Sustainability

Devoting INSET and staff development sessions to languages helps to raise awareness amongst staff and promote forward planning. All schools will need to consider how to develop a strategy to sustain language provision over time.

It will be advantageous in the long term to move away from a position where language provision is dependent on a single teacher in the school. It may be helpful for Head Teachers and governors to review their recruitment strategy and consider including the ability to speak another language as a criterion for future selection.

Children

By 2009/2010 schools should provide the opportunity for all children from the age of 7 to learn a new language. Schools can approach this expectation in a number of ways to meet their individual circumstances.

- Schools with no experience of teaching languages could begin by introducing a small amount of classroom language as a matter of policy across several or all year groups straightaway and begin to build on this through classroom routines.
- Schools could modify and develop a simple unit of language with reference to the QCA Schemes of Work e.g. Ich spreche Deutsch, Je parle français, Hablo español and begin to teach this in one or more year groups. In preparing for this, schools could look for support from a visiting specialist or a native speaker.
- Schools could concentrate on aspects of the Framework which do not rely exclusively on linguistic knowledge. They could focus on the Intercultural Understanding strand and identify areas of overlap with other subject teaching making this part of the learning experience of most if not all children.
- Schools may wish to move to an embedded model immediately with one or two year groups and seek to develop language learning through a cross-curricular approach, making links with English, Geography, History, PSHE and Citizenship, Mathematics, Art, Music, PE and RE.

Making a start – building from Year 3

Currently many schools offer systematic language teaching to Year 6 pupils in the first instance. There is, however, an advantage to starting with Year 3 pupils. Schools can then follow through a phased programme of introduction to subsequent cohorts through to Year 6. In this way, teachers have time to grow in confidence and plan for progression step by step. Schools adopting this model will be in a position to provide for the 4 years of Key Stage 2 by 2009/2010.

This holds good for schools that already offer language learning to Years 5 and 6. In fact they are in a very strong position to extend provision to all children. Rather than change existing arrangements for the older children it may be better to start something fresh with Year 3 and work through a revised model of provision building up to full entitlement.

It is unlikely that the current schemes of work in place in Years 5 and 6 will be readily transportable to Years 3 and 4. The emphasis on the education of the ear and on interaction with the sounds and patterns of the language is particularly relevant for the younger age group and is a major focus of the Framework. Children will have opportunities to experience and respond to language through songs, finger rhymes, poems and storytelling. As children progress there will be a greater emphasis on asking and answering questions, presenting ideas and communicating independently.

The introduction of the Framework should also provide an opportunity to review and enhance existing provision for Years 5 and 6, particularly in relation to Literacy, Knowledge about Language and Language Learning Strategies. Teachers may wish to refer to the Learning Objectives for earlier years if they are considering introducing new elements from the Framework into their existing schemes.

Key Stage 1

Many schools already offer the teaching of languages to younger children in Key Stage 1. The Framework does not require this but there are many benefits to be gained. Language learning develops children’s communicative, creative, physical and social skills. They learn how to listen attentively and to respond appropriately. They develop awareness of how language works by either learning one language through songs and simple finger or nursery rhymes or through exposure to a variety of different languages. Children can also participate in simple counting activities in one or more languages, thereby using languages other than mother tongue for real purposes. They can begin to respond to simple greetings and classroom instructions. They can gradually gain confidence in hearing and using the new language regularly in familiar routines. In this way they are well prepared for the full range of learning suggested by the Framework during their years in Key Stage 2.

WHAT – Which language(s)

Schools are free to teach any modern foreign or community language.

The choice of language(s) to be taught will depend on a range of factors including:

- the availability, expertise, experience and interests of the staff
- languages which are spoken in the local community
- contacts with the country or countries where the language is spoken
- the language(s) which are taught in neighbouring primary and secondary schools
- the availability of specialist support in Local Authorities, Specialist Language Colleges and other secondary schools and from other sources, including native speakers
- the writing system of a particular language
- the expectations and ambitions of parents and pupils
- the language policies of the Local Authority
- the capacity to sustain and resource the teaching of a particular language across Years 3 to 6.

The Framework provides for a single language or a multi-lingual approach. It is broad and flexible and seeks to encourage individual schools to develop their own programmes of language learning and teaching suited to their own particular circumstances. The Framework assumes that in doing so regular dialogue between primary and secondary teachers will be a condition of successful implementation in order to assure smooth transition between Key Stages 2 and 3. The choice of language and planning for progression are key areas where partnership between primary and secondary colleagues will be essential.

A single language over 4 years

Many schools are choosing to plan a programme of learning in one language over four years, building for progression across all five strands of the Framework. In this model all strands are given equal importance, although there is a very clear expectation that children will make significant progress in their ability to communicate in the language. The emphasis and balance in covering the strands vary according to the age and abilities of the children.

A two-language model

Some schools prefer a two-language model. This approach tends to be adopted where local secondary schools offer two languages across their Year 7 intake. This model can take a range of forms: all children can be taught two languages; children can be taught one language for two years and another for the next two years; in two-form entry schools, each class can be taught one of the languages. When children learn more than one language there is always the possibility of making rich comparisons between languages.

A focus on multi-lingual language awareness

Some schools are offering experience of a range of different languages in the initial stages of learning in order to develop language awareness. In this model children move on from a multi-lingual language awareness programme to the progressive teaching of a single language in the later years of Key Stage 2. This approach may be particularly appropriate where children bring a range of languages into the classroom. It can give children insights into how languages work and the processes of learning.

Whichever approach is taken it is important to discuss the implications with schools in the secondary sector to which Year 6 pupils will move in order to ensure continuity across the transition between Key Stages 2 and 3. A pre-requisite of successful language learning will be that motivation is sustained from one class to another and cross-phase. Children learn best when there is continuity of experience and approach and due attention is given to recognising and building on their prior knowledge and achievement.

The Framework encourages and supports schools to develop effective language learning provision which demonstrates:

- a clear rationale
- clear planning for progression in learning
- a plan for sustaining and developing provision across the key stage which does not rely on a static staff profile.

An effective strategy for primary language learning will provide:

- coherence across Key Stage 2
- coherence with the vision and principles outlined in the Framework;
- coherence with Key Stage 3.

WHEN – Time and Timetabling

The Framework works on the basis that schools will teach languages for no less than 60 minutes per week. The time can be arranged flexibly into short sessions of 15 minutes, or longer sessions of 30 minutes. Some schools offer a full hour of language time. This is usually divided into a wide variety of different activities, including ICT related work.

The Framework encourages schools to integrate language learning into the existing curriculum as much as possible. Through a combination of dedicated language lessons, teaching language through other subject areas, and using language for real purposes in daily classroom routines, schools have found that they can meet the recommended time allocation of 60 minutes. By developing a whole school policy which adopts this embedded approach and integrates language learning across the primary curriculum, head teachers can increase the total exposure of pupils to the new language without directly impinging on curriculum time for other subjects.

HOW – Methods and Approaches

The five principles below suggest ways in which a distinctively primary approach to language learning can be developed:

- provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- use active learning to engage motivation
- use games and songs to maximise enjoyment
- embed languages in class routines and school life
- integrate language learning across the curriculum to connect with learning in other subject areas.

The extent to which teachers can use the new language as the principal medium for their teaching will obviously depend on their expertise and experience. It is important to provide children with opportunities to hear the new language as often and as intensively as possible – the education of the ear which enables them to assimilate and then re-use the language. Some aspects of the Framework, however – explicit comparisons between the new language and English and other languages for example – may most appropriately take place in English, often in other parts of the curriculum.

Guidance on using the new language and developing a range of techniques to support understanding and avoid the unnecessary use of English are given in Part 3 of the Framework documentation – *Planning for Entitlement*.

Head Teachers and senior managers will have the central role to play in curriculum planning and policy on such issues as assessment, progression and transition. Resources to support this are already widely available. In particular the NACELL ‘best practice guide’ is an on-line resource designed to support schools in introducing languages into the curriculum. It provides curricular models, guidance, case studies and schemes of work. Local Authorities and their key partners also support schools in a variety of ways, providing strategic support, guidance and professional development opportunities.

Further detailed advice and case studies are available in Part 3 of the Framework documentation – *Planning for Entitlement*.



Further Information and Support

The National Advisory Centre for Early Language Learning (NACELL) offers advice, resources, best practice and information about Initial Teacher Training with a language specialism, and Continuous Professional Development courses www.nacell.org.uk.

The National Curriculum online website has details of the non-statutory guidelines for primary language learning www.nc.uk.net/nc_resources/html/MFL_k2.shtml.

The Qualifications & Curriculum Authority (QCA) website has general information, advice and exemplification materials for curriculum subjects www.qca.org.uk/278_2116.html.

The National Curriculum in Action website uses pupils' work and case study material to show what the National Curriculum in languages looks like in practice www.ncaction.org.uk/subjects/mfl/index.htm.

The Standards website hosts the details about the Primary National Strategy and wider curricular advice, Schemes of Work for primary French, German and Spanish, and information on how to support children with SEN with their speaking, listening and learning skills www.standards.dfes.gov.uk/primary, www.standards.dfes.gov.uk/schemes/primary_mfl/ and www.standards.dfes.gov.uk/primary/publications/inclusion/sll_sen/pns_sen118705sll.pdf.

The National Languages Strategy website provides an overview of the Strategy and key developments in its implementation www.dfes.gov.uk/languages.

The Early Language Learning – Language College programme encourages Language Colleges to work with their partner primary schools to deliver languages in the curriculum www.cilt.org.uk/languagecolleges/projects.htm.

Primary Strategy Learning Networks encourage groups of primary schools to work together with a focus on a common subject to raise standards www.standards.dfes.gov.uk/primary/publications/learning_networks/1095729/.

The Early Language Learning Regional Support Groups and Comenius centres provide networks of regional support around the country. They aim to help build regional capacity to deliver primary language learning and offer opportunities for networking, training and dissemination for teachers and trainers involved in early language learning www.nacell.org.uk/regional/index.htm.

The Training and Development Agency (TDA) offers information on how to train to be a teacher and how to manage your professional development once trained www.tda.gov.uk.

The British Council website provides details the role and employment of Foreign Language Assistants www.languageassistant.co.uk.

Further support will also be made available in the coming months. Part 3 of the Framework documentation – *Planning for Entitlement* will be available to schools from the Spring term of 2005/06 and will offer short-, medium- and long-term planning advice and practical information on making links between languages and other areas of the curriculum. A 'Training Zone' website will also offer resources and video footage of language teaching and training in practice to support the sharing of best practice and aid professional development. This will be made available in phases as from Spring term 2005/06.