

Improving modern foreign languages in Key Stage 3

Support and guidance from the National Strategy

Contents

This booklet provides an overview of relevant training, support and reference materials which can support the work of subject leaders, teachers and others planning to implement Foundation Subjects MFL in schools. All the documents listed should be available in schools and LEAs.

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Aims of this booklet

- 1 The information and materials listed in this booklet can help **subject leaders of MFL**:
 - a plan and implement a professional development programme for Key Stage 3 based on identified needs and development priorities;
 - b identify appropriate training opportunities within the school or the LEA and make best use of them;
 - c identify appropriate resources and materials provided by the Key Stage 3 National Strategy and make best use of them;
 - d support, respond to and benefit from LEA and whole-school initiatives in Foundation Subjects;
 - e support, respond to and benefit from LEA and whole-school initiatives in literacy;
 - f respond to and benefit from improvements in teaching and learning in Key Stage 3 English.
- 2 It can also help **teachers of MFL** plan and manage their own professional development.
- 3 It can also help **school strategy managers** plan and support the professional development of the MFL department through work taking place in Foundation Subjects, literacy and English.

Points to note

Departments may be in one of a number of contexts as they approach this work.

- **Some** may already be engaged in improving provision at Key Stage 3, for example through work in the Foundation Subjects, and have a good record of professional development. These departments may wish to engage with the central Foundation Subjects MFL materials, then seek out others to help meet their needs.
- **Others** may, as a result perhaps of lack of experience or staffing issues, be best advised to engage **only** with the central Foundation Subjects MFL materials.
- **Any** department may find itself required or invited to engage with any of the materials listed, whether mainstream MFL or supplementary.

Relevant Key Stage 3 training programmes at a glance

Module	Foundation Subjects MFL core training	Foundation Subjects MFL optional training	Foundation Subjects	Literacy in modern foreign languages	Literacy across the curriculum	English
1	Introduction to Foundation Subjects MFL	Starters	Assessment for learning in everyday lessons	Introductory session	Whole-school implementation	An overview of the English strand
2	Getting to know the Framework folder and objectives	Setting lesson objectives	The formative use of summative assessment	Spelling and vocabulary	Writing non-fiction	Teaching and learning
3	Planning to teach to the Framework of objectives	Modelling	Planning lessons	New approaches to English grammar	Writing style	Planning
4	Guidance for subject leaders	Questioning	Questioning	Reading	Reading	Writing non-fiction
5		Practice	Explaining	Writing	Active reading strategies	Spelling
6		Plenaries	Modelling		Reading for information	Writing narrative
7		Creativity	Starters		The management of group talk	Speaking and listening
8		Target language	Plenaries		Listening	Reading
9		Planning lessons	Challenge		Making notes	Targeted support
10		Action planning	Engagement		Using the library / learning centre	Sentence level: grammar for writing
11			Principles for teaching thinking		Marking for literacy	
12			Thinking together		All inclusive: supporting EAL learners	
13			Reflection		What next?	
14			Big concepts and skills			

Note: The detailed aims of (a) all Foundation Subjects MFL core and optional training modules and (b) all Foundation Subjects training modules are set out in more detail on pages 5–11.

Foundation Subjects MFL and Foundation Subjects training modules in detail

Foundation Subjects MFL training modules

The core training programme

Module 1: Introduction to Foundation Subjects MFL

The objectives of the module are:

- To introduce the Foundation Subjects MFL training programme
- To consider the place of modern foreign languages in the Key Stage 3 National Strategy
- To understand the background to Foundation Subjects MFL

Module 2: Getting to know the Framework folder and objectives

The objectives of the module are:

- To get to know the Framework folder
- To get to know the strands of the Framework and the Framework objectives
- To get a view of progression within the Framework of objectives
- To identify links between Framework objectives and the National Curriculum programme of study
- To identify links between Framework objectives and objectives for literacy in Key Stage 2
- To understand how the Framework can strengthen teaching and learning

Module 3: Planning to teach to the Framework of objectives

The objectives of the module are:

- To provide an overview of the planning process
- To provide guidance for incorporating the Framework objectives into current curriculum plans
- To enable active follow-up by participants

Module 4: Guidance for subject leaders

The objectives of the module are:

- To identify work to be undertaken following the core training day
- To ensure that subject leaders have the necessary materials and guidance to lead this work effectively

The optional training programme

Module 1: Starters

The objectives of the module are:

- To explore the features and impact of starter activities
- To link starter activities to Framework objectives
- To encourage active follow-up by participants

Module 2: Setting lesson objectives

The objectives of the module are:

- To consider the importance of shared lesson objectives
- To consider ways of presenting lesson objectives
- To encourage active follow-up by participants

Module 3: Modelling

The objectives of the module are:

- To examine modelling as a teaching strategy
- To understand the purpose of modelling and some modelling techniques
- To identify opportunities for modelling
- To consider and evaluate some examples of modelling
- To encourage active follow-up by participants

Module 4: Questioning

The objectives of the module are:

- To develop teachers' self-awareness and analysis of their own questioning techniques
- To identify key features of good questioning
- To consider the role of questioning in teaching the Framework
- To help teachers to plan for and make better use of questions in lessons
- To encourage active follow-up by participants

Module 5: Practice

The objectives of the module are:

- To understand why effective practice activities are an essential part of the language learning process
- To identify the features and impact of effective practice
- To understand the importance of checking for progress during the practice stage

- To identify the features and impact of effective checking for progress
- To encourage active follow-up by participants

Module 6: Plenaries

The objectives of the module are:

- To understand the purpose and value of plenaries
- To consider issues surrounding plenaries in Foundation Subjects MFL lessons
- To encourage active follow-up by participants

Module 7: Creativity

The objectives of the module are:

- To establish a definition and rationale for creative activities in the MFL classroom
- To identify links between creativity and the Framework
- To take part in and reflect on a simple creative activity
- To encourage active follow-up by participants

Module 8: Target language

The objectives of the module are:

- To agree a rationale for teacher and pupil target language
- To identify some key issues surrounding the use of target language
- To consider some essential principles of target language use
- To look at a model of good departmental practice
- To address challenges presented by the Framework in relation to target language use
- To encourage active follow-up by participants

Module 9: Planning lessons

The objectives of the module are:

- To help teachers prepare simple, effective lesson plans
- To encourage active follow-up by participants

Module 10: Action planning

The objectives of the module are:

- To give guidance for writing an action plan to strengthen an aspect of teaching
- To encourage active follow-up by participants

Foundation Subjects training modules

Module 1: Assessment for learning in everyday lessons

The objectives of the module are:

- To identify the key features of assessment for learning in high-quality teaching and learning
- To identify strategies for improving assessment for learning

Module 2: The formative use of summative assessment

The objectives of the module are:

- To recognise some of the key characteristics of assessment for learning
- To show how assessment of learning can contribute to assessment for learning
- To recognise the influence assessment has on motivation, self-esteem and learning
- To consider the impact of feedback to pupils on their learning
- To demonstrate how assessment for learning can actively involve pupils in setting their own individual targets
- To plan a series of actions designed to promote developments in assessment for learning

Module 3: Planning lessons

The objectives of the module are:

- To clarify the nature of lesson objectives and consider how these may be most effectively shared with pupils
- To help teachers prepare simpler and more effective lesson plans

Module 4: Questioning

The objectives of the module are:

- To develop teachers' self-awareness and analysis of their own questioning techniques
- To identify key features of good questioning
- To enhance the planning for, and use of, questions
- To identify relevant skills and plans for professional development (related to questioning) which teachers can then pursue

Module 5: Explaining

The objectives of the module are:

- To demonstrate the significance of explaining as a teaching skill
- To show how teachers can analyse the quality of explanations
- To demonstrate the principles of planning explanations

Module 6: Modelling

The objectives of the module are:

- To illustrate modelling as a teaching strategy
- To consider and evaluate some examples of modelling
- To show how modelling can help pupils to use skills and processes independently

Module 7: Starters

The objectives of the module are:

- To promote the use of a range of starter activities as a means to create purposeful beginnings to lessons
- To develop an understanding of the range of different starters available to introduce lessons

Module 8: Plenaries

The objectives of the module are:

- To develop an understanding of the value and significance of plenary sessions
- To promote the use of a range of plenary sessions as a vital and integral element of all lesson types

Module 9: Challenge

The objectives of the module are:

- To explore what is meant by 'challenging learning opportunities'
- To explore how challenge supports learning
- To explore how teachers can make challenging tasks achievable
- To consider how challenge can be built into lessons

Module 10: Engagement

The objectives of the module are:

- To understand the factors that influence pupil motivation and involvement in their learning
- To explore a range of strategies to increase pupils' involvement in their learning

Module 11: Principles for teaching thinking

The objectives of the module are:

- To consider how teachers can develop the skills of independent thinking in their pupils
- To introduce teachers to the principles for teaching thinking

Module 12: Thinking together

The objectives of the module are:

- To consider talk as a tool for thinking and learning
- To evaluate and understand ways that pupils talk together in joint activities
- To consider how pupils can be helped to talk and reason together most effectively

Module 13: Reflection

The objectives of the module are:

- To understand the importance of pupils reflecting on learning
- To identify a vocabulary of useful thinking and learning words for Foundation Subjects

Module 14: Big concepts and skills

The objectives of the module are:

- To identify some principal concepts and skills in foundation subjects
- To understand how the concepts may contribute to improved understanding and motivation
- To consider the importance of principal concepts and skills to curriculum planning

Links between the training programmes

The principle	Related Foundation Subjects training modules	Related Foundation Subjects MFL training modules
Focus the teaching	1 Assessment for learning in everyday lessons 2 The formative use of summative assessment 3 Planning lessons 11 Principles for teaching thinking 12 Thinking together 13 Reflection 14 Big concepts and skills	1.1 Introduction to Foundation Subjects MFL 1.2 Getting to know the Framework folder and objectives 1.3 Planning to teach to the Framework of objectives 2.2 Setting lesson objectives 2.9 Planning lessons
Provide challenge	1 Assessment for learning in everyday lessons 2 The formative use of summative assessment 9 Challenge	2.2 Setting lesson objectives 2.8 Target language
Make concepts and conventions explicit	4 Questioning 5 Explaining 6 Modelling	2.3 Modelling 2.4 Questioning
Structure the learning	3 Planning lessons 7 Starters 8 Plenaries 9 Challenge 10 Engagement	2.1 Starters 2.2 Setting lesson objectives 2.6 Plenaries 2.9 Planning lessons
Make learning active	4 Questioning 9 Challenge 10 Engagement 11 Principles for teaching thinking 12 Thinking together 13 Reflection 14 Big concepts and skills	2.4 Questioning 2.5 Practice 2.7 Creativity 2.8 Target language
Make learning engaging and motivating	9 Challenge 10 Engagement	2.2 Setting lesson objectives 2.5 Practice 2.7 Creativity
Develop well-paced lessons with high levels of interaction	3 Planning lessons 9 Challenge 12 Thinking together	2.5 Practice 2.8 Target language 2.9 Planning lessons
Support pupils' application and independent learning	6 Modelling 11 Principles for teaching thinking 12 Thinking together 13 Reflection 14 Big concepts and skills	2.3 Modelling 2.5 Practice 2.7 Creativity 2.8 Target language
Build reflection	4 Questioning 8 Plenaries 13 Reflection	2.4 Questioning 2.6 Plenaries

Note: Foundation Subjects MFL training modules are indicated by numbers – for example:

- 1.2 means core training programme, module 2;
- 2.3 means optional training programme, module 3.

Materials and publications supporting Foundation Subjects MFL

Foundation Subjects MFL training module	Framework folder	Other Key Stage 3 materials and publications
1.1 Introduction to Foundation Subjects MFL	About the MFL Framework	LEA briefing booklet
1.2 Getting to know the Framework folder and objectives	About the MFL Framework Framework of objectives	
1.3 Planning to teach to the Framework of objectives	About the MFL Framework Framework of objectives From Framework to classroom Glossary of terms High-frequency words	
1.4 Guidance for subject leaders	About the MFL Framework Additional guidance on inclusion	Auditing a subject in Key Stage 3 Designing the Key Stage 3 curriculum Managing the second year Securing improvement: the role of subject leaders
Appendix A: The use of the target language in the MFL classroom		
Appendix B: Perspectives on the Framework for teaching modern foreign languages: Years 7, 8 and 9 (ten articles)		
2.1 Starters	Framework of objectives From Framework to classroom	
2.2 Setting lesson objectives	Framework of objectives From Framework to classroom	
2.3 Modelling	Framework of objectives From Framework to classroom	
2.4 Questioning	Framework of objectives From Framework to classroom	
2.5 Practice	Framework of objectives From Framework to classroom	
2.6 Plenaries	Framework of objectives From Framework to classroom	Managing the second year
2.7 Creativity	Framework of objectives From Framework to classroom	The place for creativity in foreign language learning in Key Stage 3 (core training folder, appendix B)
2.8 Target language	Framework of objectives From Framework to classroom	The use of the target language in the MFL classroom (core training folder, appendix A)
2.9 Planning lessons	About the MFL Framework Framework of objectives From Framework to classroom	Managing the second year
2.10 Action planning		Auditing a subject in Key Stage 3 Securing improvement: the role of subject leaders

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Additional materials and information supporting Foundation Subjects MFL, including the optional training materials, can also be found on the Key Stage 3 website at www.standards.dfes.gov.uk/keystage3.

Links between the Foundation Subjects MFL training programme and training programmes for literacy and English

	Foundation Subjects MFL training module	Literacy in modern foreign languages training module	Literacy across the curriculum training module	English training module
Words	1.2 Getting to know the Framework folder and objectives 1.3 Planning to teach to the Framework of objectives 2.1 Starters 2.7 Creativity	2 Spelling and vocabulary	4 Spelling and vocabulary	5 Spelling
Sentences	1.2 Getting to know the Framework folder and objectives 1.3 Planning to teach to the Framework of objectives 2.1 Starters 2.7 Creativity 2.8 Target language	3 New approaches to English grammar		10 Sentence level: grammar for writing
Reading and writing	1.2 Getting to know the Framework folder and objectives 1.3 Planning to teach to the Framework of objectives 2.3 Modelling 2.4 Questioning 2.5 Practice 2.7 Creativity	4 Reading 5 Writing	2 Writing non-fiction 3 Writing style 5 Active reading strategies 6 Reading for information 9 Making notes 10 Using the library / learning centre	4 Writing non-fiction 6 Writing narrative 8 Reading
Listening and speaking	1.2 Getting to know the Framework folder and objectives 1.3 Planning to teach to the Framework of objectives 2.2 Setting lesson objectives 2.3 Modelling 2.4 Questioning 2.5 Practice 2.6 Plenaries 2.7 Creativity 2.8 Target language		7 The management of group talk 8 Listening	7 Speaking and listening

Note: Foundation Subjects MFL training modules are indicated by numbers – for example:

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Case studies

The following case studies illustrate how the training, support and reference materials listed in this booklet could be used in line with the aims set out on page 3. References in brackets below refer to these aims.

Case study 1: Departmental improvement work

Following a departmental review of its teaching, using the ***Auditing a subject in Key Stage 3*** booklet, the MFL department identified the need to work at improving the setting and communication of learning objectives in lessons. To help them achieve this they identified **Setting lesson objectives** (optional training module 2) from the list of Foundation Subjects MFL training modules on page 4 of this booklet. **(1a)**

Two members of the department then attended an LEA training session on this module. **(1b)**

The module was then disseminated at a departmental training session, using the notes for trainers downloaded from the **Key Stage 3 website** (www.standards.dfes.gov.uk/keystage3) and the training video. These materials feature on page 12 of this booklet. **(1c)**

Having attended the training session **Action planning** (optional training module 10) identified on page 4 of this booklet, the head of department, supported by the school strategy manager, drew up a simple action plan for improving the quality and consistency of departmental practice in setting learning objectives. **(1b) (3)**

Following this work, the department was able to make an effective contribution to a whole-school Foundation Subjects training session on **Assessment for learning in everyday lessons** (see page 11 of this booklet for links between Foundation Subjects training modules and Foundation Subjects MFL training modules). **(1d) (3)**

Case study 2: A whole-school initiative

The school's senior management team had identified the need to raise the level of challenge in lessons in Key Stage 3 as part of its whole-school improvement programme. They decided that this initiative should be driven by Foundation Subjects training module 9, **Challenge** (see page 9 of this booklet). The module was presented as part of a whole-school training event, following which departments were asked to identify how they would apply its key messages in their own subject areas. **(3)**

The MFL department found that the module had helped them to identify some key principles and points for development in (i) increasing the level of challenge in their teaching and (ii) creating a classroom climate that supports challenge. **(1d)**

By referring to the chart (on page 11 of this booklet) in which Foundation Subjects principles are linked with training modules for Foundation Subjects and Foundation Subjects MFL, the head of MFL and the school strategy manager identified the Foundation Subjects MFL training module **Target language** (2.8) as a context in which to apply the new awareness and understanding brought about by the whole-school event. **(1a) (1b) (3)**

Case study 3: Meeting individual needs

An inexperienced teacher of MFL was keen to develop her Year 8 pupils' ability to read independently. She identified relevant learning objectives from the Framework folder and then planned some lessons in which strategies for shared reading (taken from *Literacy in modern foreign languages* training module 4, **Reading**, identified on pages 4 and 13 of this booklet) could be used. **(1e) (2)**

She observed an English lesson involving shared reading and attended a training session on Foundation Subjects MFL optional training module 2.3, **Modelling**, having identified the link between modelling and shared reading in the chart on page 13 of this booklet. **(1f) (2)**

Positive outcomes of this work were noted by the member of staff in charge of whole-school literacy and added to the school's literacy audit. These outcomes were also formally reported back to a departmental meeting and were then used to inform the department's development programme. **(1a) (3)**

