

# Primary languages in initial teacher training

'If I can teach geometry in Spanish, I can do anything...'

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This survey aimed to evaluate the quality of initial teacher training (ITT) to prepare trainees to implement the National Languages Strategy in primary schools by 2009/10 and the impact of that training on their knowledge and skills. It follows a previous report by Ofsted in 2003 on developing primary languages in ITT. Provision has greatly increased since then and there are now 30 established providers of these courses. They have paid good attention to the 2003 report and have built its recommendations into their action planning and development

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## Executive summary

This survey aimed to evaluate the quality of initial teacher training (ITT) to prepare trainees to implement the National Languages Strategy in primary schools by 2009/10 and the impact of that training on their knowledge and skills. It follows a previous report by Ofsted in 2003 on developing primary languages in ITT.<sup>1</sup> Provision has greatly increased since then and there are now 30 established providers of these courses. They have paid good attention to the 2003 report and have built its recommendations into their action planning and development.

Her Majesty's Inspectors visited a sample of 10 ITT providers twice during the academic year 2006/07. The providers were selected to give a range in terms of their location, extent of provision and the languages offered. Of the 10 providers, one had been included in the previous survey. In spring 2007, 19 of the remaining 20 established primary languages providers took part in a telephone survey, securing further evidence on key issues identified during the autumn term visits.<sup>2</sup>

ITT courses for future languages specialists in primary schools are providing good quality training. They prepare trainees well for their future roles as teachers of languages in primary schools and for their likely future roles as languages coordinators. Languages training works best when it is fully integrated with the overall primary programme, and where trainers within the institution work closely together. This illustrates good practice for trainees as they learn how languages are embedded within the primary curriculum. It also helps them to apply generic principles, for example in assessment, often an underdeveloped area of language teaching. The courses provide a stimulating combination of specialist central training and opportunities to teach in schools, in England and abroad. These complex courses make heavy demands on providers and trainees. Effective communication and cooperation at institutional, local, national and international levels underpinned the best provision.

The range of first languages offered is currently limited to European languages: French and Spanish – taught by most of the focus trainees – with some German and Italian. The trainees recruited to these courses are mostly highly competent in the language they are teaching. Almost all the courses helped them to improve further, for example by auditing skills thoroughly at the outset and by offering practical, interactive training sessions, often in the foreign language(s), modelling good language learning and teaching.

By the end of their four-week placement abroad, trainees aim to teach at least one curriculum subject through the medium of the foreign language. Trainees gain significantly in confidence as a result of their experiences abroad. As one trainee

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<sup>1</sup> *Primary modern foreign languages in initial teacher training: a survey* (HMI 1768), Ofsted, 2003.

<sup>2</sup> The survey did not include the eight providers who were new in 2006/07.

said, 'If I can teach geometry in Spanish, I can do anything!' Working in two educational cultures enhances trainees' ability to reflect on and develop their practice, and mentors on their final placement in England praised the exceptional maturity of these trainees.

Trainees are highly motivated and very committed to making languages in primary schools work. They often take an active part in developing languages in the schools in which they are placed, and the great majority of these are highly appreciative of their efforts. However, trainees do not always have enough opportunities to teach their specialist language. As languages teaching and learning is still at a developmental stage in many primary schools, trainees need more access to models of successful languages teaching.

Identifying appropriate schools is most effective when providers liaise closely with local authority and language specialist colleagues who know where to find good practice. Trainees focus mainly, and understandably, on the language they are teaching. This sometimes results, however, in their having a rather limited view of the 'bigger picture' of the range of languages spoken by pupils in their placement schools.

Many schools do not yet have specialist mentors for languages. Although trainees adapt the generic advice they are given well, they need specialist feedback on their teaching, for example on how to use the foreign language more in lessons. In the best schemes, arrangements are made for external specialists to observe trainees teaching languages, while targeted training progressively enhances the skills of mentors to support language teaching. School-based trainers value these early opportunities to develop their understanding of primary languages and want more. Mentors who have attended language courses offered by providers have often gone on to take advantage of further opportunities for professional development.

Trainees' teaching overall is good. The strengths include: their infectious enthusiasm for the subject; a firm understanding of where languages support the primary curriculum; the creative use of a range of resources, including aspects of information and communication technology (ICT); lively activities which motivate their pupils; and effective strategies for supporting lower attaining pupils. They are currently less successful in using the foreign language to the full in the classroom, building on the experience of bilingual and plurilingual pupils, involving other adults in the classroom, planning for and assessing pupils' progress over time, and preparing pupils for secondary school.<sup>3</sup> While trainees are developing an understanding of the particular challenges posed for pupils at transition to secondary school, not all have opportunities to gain first-hand experience of transition.

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<sup>3</sup> 'Plurilingual' is the term used to describe speakers of more than two languages, while 'multilingual' refers to society, cities, schools and so on.

Providers' response to this final issue, in particular, will determine whether or not the primary languages initiative is ultimately successful. Further work is needed with all partner colleagues to win the hearts and minds of all trainees – primary and secondary – and of all trainers. Providers will need continuing support nationally if they are to accomplish this.

## Key findings

- The initial teacher training courses surveyed are providing good quality training for future languages specialists in primary schools. Trainees are being prepared well to become teachers of languages and for their likely role as languages coordinators.
- These complex courses make high demands on providers and trainees. Effective communication and cooperation at institutional, local, national and international levels underpin the best provision.
- Trainees are highly motivated and very committed to making languages in primary schools work. They show an evangelical determination to win over those who remain unconvinced of the benefits of early language learning.
- Although trainees are developing an understanding of the challenges for pupils when they transfer from primary to secondary school, few trainees have first-hand experience of how secondary schools build on earlier learning in languages.
- Trainees gain significantly in confidence and maturity as a result of their four-week placement abroad. Working in two educational cultures enhances their ability to reflect critically on their practice.
- The trainees are mostly competent in their teaching language, and the best provision ensures that they continue to develop their expertise. Despite this, they do not use the foreign language sufficiently with pupils in the classroom.
- Trainees focus mainly on their own teaching language. Many of them do not know enough about the other languages spoken by pupils in their classes. Most training providers do not place enough emphasis on this 'bigger picture' of languages.
- A shortage of specialist mentors means that many trainees do not have sufficient opportunities to observe good languages teaching and to receive expert feedback on the elements of their own teaching specific to languages.
- Primary schools have benefited from the opportunities the providers have offered for mentors to be trained, but they express concerns about the sustainability of this training initiative up to, and beyond, 2009/10.

## Recommendations

The Department for Children, Schools and Families (DCSF) should, in the context of the National Languages Strategy:

- provide sufficient funding to ensure an adequate and appropriately trained workforce to meet the 2009/10 target and to sustain the National Strategy beyond 2010
- promote links between schools, local authorities, languages networks and training providers to develop sufficient and appropriate school-based training opportunities, especially in the key area of primary–secondary transition.

The Training and Development Agency for Schools (TDA) should:

- promote teaching opportunities across the widest possible range of languages in the run-up to 2009/10
- support further linking between providers and their local partner authorities and networks; and between providers at national and international levels
- track progress and maintain support for primary languages specialists in their early years of teaching to sustain development beyond 2009/10
- fund mentor-training programmes for the primary languages specialism.

Providers of initial teacher training should:

- ensure that, by working closely with local authorities and languages networks, they are well informed about languages provision in current, and potential, partnership schools
- ensure that training focuses on:
  - securing pupils' progression in language learning through effective assessment, including into secondary school
  - planning and using the foreign language in the classroom
  - developing trainees' own language skills
  - linking foreign language work to English literacy and to the home and heritage languages of pupils within the school
  - embedding work on languages within the whole primary curriculum and school context, including working with teaching assistants.

## Background and context

1. During the 1990s there was a growing feeling among educationists that modern foreign languages in schools were in the doldrums. Prompted by this concern, the report of The Nuffield Languages Inquiry identified shortcomings in languages provision in the majority of educational settings, and analysed the effect of this on national capability at all levels.<sup>4</sup>
2. In response, *Languages for all, languages for life: a strategy for England* proposed that all Key Stage 2 pupils should be learning a foreign language by

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<sup>4</sup> *Languages: the next generation. The final report and recommendations of The Nuffield Languages Inquiry* (ISBN 1902985028), The Nuffield Foundation, 2000.

2009/10.<sup>5</sup> In order to provide the trained workforce needed to implement this initiative, the report identified three main providers for training the required number of teachers: those involved in initial teacher training (ITT), local authorities and specialist language colleges.

3. In the academic year 2001/02 five ITT providers piloted a languages pathway in their primary training courses. By 2007 the number of ITT providers offering courses had increased to 38. Over the six years, 3,000 trainees have been trained.
4. A unique element of these training courses is the requirement for trainees to spend four weeks at a primary school in a country where their chosen teaching language is spoken. During the four weeks, trainees undertake similar activities to those carried out during their local school placements but spend increasing amounts of time teaching the curriculum of the host area. The stay also enables them to become immersed in the language and culture of their host schools and countries.
5. Ofsted undertook a two-part survey of the work of the original five ITT providers, publishing an evaluation report in 2003.<sup>6</sup> This current survey is a follow up of the earlier one. It evaluates the achievements of ITT providers in producing trainees who are primary generalists but who also offer a language specialism. It also reports on some aspects of the roles of local authorities, specialist language colleges and languages network coordinators in working with ITT providers to enhance training.
6. The report identifies good practice as well as areas of concern for training providers, their professional colleagues and trainees.

## How well do trainee teachers teach?

### Professional values and practice

7. The courses inspected in this survey were deemed to produce good language teachers. The strengths lay particularly in the trainees' application of their subject knowledge and in teaching and classroom management. Relatively weaker areas included some aspects of planning and assessment. Trainees' understanding of transition issues varied across the providers, which generally acknowledged this to be a weaker area of training.
8. The trainees observed during the course of the survey were highly motivated and very committed to making languages work in primary schools. Many were introducing primary languages to their placement schools. They were generally

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<sup>5</sup> *Languages for all, languages for life: a strategy for England* (Ref PP113/D16/4457), DfES, 2002.

<sup>6</sup> *Primary modern foreign languages in initial teacher training: a survey* (HMI 1768), Ofsted, 2003.



well supported by their course tutors, and the schools' managers welcomed their efforts. However, becoming to all intents and purposes a subject leader, while still a trainee, is a challenging task. Trainees met the challenge with enthusiasm and maturity; some developed short schemes of work to frame their teaching. They worked with class teachers to adapt existing resources from the primary classroom and planned varied, stimulating lessons.

9. Although they developed good relationships with their class teachers and mentors, the trainees often did not have sufficient opportunities to plan and develop languages lessons with teaching assistants. They occasionally perceived concerns as to whether pupils receiving support should be learning a foreign language at all. The following example shows how one trainee included a pupil with special needs, with very good outcomes:

Pupils in a Year 1 class were learning the names of fruits in German, using a storyboard familiar from earlier work on the story of 'The very hungry caterpillar'. The trainee used the foreign language consistently and clearly, maintaining a sense of excitement. He involved all pupils, skilfully matching his questions to the differing ability levels. He had prepared a briefing sheet for the teaching assistant on how she might help a pupil with a statement of special educational need, who had a very low reading age. The pupil soon gained confidence and volunteered an answer, beaming with delight when she was praised by the trainee. The teaching assistant supporting her whispered to the inspector: 'She joins in with German more than anything.'

10. Trainees were very committed to improving their language teaching but often needed more support from subject experts, especially in improving their detailed lesson planning. When they received such feedback on their teaching, they acted promptly and the quality of pupils' learning improved rapidly. Too few trainees, however, received sufficient regular, specialist feedback.
11. The four-week placement abroad contributed markedly to trainees' maturity and confidence as teachers of languages, summed up by one trainee who said, 'If I can teach geometry in Spanish, I can do anything!' The placement also had a marked impact on developing their capacity to reflect upon educational issues. The unique opportunity this scheme offered to compare two educational cultures and systems enabled trainees to review their experience from a new perspective. Their understanding of how pupils learn was deepened far beyond their immediate preoccupation with the learning and teaching of languages.

With his lively Year 5 class, one trainee used a very good behaviour management technique, which he had discovered during his placement in Germany. A delicate 'singing bowl' at the front of the class made a gentle tinkling sound when lightly struck. Pupils were encouraged to use this very effective device when they felt noise levels were rising too high. This encouraged pupils' independence and responsibility.

12. Trainees in the survey generally had a good awareness of the rationale for teaching languages in a primary school, but few developed a real understanding of the challenges of pupils' transition to secondary school. They knew relatively little about this important issue, with implications for their ability to plan for older pupils. Only a very few of the trainees were able to talk confidently about how they might specifically prepare Year 6 pupils for transfer to Year 7, and how they might seek to work with secondary school colleagues to ensure that pupils' achievements were built upon successfully.

Trainees working with one provider undertook a four-day placement in a secondary school, focusing on transition as part of their course. Others shared a day's training with secondary PGCE languages trainees, preparing a bridging unit of work; this was then followed up by reciprocal cross-phase visits. Some trainees focused on transition issues for their major written assignment, interviewing staff and pupils in primary and secondary schools. Some trainees were encouraged to attend local languages network meetings, often arranged by local authorities or specialist language colleges. They valued these opportunities to discuss issues with experienced secondary teachers.

13. One trainee spoke for many when he talked of his concerns for his pupils' progression in the future, wondering whether their secondary school would acknowledge their prior learning.
14. In addition to concerns about liaison with secondary schools, some of the trainees interviewed during the survey also expressed uneasiness about the lack of commitment of some primary school teachers – including their peers, the other Postgraduate Certificate in Education (PGCE) trainees on their course – to the primary languages initiative. They felt that many of their colleagues were unconvinced of the value of languages.

On their return from their placement abroad, trainees on one course gave presentations to their PGCE educational studies groups, sharing successful elements of their experiences. On other courses, the languages tutor led a session for the whole cohort of PGCE trainees on enhancing pupils' literacy by making links to foreign languages.

15. Providers are rightly planning further opportunities for such work, as they approach 2009/10.

### **Trainees' subject knowledge**

16. Almost all trainees accepted on the courses inspected for this survey were knowledgeable in their main teaching language from the outset; many had taken language modules in their first degree or had spent time in a country where the language was spoken. As a result, they were potentially competent in using language at an appropriate level with their primary pupils. Recognising

that an increasing number of languages are being studied in primary schools across the country, some trainees, keen linguists with more than one foreign language, deliberately focused on their second – or even third! – language during their PGCE course. They intended thereby to improve their skills and extend their options for future teaching posts. All trainees benefited from the linguistic opportunities offered by the four-week placement abroad, and those trainees with weaker language skills at the beginning felt that they had benefited significantly. Their progress in their teaching language over the year varied, however, and was directly linked to the degree of support they received on the course. Despite most trainees' linguistic competence, very few of them used the foreign language extensively and confidently in lessons.

17. A strength of trainees' subject knowledge was their understanding of how languages can be successfully integrated into the primary curriculum. They applied their knowledge of another language and culture to their growing understanding of the primary curriculum very well and often sought creative opportunities to develop new links for pupils and develop their thinking. This resulted in pupils' enjoyment when they spotted connections between different areas of the curriculum. For example, one trainee used pupils' own artwork based on paintings by Joan Miró – completed with the class teacher before the trainee's placement – to explore words for colours in Spanish.
18. The best trainees also applied very effectively the intercultural understanding they had gained from their placement abroad. For example, one trainee developed pupils' geographical understanding by using striking images of Seville streets and a map of southern Spain to explore the colour and the fruit: 'naranja=orange'.
19. Trainees also knew how to adapt teaching techniques, strategies and resources from their generic primary training to the languages classroom. For example, the best trainees applied generic principles of assessment – often an underdeveloped area of primary languages teaching – to their foreign language work. One trainee produced a very effective system for recording pupils' progress in lessons based on objectives from the Key Stage 2 Framework for languages and the triangular notation used widely in her school.<sup>7</sup>
20. Trainees talked knowledgeably about their growing understanding of pupils' general development in oracy and literacy, but many did not apply this sufficiently in the languages classroom. They applied their knowledge of ICT well, and had a good understanding of where it was appropriate to use it and where other resources supported learning more effectively.

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<sup>7</sup> Key Stage 2 Framework for languages (Ref 1721), DfES, 2005.

## Trainees' planning and assessment skills

21. Almost all trainees planned the activities for their lessons conscientiously. They were keen to ensure that their pupils enjoyed their languages lessons and generally planned a range of activities to keep them engaged. They also sought out lively and stimulating resources. Trainees adapted materials from their general classwork to languages learning, and pupils enjoyed spotting connections between different aspects of the curriculum. Games in particular were very successful and often led to very high levels of engagement and participation from pupils. A strong feature of particularly successful planning was where trainees considered how they would make transitions between activities.
22. Most trainees also used the Key Stage 2 Framework for languages well to identify lesson objectives. However, few trainees planned specific linguistic learning objectives in sufficient detail. They were not always clear about which key items of language they wanted pupils to learn or which skills they were emphasising. The weakest planning risked pupils acquiring incorrect language forms or poor pronunciation.
23. Many of the trainees visited during the survey did not plan in sufficient detail how to use the foreign language in lessons. While the very best trainees used the foreign language for all or most elements of the lesson, and planned carefully which items of language they would use and how they would develop them, many did not script their lessons in this way.

The trainee used French for most of the lesson. She had a number of strategies to help pupils understand her, including repetition and mime, and asking pupils to translate the important elements of what she had said for the rest of the class. The lesson's progress was well supported by a very detailed lesson plan that showed the language to be taught and gave a timescale for each activity. For some parts of the lesson, the explanations were scripted in full. The trainee seemed to be able to keep spinning several plates at once, she was so well prepared. She knew the pupils well, praised them and recorded the merit points she awarded. Pupils made excellent progress.

24. Trainees planned well to support pupils with learning difficulties and disabilities. They had a good knowledge of pupils' individual needs and worked hard to ensure that work was at the right level and that pupils achieved success. Not all trainees, however, did this well enough, leading occasionally to insufficient challenge for some groups of pupils. Higher attaining pupils, particularly pupils with high levels of literacy, were not always challenged enough in whole-class activities.
25. While trainees were highly focused on promoting their own teaching language (usually French or Spanish, sometimes German or Italian), they were not

always sufficiently aware of the need to build on languages already spoken by pupils in their class. Trainees did not always identify the language-learning knowledge and experience of bilingual and plurilingual pupils. Where they did understand this, it had a perceptible impact on the self-esteem of the speaker of that language, and on the language awareness of other pupils.

Two trainees planned well for how pupils would demonstrate their home language. In one class, pupils bade farewell to each other in French (the teaching language) and Arabic (led by a pupil). In another class, a recently arrived Polish speaker helped the class pronounce numbers in a multilingual song. The trainee had adapted the German-teaching song to include Polish and two other languages spoken by pupils in the class. In both classes, the pupils concerned were very proud to lead an activity, and their peers were clearly very impressed!

26. Planning for the use of ICT was often good. In particular, many trainees used the interactive whiteboard fully for presenting new language. Fewer made the most of interactive opportunities to involve pupils but, where they did, this led to a high level of engagement and enjoyment. A very few trainees used ICT well to teach language-learning strategies – for example, the use of cognates, clues and cues – but this area was underdeveloped.<sup>8</sup> Trainees did not always emphasise sufficiently the importance of knowledge about language, or make sufficiently explicit the learning links to literacy.
27. Trainees generally planned less well for the medium or long term than they did for the short term. They usually lacked opportunities to teach at higher levels of attainment and this resulted in a lack of experience in planning to teach reading and writing, leading pupils on from oracy to literacy. This sometimes led to reading and writing being introduced without sufficient planning, and resulted in pupils' misconceptions about spelling and pronunciation.
28. Trainees often lacked opportunities to put into practice what they had learned on their training courses about progression; they did not have a clear view of what they wanted pupils to achieve over time. They were also sometimes limited by working too rigidly to published schemes of work and did not have practical experience of planning for themselves.

In a mixed Year 4/5 French lesson, the trainee aimed to consolidate work covered in the previous eight lessons and to celebrate learning through the story 'Le Petit Chaperon Rouge'. She presented all the characters, distributing puppets, baskets and their contents and flashcards to the pupils. Pupils enjoyed themselves as they responded to the teacher, miming, pointing and identifying words, drawing on their prior learning.

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<sup>8</sup> For further information on cognates, clues and cues, see the sections on teaching pupils knowledge about language and literacy development in the Key Stage 2 Framework for languages.

Then, using a PowerPoint presentation of the story, the trainee and pupils 'read' the story. Every time an item appeared, a pupil held up the appropriate object and said the word out loud. Finally, pupils worked in pairs, sorting text cards to 'write' the story, using words, phrases or pictures: different sets of cards were used to match pupils' differing needs. This lesson was excellently planned and managed, with the result that pupils demonstrated how much they knew and felt very pleased with themselves. Hardly a word was spoken in English during the 45-minute lesson.

29. Formal assessment in languages, as a relatively new subject of the primary curriculum, is generally underdeveloped. Among the trainees surveyed, this was often the weakest area of teaching, although there were some emerging strengths. Trainees adapted well the general principles of assessment they had encountered. They used praise and encouragement very well to motivate pupils. They also used school rewards systems effectively, such as merit points, stamps and stickers. The best trainees gave good formative oral feedback to help pupils polish their pronunciation. Many, however, did not correct these errors sufficiently: they either did not recognise the importance of doing so or did not know how to do it without demoralising the pupils. Pupils' self-assessment was at an early stage, but it worked well when pupils gained a real sense of achievement as they completed 'can do' statements. A few trainees were also starting to develop peer assessment to encourage pupils to think about the progress they had made.
30. Too many trainees kept no records of pupils' progress in languages. As many of the pupils they taught were in the very early stages of foreign language learning, there were often no previous records of progress on which to build. However, even trainees pioneering languages in schools were aware of the need to record progress, and the best trainees had identified successful ways of doing this. Most of the trainees were attempting to use the recommended course or school assessment system, adapting it to the languages classroom. A few trainees asked class teachers or teaching assistants to help to monitor the progress of specific groups of pupils in activities, but this good practice was only rarely undertaken formally.

With a Year 5 class, a trainee used both formative and summative assessment on her final placement. She gave good feedback via praise, stickers and the awarding of points. The plenary part of a lesson helped pupils to know what they had learned. The trainee made written records of pupils' achievement at the end of each week. These useful comments resulted in her talking to individual pupils at the start of lessons and following up where necessary. Every few lessons pupils used simple summative 'I can do' sheets to reinforce how much they had learned.

31. Summative assessment remains underdeveloped. Trainees often had a sound theoretical understanding of possible tools to support progression, and particularly transition, such as the European Language Portfolio and the Languages Ladder.<sup>9</sup> However, they had little opportunity to use them or to see them being used.

Trainees on one course were given duplicated pages from the European Language Portfolio, which they tried out with a Year 5 or Year 6 class. On another course, trainees spent a short placement in a secondary school and considered how pupils were assessed in Year 7. These trainees had a good understanding of transition.

### **Trainees' teaching and classroom management**

32. Trainees' lively and confident presence in the languages classroom was a significant strength of much teaching. Their enthusiasm for language teaching was infectious: pupils looked forward to their languages sessions and there was often a visible frisson of excitement as a trainee prepared materials to signal the start of the languages session.

One trainee set up a brief slide-show of images of France on the interactive whiteboard, and put a lively French signature 'chanson' on the CD player, as she gathered together her planning sheet and materials for the French session. Pupils became very excited and started to exchange French words they remembered from the previous lesson.

33. Most trainees in the survey led pupils through a range of activities and varied the pattern of learning to keep the class engaged. The best trainees ensured that pupils worked in structured pairs and groups, as well as in whole-class activities, to give them more practice in speaking and listening. Only rarely did trainees keep pupils sitting still, mainly just listening, for too long, which led to fidgeting and boredom.
34. Trainees applied principles of classroom management well to their languages lessons. Careful planning supported good behaviour. The best trainees used the teaching language to foster good behaviour and found that pupils responded very promptly to instructions in the foreign language. These trainees also had a good sense of how to calm pupils after the extremely exciting games which often formed the high spots of lessons. These games were well managed; some of the teachers with whom trainees were working commented that they had adopted the techniques for their own work in other subjects. Trainees knew their pupils well, and understood, for example, how to boost the self-esteem of shy or lower attaining pupils by involving them progressively in the activities.

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<sup>9</sup> The junior version of the European Language Portfolio is available to download from the CILT NACELL website; for further details of the Languages Ladder accreditation scheme, see the DCSF website details in the 'Further information' section.

Trainees had a good sense of how to build up tension, leading to high levels of enjoyment.

The best lessons were often enhanced by games where new language was practised and embedded through seemingly effortless repetition in the course of an exciting game. In a Year 1 class, two pupils competed, using a plastic fly-swatter, to identify pictures on a board, with the class seated on the carpet around them acting as referees. A Year 5 class was divided into two teams, and two pupils at a time took turns to come to the front to complete an electronic 'noughts and crosses' game. In a Year 4 class, pupils took turns to act as class detective (wearing a French police helmet) 'interrogating' the other pupils in order to find a hidden cuddly toy. They practised personal identification phrases very effectively, with no inhibitions at speaking French out loud amidst all the excitement.

35. Where trainees had planned very carefully for specific language to be learnt, they often went on to embed the language for pupils through very effective repetition activities. However, a frequent weakness was trainees' failure to use the teaching language sufficiently. They often explained in English too much, rather than demonstrating what they wanted pupils to do. Only a few trainees challenged pupils to work in the foreign language for virtually the whole lesson. In one lesson where this did happen, pupils were thrilled with their achievement when their class teacher pointed this out to them at the end of the session. However, this was quite rare and many trainees lacked confidence, not only in front of their pupils, but also in front of other adults who, they felt, may have feared immersion in the foreign language.
36. Trainees' use of resources, including ICT, was a significant strength. Many trainees used the interactive whiteboard expertly, providing pupils with high quality visual and auditory stimuli. A few trainees also gave them stimulating opportunities to interact electronically with the language. Such activities enabled pupils to understand quite challenging grammatical and intercultural concepts with ease.

In a Year 4 lesson, pupils learned how nouns and adjectives work, while practising buying fruit and identifying colours. After a short video clip of a Spanish market, they moved parts of a sentence around the interactive whiteboard to learn how adjectives work differently in Spanish from English. They developed their mathematics as they extracted virtual Euros from a purse while 'purchasing' the matching fruits, dragging and dropping them into a basket.

37. Trainees also used 'big books', puppets and artefacts adeptly, borrowed from ITT providers or recycled from other contexts in school use; many were used very successfully. However, paper-based resources, for example laminated flashcards, were not always big enough, or of good enough quality, for all pupils to see.



## How good are the training courses?

38. The overall quality of training in the 10 providers visited was good. Although the quality varied among them, the effective training was generally producing good quality languages trainees.
39. The range of first languages taught by the providers inspected in this survey is currently limited to European languages: French and Spanish, taught by most of the trainees visited, with some German and Italian. A very small number of trainees have been trained in Portuguese. Funding from the TDA for courses in Portuguese has now been discontinued, as most trainees spoke the language as a mother-tongue and too few placement schools were available. However, future expansion of the courses to cover a wider range of languages – including those spoken by communities in England – is rightly being considered by providers and the TDA.<sup>10</sup>

### Course structures

40. The languages courses have been refined over the past five years, and providers have succeeded in bringing about continuous improvement in the languages 'pathway' itself and in the way in which it is integrated into the PGCE programme – one of the recommendations of Ofsted's 2003 report.<sup>11</sup>
41. Central training was well structured: trainees attended 10 languages-specific sessions, which were generally up to date, lively and appropriate. Providers worked hard to get the balance of theory and practice right, although this was a particular issue when subject training was 'front-loaded' in the autumn term and yet most opportunities for trainees to develop their specialism occurred in the final weeks of their course during their placements in primary schools. This led to a mismatch between their theory knowledge and practice. The best providers offered highly intensive sessions where trainees learned through doing, often using examples in the foreign language(s) they were teaching. They also sought to integrate training and practice as far as possible throughout the course.
42. The training for specialist language teachers on these complex primary courses was marked out by the compulsory four-week placement abroad, which formed the high point of this strand of their course. Providers also ensured that trainees undertook a full school-based teaching experience in England. Providers have amended and reorganised training sessions and placements over the year to ensure that trainees – and their host schools – gain by the

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<sup>10</sup> At the same time as this report, Ofsted is also publishing *Every language matters: an evaluation of the extent and impact of initial training to teach a wider range of world languages* (Ref. 070030) Ofsted, 2008.

<sup>11</sup> *Primary modern foreign languages in initial teacher training: a survey* (HMI 1768), Ofsted, 2003.

placement abroad and do not miss out on basic skills teaching in the English system. Providers have also worked hard with their partnership schools to erode the perception among some training colleagues that the placement abroad detracts from the main course. Evidence from growing numbers of schools of the 'value added' demonstrated by languages trainees is being progressively disseminated to overcome this potential barrier.

43. Languages specialist courses were usually well integrated into the generic primary PGCE courses, which was one of the recommendations of the 2003 report. Good links between languages teams and the expert primary tutors are essential if languages trainees are to become good primary generalist teachers, and if all PGCE trainees are to be well prepared for the advent of languages in all primary schools by 2009/10. Not all providers, however, linked the primary programme and the languages specialism as effectively as they might have done to demonstrate a 'joined-up' curriculum for trainees. In the best examples, languages were linked well to other aspects of the course, such as literacy development, with trainees comparing, for example, how work on phonics was taught in different languages.
44. Providers were developing opportunities for languages trainees to share their expertise and experiences with their peers. Although providers were developing closer links to literacy, few were focusing sufficiently on the bigger picture of languages, exemplifying for trainees how pupils learning English as an additional language could make a valuable contribution to the languages classroom.<sup>12</sup> Providers will need to make languages an integral component of training courses over the next two years, if the fears of teachers – and some trainees – about the languages initiative are to be allayed.
45. Although trainees were often given good opportunities to teach languages in the local schools in which they were placed, the quality and quantity of their access to good language teaching varied. Overall, there is still a shortage of schools where primary languages are well developed over several year groups. Providers worked hard, often collaborating with colleagues in local authorities or languages networks, to identify appropriate placements. They often found good solutions, for example, using advanced skills and advisory teachers, and enabling trainees to visit schools where expert practitioners were working, but provision in this respect remains uneven. As more and more schools develop languages in their Key Stage 2 curriculum in the run-up to 2009/10, it is expected that this will become less of a problem. In the meantime, close dialogue between providers and local experts is essential to ensure that all trainees have adequate access to good practice.

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<sup>12</sup> A similar point is made in *Every language matters: an evaluation of the extent and impact of initial training to teach a wider range of world languages* (Ref. 070030), Ofsted, 2008.

46. A few providers were beginning to develop good strategies for giving trainees experience of transition issues. One provider arranged a four-day placement in the languages department of a local secondary school. Trainees observed Year 7 pupils working and discussed transition with their teachers. Another provider, which also offered secondary PGCE languages courses, planned a day mid-way through the course where primary and secondary trainees worked together on a bridging unit for Year 6 and 7 pupils. This day was followed up by reciprocal visits in mixed-phase pairs. Strategies such as these, while still at an early stage, had the potential to provide powerful experiences for trainees of what will become a major issue for languages development.

### The four-week placement abroad

47. For many trainees the highlight of the course was the four-week placement abroad. These placements enabled trainees not only to develop their language skills in a relevant setting, but also to function professionally in a very different, and challenging, educational context. One set of trainees who had been placed in French schools reported:

‘The “stage” refreshed our knowledge of the language and culture of the country; it gave us great confidence and enthusiasm for teaching French. It provided us with teaching ideas, resources and contacts for future use; and it gave us food for thought about different approaches to education.’

48. Many teachers in host schools receiving languages trainees on their final local placement commented on their high levels of maturity and their capacity for reflection.
49. Trainees were mostly well prepared for their four-week placement abroad. This requirement loomed large in their consciousness from the beginning, and was clearly a major incentive of the course. However, as it drew near, trainees felt some apprehension at the challenges ahead. In the best provision, good strategies were used to allay trainees’ fears. Sometimes former trainees, working in local schools, were invited back to recommend how to get the best out of the placement. Elsewhere, ex-trainees gave permission for their logs and journals to be shared.
50. High quality support materials, including a common reference framework, have been developed by groups of providers over time.<sup>13</sup> These were put to very good use by trainees and their teacher-mentors abroad, who completed documentation fully. This practice took good account of the recommendations on assessment made in the 2003 Ofsted report. Trainees’ reflective and analytical logs of their four-week placements demonstrated the high impact of these experiences on their development as beginner teachers. Trainees’

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<sup>13</sup> *Common reference framework* (Ref TDA 0447), TDA, 2007.

experiences were logged against the Standards for Qualified Teacher Status and this reinforced perceptions amongst all involved that the placement was an integral – not tangential – element of the PGCE course. Whilst trainees' experiences abroad were overwhelmingly positive and resulted in a high level of learning and reflection, nevertheless there were some inconsistencies in the amount of teaching they were able to undertake. The amount tended to vary depending on the countries, the partner provider institutions, and the individual schools and classes.

51. The management of international relationships has been time consuming for providers. Some maintain links with four or five partners abroad: this has brought organisational and administrative challenges, and required considerable commitment. It is a tribute to their hard work – for some, over several years – that the four-week placement has become such a highlight of the training. Monitoring visits by tutors have been essential in ensuring that all trainees had appropriate entitlement to experience of teaching during the four-week placement. Providers have also developed an international perspective on teacher education through the initiative. As a result, a number of projects, often ICT-related, are currently under way; these have the potential to benefit future generations of pupils, schools and trainees.
52. Quality assurance of the placements abroad was mostly strong, and benefited from the rigorous quality assurance procedures of the host institution. Evaluation by trainees has been full, and courses appear to have improved each year as providers reviewed them in the light of trainees' comments. Providers were beginning to involve primary partnership schools and their mentors more closely in evaluation, and were rightly using this as a further way of engaging more teachers in the initiative. Very full evaluation processes have taken place between international partners, with annual reports again informing developments.
53. Providers had paid good attention to the 2003 report on the five initial providers, and had built recommendations from it into their action planning. This was reflected, for example, in improved arrangements for the summative assessment of trainees' progress. Trainees' views of their experiences abroad were markedly more positive in 2007 and the impact on the quality of their teaching was clear. Gains were evident, in particular, in their application of their subject knowledge and their classroom management.

### **The effectiveness of the training**

54. Several of the courses in the survey were run by trainers who were described by their trainees as 'inspirational' and 'passionate' about their subject. These highly successful teachers and trainers communicated their enthusiasm very effectively to their trainees, who went on to bring this infectious approach to their pupils.

55. The central training was most effective when it demonstrated good language teaching and learning. Given that limited time was available for training for the languages specialism in the very intensive primary courses, 'learning through doing' in the languages sessions worked best. Trainees benefited considerably when they had specific sessions conducted in the language in which they were specialising, although providers varied in their provision for this. Good strategies to provide these opportunities included, for example, micro-teaching sessions for small groups of trainees with a shared language. These worked best when sessions were formally structured and monitored.
56. While most trainees recruited for the courses were competent, even highly competent, linguists, they still benefited from the provision when their individual skills were audited thoroughly at the outset, and targets for development were set; these were then followed up and reviewed at specific key points of the course. For trainees with weaker linguistic skills, this was essential. The auditing and monitoring of trainees' competence in the language, particularly the errors they commonly make in the classroom, was one of the recommendations of the 2003 report. In almost all cases, this has been met well, although there was variation across the providers surveyed in how this was managed.
57. Providers used a wide range of assessment tools to support trainees' development over the course, including reflective logs to follow up the initial audits. Providers enabled trainees to undertake a baseline language skills audit and then to measure their linguistic progress over the year. In a small number of cases this auditing process was either ineffective initially or was not reviewed systematically during the course. In these cases, trainees did not have clear targets for improvement and, consequently, made less progress and were less confident in the classroom.
58. A range of professional staff assessed trainees in schools: class teachers, mentors and primary tutors provided generic feedback on teaching skills and, in the best provision, languages specialists also gave expert feedback on subject-specific issues, such as how to use the foreign language more in lessons. The providers varied in the quality and frequency of such assessment. Trainees' planning, evaluation and assessment of pupils' progress were weaker when they missed out on this vital feedback.
59. The major written assignment which trainees produced often enabled them to draw together their knowledge of how different primary systems work and deepened their understanding of the issues to be faced in their likely future roles as languages coordinators for their schools. Indeed, one provider set this task specifically as a research exercise, involving a primary school and its destination secondary school. This gave trainees good insight into transition issues.

60. Providers worked hard to find appropriate placement schools for their trainees. While most primary placement schools were very supportive of their trainees' keenness to teach languages and provided good opportunities, these varied. Opportunities were more equal and support from schools was stronger when all trainers worked together with local languages managers, for example those in local authorities.
61. Trainees did not always feel that the positive approach to primary languages promoted through their central subject training was shared across all trainers and, indeed, with all trainees in the wider PGCE cohort. They needed, at times, to adopt a somewhat evangelical role in their school placements; sometimes they also had to convince their peers and, very occasionally, other tutors of the value of the subject.
62. The quality of language-specific mentoring support which trainees received from school-based colleagues varied considerably. The quality of the formative assessment of trainees was also a recommendation in the 2003 report. Progress on this during school placements is still often slow, although to some extent this is inevitable at the current stage of development nationally, as well as locally, in primary languages. Providers were working with their partnership schools to develop mentors' skills. Trainees needed specialist help, especially in planning and evaluating lessons and developing their use of the language in the classroom. Where they did not get this specialist support, their teaching was weaker and their pupils made less progress. Those who did not receive this kind of support, or where it was variable or ad hoc, did not have a clear understanding of what they were aiming for – for example, specific linguistic objectives – and were less able to develop their knowledge and skills.
63. The best providers found alternative opportunities for both observation and feedback in schools where there was no possibility of specialist advice and guidance, thereby ensuring that trainees were not disadvantaged. Strategies included visits from specialist linguist college tutors, local advanced skills teachers, local authority advisory teachers and secondary colleagues. Mentor training was also deemed to be essential to this process in order to broaden progressively the range of expertise available in schools. Many mentors developing their own language teaching had taken part in the earlier courses which providers had offered and had often gone on to attend intensive courses abroad. The teachers valued these opportunities and their headteachers reported a positive impact on languages provision in their schools. Headteachers expressed concerns, however, about the sustainability of such training opportunities as they prepare for 2009 and beyond.
64. The best providers had offered short training sessions to enable non-specialist mentors, including primary headteachers, to observe languages lessons and give better feedback to trainees. They were also beginning to involve mentors in monitoring trainees' progress on the placements abroad, including joint

observations of teaching. This led to increases in expertise and consistency of judgements and also reassured trainees that their various trainers shared common approaches. Similarly, some providers involved school-based colleagues in research projects to develop their understanding of the needs, and the potential benefit to their pupils, of the languages classroom.

65. As well as having their own teaching observed, trainees also needed regular opportunities to observe expert practitioners. Many – again linked to limited numbers at this stage of development of the initiative nationally – did not have sufficient exposure to good language teaching. Where schools did not have sufficient scope for this, providers were beginning to find alternative ways of offering access to good practice, for example by taking groups of trainees to schools where expert practice had been identified. Again, close links with local authorities and networks were important to ensure that all trainees had such opportunities.

### **The management of the training**

66. These complex training courses made high demands upon course leaders at all levels and, in almost all cases, management and quality assurance were effective. Very good communication and cooperation at institutional, local, national and international levels underpinned the best provision.
67. Effective internal communication within the training institution was essential in order to ensure that trainees' experiences were coherent. Commitment from senior managers to the primary languages strand was a vital element of provision. Where subject specialist tutors and primary experts worked together, trainees received very high quality training. In the best provision, the languages 'pathway' or 'strand' was well embedded in the PGCE course and was an integral part of the overall training programme. In the few instances where languages training was delivered in isolation, or as a bolt-on element of the course, trainees found it more difficult to make links between the subjects of the primary curriculum. In turn they then found it harder to help their pupils make the necessary connections.
68. Providers' close working with local authorities and other local languages networking groups are also essential to the appropriate matching of trainees, and their languages, to host schools. Providers that had not developed these links were often less successful in placing trainees in appropriate schools.<sup>14</sup> At worst, trainees had to introduce a new language, where the school was already developing another language. While all concerned generally made the best of this – for example, trainees offering 'taster' sessions for beginners – it limited their opportunities to teach more advanced work. Involving local partners in

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<sup>14</sup> See also *Every language matters: an evaluation of the extent and impact of initial training to teach a wider range of world languages* (Ref. 070030), Ofsted, 2008, where a similar point is made.

central training ensured that trainees received up to date information about languages teaching, and involving secondary languages experts helped them learn about transition. Trainees also valued invitations to attend local languages network meetings, gaining insight into continuing professional development opportunities beyond the PGCE.

69. National linking, very often through providers' networks or through the TDA, has provided valuable support as the training initiative has developed. The sharing of new strategies has enabled the initiative to develop fast, and has saved reinventing the wheel. It has also enabled providers to receive new documentation rapidly – for example, updates on opportunities for assessment and work on transition.
70. International linking, a very challenging area of management for providers, has also benefited from such essential support for networking. Providers valued opportunities to share best practice in teacher training with foreign partners and would like more. Targeted funding has also enabled providers to assure the quality of placements abroad effectively.
71. As they reviewed courses and planned for the future, providers recognised that they also need to monitor closely trainees' language-teaching experiences in their local school placements. In the light of the variations in provision outlined, they need to keep a closer eye on these to ensure that all trainees have regular access to good practice in language teaching, and to specialist feedback on their teaching. They also need to keep the issue of primary–secondary transition to the fore as they seek continuing improvement to courses.

## Notes

In 2003 Ofsted published a report on the second year of the primary languages in initial teacher training initiative, based on the work of five providers. In 2006/07, this follow-up survey evaluated the greatly increased provision: there are now 30 established providers. Providers that were new in 2006/07 were not included.

The purpose of the survey was to answer two questions:

- What is the quality of the training to prepare trainees to implement the National Languages Strategy in primary schools by 2009/10?
- What is the impact of the training on their knowledge and skills?

HMI made two visits to a sample of 10 initial teacher training providers over the academic year 2006/07. The providers were selected to give a range in terms of location, size of provision and languages offered. In the autumn term 2006, HMI held discussions with tutors and specialist languages trainees on primary PGCE courses and scrutinised training documentation. Training sessions were observed, when timetables permitted.



In the summer term 2007, HMI visited 40 trainees in their final placement schools during their final weeks of their course. Trainees were observed teaching languages to a primary class, usually the one to which they were attached for their final school placement. They were also interviewed about their teaching and their views were sought about their development over the PGCE year. Inspectors also held discussions with school-based trainers.

Almost all trainees undertook their four-week placements abroad in the spring term 2007. Although the survey does not include first-hand evidence of trainees' experience abroad, evidence of its impact on their teaching was sought in summer 2007 through the interviews which followed the observation of trainees' teaching.

In spring 2007, 19 of the remaining 20 established primary languages providers took part in a telephone survey, securing further evidence on the key issues which had arisen during the autumn term visits.

## Further information

### Publications

#### DCSF (formerly DfES) publications

- *Languages: the next generation. The final report and recommendations of The Nuffield Languages Inquiry* (ISBN 1902985028), The Nuffield Foundation, 2000.
- *Languages for all, languages for life: a strategy for England* (Ref PP113/D16/4457), DfES, 2002.
- Key Stage 2 Framework for languages (Ref 1721), DfES, 2005.

#### Ofsted publications

- *Primary modern foreign languages in initial teacher training: a survey* (HMI 1768), Ofsted, 2003.
- *Implementing languages entitlement in primary schools: an evaluation of progress in ten Pathfinder LEAs* (HMI 2476), Ofsted, 2005.
- *Every language matters: an evaluation of the extent and impact of initial training to teach a wider range of world languages* (HMI 070030), Ofsted, 2007.

#### TDA publications

- *Primary languages in initial teacher training* (TDA 0223), Training and Development Agency for Schools, 2007.
- *Common reference framework* (TDA 0447), Training and Development Agency for Schools, 2007.

## Websites

[www.tda.gov.uk](http://www.tda.gov.uk)

Training and Development Agency for Schools.

[www.standards.dfes.gov.uk/primary](http://www.standards.dfes.gov.uk/primary)

The DCSF Primary National Strategy

Details of the Languages Ladder accreditation scheme can be found here.

[www.nacell.org.uk/resources/resources.htm](http://www.nacell.org.uk/resources/resources.htm)

National primary website, managed by CILT

Copies of the European Language Portfolio (junior version) can be found here.

[www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum)

Revised Qualifications and Curriculum Authority schemes of work.

[www.britishcouncil.org](http://www.britishcouncil.org)

The British Council, and details of language courses abroad.

[www.multiverse.ac.uk](http://www.multiverse.ac.uk)

Multiverse, a website where training providers are able to share best practice on multilingualism and multiculturalism.

## **Annex 1. Training providers and schools visited for the survey**

### **Training providers**

Bradford College  
Goldsmiths College  
Kingston University  
Liverpool Hope University  
Newman College of Higher Education  
Oxford Brookes University  
University of Bedfordshire  
University of Cumbria (formerly St Martin's College)  
University of Newcastle upon Tyne  
University of the West of England

### **Schools**

Brickhill Lower School, Bedford  
Brookside Primary School, Bicester  
Camestone Lower School, Bedford  
Caton St Paul's C of E Primary School, Lancaster  
Christ the Sower Ecumenical Primary School (VA), Milton Keynes  
Cleves School, Weybridge  
Dovedale Infant School, Liverpool  
Easton C of E Primary School, Bristol  
Ellel St John the Evangelist C of E Primary School, Lancaster  
Gateway Primary School, Carterton  
Glory Farm Primary School, Bicester  
Holy Trinity, Guildford, C of E Aided Junior School, Guildford  
Holywell Primary and Nursery School, Birmingham  
Hotwells Primary School, Bristol  
Kelvin Grove Primary School, London  
King's Meadow Primary School, Bicester  
Lander Road Primary School, Liverpool  
Landywood Primary School, Walsall  
Ley Top Primary School, Bradford  
Lumley Junior School, Chester le Street  
Pennington C of E School, Ulverston  
Queen's Dyke County Primary School, Witney  
Scotts Park Primary School, Bromley  
Skerton St Luke's C of E VA Primary School, Lancaster  
Springwood Heath Primary School, Liverpool  
St Augustines of Canterbury RC Primary School, Bristol  
St Edmunds RC Primary School, London  
St Mary's RC Primary School Aided, North Shields

St Peter's C of E Primary School, Harborne  
St Vincent de Paul Catholic Primary School, Liverpool  
Stephenson Lower School, Bedford  
The Tynings School, Bristol  
Tithe Farm Lower School, Dunstable  
Victory School, London  
Western Community Primary School, Wallsend  
Wilkes Green Junior School, Birmingham  
Withinfields Primary School, Halifax  
Wix Primary School, London

## **Annex 2. Training providers involved in the telephone survey**

The Borough of Poole SCITT (School Centred Initial Teacher Training)  
Cambridge Partnership GTP (Graduate Teacher Programme)  
Canterbury Christ Church University College  
Institute of Education, University of London  
Leeds Metropolitan University  
Leeds Trinity & All Saints  
Liverpool John Moores University  
Manchester Metropolitan University  
Nottingham Trent University  
Sheffield Hallam University  
St Mary's University College, Twickenham  
University College Plymouth St Mark & St John  
University of Derby  
University of Durham  
University of Greenwich  
University of Hull  
University of Sunderland  
University of Worcester

## Annex 3. Focus areas for evaluating trainees' teaching

The following were used by inspectors as prompts during the survey to evaluate the quality of trainees' teaching.

### Area 1. Professional values and practice

- understanding of issues in primary modern foreign languages, including rationale; transition and working with secondary colleagues; models of provision; language and literacy; intercultural context; staffing
- commitment to promoting languages in their school community
- analysis of cultural and educational differences and similarities in their placements abroad
- working with other staff:
  - cross-curricular
  - literacy, numeracy, and ICT
  - teaching assistants – for example, learning difficulties and/or disabilities, English as an additional language
- evaluation of own language(s): knowledge and skills
- evaluation of own grasp of modern foreign languages pedagogy
- planning for own future continuing professional development, including use of networks – for example, the National Advisory Centre on Early Language Learning, regional support groups.

### Area 2. Subject knowledge

- quality of main teaching language
- knowing how to use the target language with pupils
- knowledge and understanding of:
  - links with English and literacy
  - links with other languages (including their pupils' languages )
  - cross-curricular linking generally
  - intercultural awareness
  - the Key Stage 2 Framework for languages, the Key Stage 3 Framework, the Qualifications and Curriculum Authority schemes of work and the Languages Ladder
  - the international dimension
  - citizenship.

### Area 3. Planning

In lessons: planning to/for:

- support and challenge individuals and groups appropriately
- use the Key Stage 2 Framework for languages outcomes and Qualifications and Curriculum Authority schemes of work where appropriate
- clear language-learning objectives
- use of teaching assistants, multilingual assistants, class teachers
- literacy links (English and other languages – especially pupils' languages)
- resources, including those based on ICT
- use of target language, including feedback to pupils
- balance of skills and range of learning activities
- intercultural understanding.

In mid/long-term planning:

- the Key Stage 2 Framework for languages
- cross-curricular links
- grammatical progression
- skills progression, especially listening and speaking (oracy) developing with reading and writing (literacy)
- planning with secondary school colleagues.

### Area 4. Assessment

Formative: feedback to pupils:

- on pronunciation
- on achievement in specific activities
- on general achievement in the lesson
- on progress over time in all skills, with clear setting of targets
- through self- and peer-assessment.

Summative:

- routine recording to inform future planning
- building on prior language experience (home and heritage languages; learning at Key Stage 1)
- termly/annual, including reporting to parents
- reporting to secondary schools (for example, Portfolio/National Curriculum levels/Languages Ladder).

## Area 5. Teaching and class management

- sharing and reviewing learning objectives with class
- use of a range of strategies and activities, with clear transitions
- use of ICT by teacher and pupils
- use of target language in classroom
- teaching of pronunciation
- teaching of language-learning strategies
- teaching of knowledge about language
- use of a range of groupings (for example, individual/pair/group as well as whole-class)
- working with other adults
- meeting needs of/exploiting experience of bilingual and plurilingual pupils
- meeting needs of all learners (inclusion: individuals/groups of pupils).