

Primary Languages – School Self- Audit Tool

2019-20

	GET READY	ON YOUR MARKS	GO!
			
INTENT			
School Development Plan	<ul style="list-style-type: none"> The teaching of a foreign language (FL) is about to be included in the long term school development plan. A FL governor will be appointed to support the development of FL teaching in school. 	<ul style="list-style-type: none"> A budget is available for FL teaching development, such as CPD, scheme of work and resources, linked to specific action points in the school development plan. The appointed FL governor is kept informed of the development of FL teaching within the school and supports it. Information is given to parents about the development of FL teaching. 	<ul style="list-style-type: none"> FL teaching is embedded within the school development planning process linked to the school budget. The development and importance of FL teaching is acknowledged by all stakeholders.
School Policy	<ul style="list-style-type: none"> The school does not currently have a FL policy but intends to create one. 	<ul style="list-style-type: none"> There is a school policy but it needs to be revised and updated in line with the new FL Programme of Study. 	<ul style="list-style-type: none"> The school FL policy explains the rationale for teaching languages, pedagogy, inclusion and provision in line with the new Programme of Study. It is reviewed regularly.
Subject Leader	<ul style="list-style-type: none"> There is a named FL subject leader but has not had an opportunity to perform this role. 	<ul style="list-style-type: none"> The role of the FL subject leader is defined. The FL subject leader liaises with management team on language teaching in school in line with school development plan. 	<ul style="list-style-type: none"> The FL subject leader has been given the necessary resources e.g. time, training course, in order to meet demands of the role. The FL subject leader fulfils all aspects of their role. The FL subject leader monitors the quality of teaching and learning and plans for future developments.

Scheme of Work	<ul style="list-style-type: none"> A scheme of work, which will meet the requirements of the new Programme of Study, has been identified but not yet implemented. 	<ul style="list-style-type: none"> Colleagues have access to the adopted scheme of work and are using it to plan their lessons for each year group. 	<ul style="list-style-type: none"> The scheme of work is reviewed regularly and amended, as necessary, to ensure that: all the attainment targets of the new Programme of Study are met; is ambitious; builds on prior knowledge and shows progression; allows all children to access it and progress
Cross-curricular Links	<ul style="list-style-type: none"> Links to other areas of the primary curriculum have been considered and identified. 	<ul style="list-style-type: none"> Links to other areas of the curriculum are identified in the medium term planning and link to the scheme of work. 	<ul style="list-style-type: none"> The teaching of a FL has been considered in the planning of the whole school curriculum and links are made according to the school curriculum policy. Extra-curricular events are planned such as themed days or visits.
IMPLEMENTATION			
CPD	<ul style="list-style-type: none"> The CPD needs have been identified for each colleague. Suitable CPD has been found and arranged. 	<ul style="list-style-type: none"> Colleagues delivering a FL have received some KS2 teaching methodology training related to the year group they are teaching. Colleagues delivering a FL have attended linguistic upskilling relevant to their needs. 	<ul style="list-style-type: none"> All KS2 colleagues delivering a FL have received relevant teaching methodology training to allow for delivery of the SOW in any year group. All colleagues delivering a FL have had linguistic upskilling to ensure high quality delivery. Future training needs have been identified and planned to prepare for a change of staffing or movement within the school.
Staffing	<ul style="list-style-type: none"> A FL is delivered by a teacher or support colleague, such as a HLTA, within the school, or a visitor with a relevant teaching qualification or experience. 	<ul style="list-style-type: none"> A FL is delivered by colleagues who have received some training in KS2 FL teaching methodology. <p>A FL is delivered by one of the following:</p> <ul style="list-style-type: none"> A colleague who has no formal language qualification but has had linguistic upskilling and receives sufficient support to ensure good quality delivery A colleague with a GCSE qualification or language experience who has had linguistic upskilling to ensure good quality delivery A colleague with an A-level qualification/language experience or above 	<ul style="list-style-type: none"> All colleagues delivering language lessons have received KS2 FL teaching methodology training and keep skills updated as necessary. All delivering a FL have a minimum GCSE level qualification/language experience or equivalent and have had sufficient linguistic upskilling to ensure high quality delivery. Non-class teachers delivering a FL liaise with the class teacher to ensure consolidation in the week.

<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Colleagues are about to start teaching a FL or a FL is taught to all year groups in KS2 and the children are in their first year of language learning • The school is aware of the new objectives of the national FL curriculum for KS2 but has not yet related them to their FL planning. • A process for monitoring the quality of teaching and learning of a FL has not yet been implemented. 	<ul style="list-style-type: none"> • A FL is taught to all year groups in KS2 and the children are in their first, second or third year of learning the language. • Children are working towards the objectives of the KS2 Programme of Study. • Medium term planning is available based on the adopted scheme of work. • Colleagues write their own weekly plans. • Some monitoring of the quality of teaching and learning is taking place. 	<ul style="list-style-type: none"> • A FL is taught to all year groups in KS2 and children in Years 3-6 are in their first, second, third or fourth year of learning the language respectively. • Medium term planning is available for all year groups and indicates progression over 4 years in order to meet the objectives of the KS2 Programme of Study. • Weekly lesson plans are created based on evaluation and reflection of prior learning. • In line with the school policy, lessons of FL are observed and feedback given.
<p>Timetable</p>	<ul style="list-style-type: none"> • A FL is timetabled in all KS2 year groups but is not taught on a regular basis. 	<ul style="list-style-type: none"> • A FL is taught to all KS2 classes on a regular weekly basis for a minimum of 30 minutes. 	<ul style="list-style-type: none"> • The total weekly delivery time for FL teaching is an hour or equivalent to the other Foundation subjects taught in the school.
<p>Resources</p>	<ul style="list-style-type: none"> • The resources necessary to deliver the scheme of work have been identified. 	<ul style="list-style-type: none"> • Resources have been purchased or created in line with the budget identified in the school development plan. • The classroom activity resources are available for all colleagues to access and share e.g. song files, storybooks, dictionaries, flashcards; interactive whiteboard material. 	<ul style="list-style-type: none"> • Resources are available to deliver the scheme of work to all year groups in KS2. • Additional resources are available for children to access and borrow e.g. from the library or use on the school learning platform. • Classroom display material has been purchased or created to support learning.
<p>International Dimension</p>	<ul style="list-style-type: none"> • Curriculum links to the appreciation of other languages, countries and cultures have been identified but not currently implemented. 	<ul style="list-style-type: none"> • The study of other languages and cultures is given importance. • Comparisons between the children’s school language, home language and language being studied are made. • Knowledge about the countries where the language being studied is explored. • Cross-curricular linguistic and cultural links have been established. 	<ul style="list-style-type: none"> • There is a strong ethos of cultural awareness and children value other languages. They show an understanding and appreciation of other cultures. • Children are encouraged to learn other languages in addition to the one being studied. • Links with a country or countries where the language being studied is spoken take place. • Events or activities to celebrate the language being studied or other languages and cultures are planned.

IMPACT

<p>Assessment and Reporting</p>	<ul style="list-style-type: none"> • A monitoring process has been considered but not yet implemented. • Reporting to parents is being considered. 	<ul style="list-style-type: none"> • Regular monitoring and recording takes place to identify the learning progression of each child. • Colleagues provide verbal feedback to children about their progress. • Parents receive an annual written report about their child’s progress based on the monitoring which has taken place. 	<ul style="list-style-type: none"> • Regular monitoring and recording takes place to identify the learning progression of each child. • Children self-assess their progress and colleagues provide written and verbal feedback on this. • Evidence of progress is in the children’s books • A yearly written report is given on a child’s progress as well as verbal feedback at parents evenings when requested.
<p>Transition</p>	<ul style="list-style-type: none"> • No contact has been made with the local secondary school(s) regarding prior learning but plans have been made to do so. 	<ul style="list-style-type: none"> • Contact has been made with the local secondary school(s) regarding the teaching of language in your school. • The local secondary school(s) has provided information about the teaching of language in KS3. • Information is shared about prior language learning in KS1. 	<ul style="list-style-type: none"> • Information about prior language learning of children transferring to a secondary school is provided in a way agreed by both parties. • Language learning in KS2 builds upon prior learning of languages in KS1 and Foundation Stage, if applicable.

For information and advice about implementing the teaching of Primary Languages or moving your school forward, please contact:

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