

ALL Thames Valley Primary Languages Hub Meeting
Via Zoom
21/2/24

18 schools represented.

Introduction

SC welcomed everyone to the meeting and in particular those who were joining the meeting for the first time. There were teachers from schools in Wokingham, Bracknell, Reading, Ascot, Buckinghamshire, Oxfordshire, Slough, West Berkshire and Coventry

Agenda

1. Sharing ideas, successes, concerns
2. News Updates
3. Recording progress and assessment

- **Sharing Ideas, Successes and Concerns**

The attendees shared the following:

- It was good to hear that the annual celebration of Karnival took place again in a school in Bracknell which teaches German. The activity which involves cutting the headmaster's tie was particularly enjoyed!
- One of the Hub's regular attendees Emily Marshall had a piece published in the ALL Languages Today about a whole school celebration of art, language and culture. She delivered a presentation about this at the PHOrum meeting in the Autumn Term. If you are interested in giving a short presentation about primary language good practice, please put forward a proposal here www.tinyurl.com/phoproposal You don't have to be a member of ALL
- I forgot to mention this at the meeting but Tilly Mackie who is another regular attendee at the meetings has had children's work published in the online magazine 'Write Away'. It is coordinated by Clare Seccombe. If you are interested in sharing creative writing which pupils in your class have done or would like to see what others do, have a look here [Write Away! \(lightbulblanguages.co.uk\)](http://lightbulblanguages.co.uk)
- It was great to hear that one school had a French celebration evening with songs and dressing up
- Always good to hear that a local primary school has made a connection with a local secondary school – in one case the primary language teacher was invited to observe languages being taught in a secondary school. A comment was made that those who have learnt French in primary, often lose enthusiasm in secondary French lessons and prefer to study a new language. Another secondary school hopes to send Year 9 language leaders to local primary schools to teach German

- **News and Updates**

ALL Membership

It costs £50 for a primary school to obtain membership of ALL for a year or £45 for an individual if you are part-time. Everyone is encouraged to join.

PHOrum meeting

The Spring Term PHOrum meeting will take place on **Wednesday 6th March 4.00-5.30pm**. This is for ALL members only. There will be 2 presentations: Mariam Paridjanian – Primary French – practical ideas and tips, Cara Parkhurst – What's in a song? To book a place: www.tinyurl.com/phorum0324

Language World Conference

The annual ALL conference will take place on Friday 8th and Saturday 9th March near Leamington Spa. There is an excellent programme of speakers – many on primary themes. [Language World 2024 \(delegate-reg.co.uk\)](https://www.delegate-reg.co.uk)

Chinese Year of the Dragon

The British Council has produced materials suitable for use in primary schools to celebrate the Chinese New Year of the Dragon. [Year of the Dragon | British Council](#)

Celebrate Speaking

The British Council is once again organizing the ‘Celebrate Speaking’ event which encourages children to post short videos or audio of them speaking a language. You can find examples on X (Twitter) here [#CelebrateSpeaking](#) Two schools from this network group are hoping to post entries. Have a look at these [@HillsideYr4](#) [@HillsideYr2](#)

Subject Leader Day

There are just a couple of places remaining on the Cave Languages Subject Leader Day which is taking place online on Friday 15th March. To find out more www.tinyurl.com/leadlangs0324

Funded German course in Berlin

The Goethe Institut is offering a one week course at the end of April for a primary teacher and their head teacher. It is a combined language and pedagogical course and an incentive trip for the headteachers. It is fully funded. The deadline is the 4th March. [Upskilling course and incentive trip : Let’s Get Started with German in Primary Schools - Goethe-Institut United Kingdom](#)

Summer School in France for Primary Teachers

The Institut français is offering a summer school at the end of July/beginning of August to primary teachers for upskilling their French language skills. It will take place in Rouen and is fully funded except for the travel fees. [Teacher Training & Resources - Institut Français · Royaume-Uni \(institut-francais.org.uk\)](#)

French Box

It is possible to borrow a ‘French Box’ from the Institut français. The box contains 30 items which are a variety of books and sometimes games and DVDs. It is free but the school must pay the postage to and from the Institut. [French Box in Your School - Institut Français · Royaume-Uni \(institut-francais.org.uk\)](#)

Olympic Resources

Clare Seccombe has created some free resources in various languages on the theme of the Olympics. You can find them on her Light Bulb Languages website [Olympics 2024 Resources \(lightbulblanguages.co.uk\)](https://lightbulblanguages.co.uk)

Support for starting a Japanese Club

The Japan Foundation is offering a free Japanese Club package which includes teaching materials for club activities, 12 x 1 hour online teacher training sessions, support and advice. No prior experience of learning Japanese or running a Japanese club is required. [The Japan Foundation, London - Whats On \(jpf.org.uk\)](https://www.jpff.org.uk)

Keep up to date

This is a reminder that in between meetings you can always find out what is happening by looking on the Sharing Good Practice page of the Cave Languages website [Sharing good practice - Cave Languages: advice, training courses and support for the delivery of languages in primary schools](#) Alternatively, subscribe to the mailing list to receive an email update every 2 months.

- **Recording progress and assessment**

The following key points were discussed in the breakout rooms and then ideas were shared.

- Is your scheme of work designed to show progression?
- Do you record progress of individual children? And if so, how?
- Which criteria do you use?
- What evidence do you have of progress?
- Do you use assessment software to record progress?
- How does the recording of progress relate to reporting to parents/carers?

Here are the comments made re: assessment:

Progress

- Ofsted won't ask for evidence, but will ask you how you know your children are making progress.
- One school has designed their SOW to show progress, by teaching children to write in short phrases in Years 3 and 4 and then encouraging them to write more complex sentences in Years 5 and 6 supported by phonics and grammar
- The 12 attainment targets of the KS2 Programme of Study are the objectives for children after 4 years of study at the end of Year 6, Need to consider how to achieve them and what progression looks like over the 4 years. Several schools use the breakdown of targets by year group as a guidance – a document which can be found here [Sharing good practice - Cave Languages: advice, training courses and support for the delivery of languages in primary schools](#)
- Some schools use broader guidelines for each year group under headings similar to 'Emerging, Expected, Exceeding
- Some schools use the tracking document linked to the breakdown of targets here [Sharing good practice - Cave Languages: advice, training courses and support for the delivery of languages in primary schools](#) However, some find it challenging to record attainment in class especially when the children move classes each other and class lists and records need to be manipulated
- There was a query about how the target of 'broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary' is assessed. The importance of the introduction of dictionaries was discussed in relation to this. The use of an online dictionary such as Wordreference or Collins online dictionary was suggested although this is effective only if there is easy access to Ipads or similar. Also discussed was the importance of developing language learning strategies to recall vocabulary; asking children to decode a text with both familiar and unfamiliar vocabulary

Recording evidence

- Recording of progress in writing through written evidence – sometimes photos taken of written work
- Using a green pen for marking and also peer assessment
- Children given time to reflect on their learning at the start, in the middle and at the end of a section of learning
- Evidence of speaking could be time consuming if all pupils are recorded – perhaps record one example of each level for each group – emerging, expected, exceeding

Assessment software

- May need to adapt generic statements to fit your objectives
- One school uses 'Insight' – the statements can be edited and recording takes place twice a year
- Sonar – you will find the Cave Languages assessment statements in this software [Sonar Tracker | Pupil Tracking | Juniper Education](#)
- Language Magician – assessment online game in several languages for Years 5 and 6 - [The Language Magician](#)

Report Statements

- Report statements for each year group – emerging, expected and exceeding on Cave Languages website [Sharing good practice - Cave Languages: advice, training courses and support for the delivery of languages in primary schools](#)

Thank you to everyone who shared their ideas and thoughts.

Next Meeting: Thames Valley Primary Languages Hub

In keeping with the agreement that the day for the meeting would alternate between Wednesdays and Thursdays, the next meeting will be on **Thursday 20th June 2024** 4.00-5.30pm via Zoom. Note the earlier start time of **4.00pm** – this is in response to the survey about an earlier start for meetings in the future.

The focus of the meeting will be **‘KS2-KS3 transition’**. We hope that secondary colleagues will be able to join us for this meeting. Please ask your secondary contacts to save the date for this meeting. More information will be sent out nearer the time.

Sue Cave
3/3/24