



Contributing peer-to-peer support to local primary teachers
Linking to a national community in collective professional development
Summer 2015



Have you had
refreshment?



We are very grateful to the Primary Hub coordinator for putting on this event, and to the host institution for their hospitality.

Please make a contribution to the cost of refreshments 😊

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Have you heard about Language Show Live?



- ALL and partners hosted the Primary Base at the LSL for its second year
- ALL colleagues, many from Primary Hubs, hosted fantastic drop-in sessions throughout the event at Olympia
- We welcomed prospective new Hub coordinators too
- Keep up to date with the Hubs on the ALL website map:
- [http://www.all-languages.org.uk/community/branches and networks](http://www.all-languages.org.uk/community/branches_and_networks)



Have you heard about
Language World 2016?



**Curriculum Innovation @ Language World 2016 - 11-12
March 2016, Dunchurch Park, Rugby:**

Delegates will explore innovative opportunities which the new curricula bring for all language learners and educators. **If you would like to be part of our 2016 programme, we would love to hear from you!** Contributions are welcome from teachers and specialists in languages education both in the UK and from overseas.

Have you read views on assessment?



By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

- It is for schools and academies to decide how they wish to assess pupils' attainment and progress. From 1 September 2014, they may continue to use the methods they are familiar with and/or begin to take on new approaches for some, or all, year groups.

Have you read views on assessment?



Plan for expectations of where pupils need to be in each year to meet that requirement.

Show progress by logging what pupils can do now, compared to yesterday, last week, last year.

Assess pupils and feed back to them how to improve; that in itself is the only really important bit.

Have you read views on assessment?



“whatever else we can say about language learning it is relatively non-controversial to claim that successful learning takes place when:

- 1. Learners are exposed to RICH INPUT of the target language
- 2. They have many opportunities to INTERACT with the language
- 3. They are MOTIVATED to learn.”



Have you read views on assessment?



- Plan lessons that engage
- Plan assessment that mirrors how we learn
- Let the students demonstrate the learning
- Keep up to date with the available help



Have you talked about
progression and assessment?



Assessment in Foreign Languages in Key Stage 2 was published by ESAG earlier in the year ([link in notes](#)). Members of the ALL Primary Steering Group are working to expand and exemplify this useful text for busy teachers and for those potentially less-confident in thinking about Language learning and teaching.



Have you talked about
progression and assessment?



General Statement on Assessment in Modern Foreign Languages in the Primary School

We suggest adding the following points. Do you agree?

What is the role of language learning in the primary phase?

Views will vary between professionals on the detail of focus points, but they are likely to include

- Enjoyment
- Developing positive attitudes towards other people and cultures
- Developing general language awareness, spotting connections and differences between literacies



Have you talked about
progression and assessment?



General Statement on Assessment in Modern Foreign Languages in the Primary School

We suggest adding the following points. Do you agree?

What is the role of language learning in the primary phase?

- Expanding experience of texts
- Supporting general communication skills and self-confidence
- Developing the language skills of speaking with a good accent, pronunciation and intonation, and recognizing familiar spoken language
- Focussing at appropriate developmental points on the skills of reading for different purposes and of writing in another language

Have you talked about progression and assessment?



Effective assessment practice in language learning should foster motivation, enjoyment and progress in learners.

We suggest adding the following points. Do you agree?

Language learners at all ages and of all abilities need to feel:

- a sense that they, as individuals as well as a group, are making progress
- that they can at certain points do something more than, or do it better than, they could do previously;
- this sense is intimately connected with the motivation to continue learning.

Have you talked about progression and assessment?



In the primary context this sense of progress and achievement may be exemplified through pupils' involvement

- in group or individual performance,
- in a display of work
- in enjoying the work of older or younger pupils
- as well as in more formal contexts such as tests.

Have you talked about progression and assessment?



- Assessment should be embedded in the language learning process, respecting that language development includes making mistakes, whilst also establishing high expectations for individuals.
- We suggest adding the following points.
- At some point correction of inaccuracies and errors will be necessary – especially if these are shared by a number of pupils in the class – however excessive correction is highly demotivating.

Have you talked about
progression and assessment?



Primary Teachers may wish to discuss with Secondary colleagues:

- What is it important to be accurate with, in the different years of ks2?
- What are the common misunderstandings or confusions for learners of specific languages?
- What aspects will, in any case, be further refined in later years / in secondary?

This may help define what ‘mistakes’ **need** to be addressed by the primary teacher.

- Do you have views on mistakes from this last point?

Have you tried drama in MFL?



- <http://www.dramafle.com/>
- Activités théâtrales en classe de langue (Adrian Payet)
- Tips:
 - Don't be afraid to move tables and chairs to make space in the classroom! You have 20-30 helpers to assist you in doing this.
 - Go to the hall or a bigger room if possible.
 - Link Drama with the SoW especially story telling or just as a warm up activity.

Have you tried drama in MFL ?



- These activities are best done when the class is standing in a circle:
 - 1) Present to the group.
- Pupils present themselves (Je m'appelle Bob) to the group in TL plus a silly action to make themselves memorable. The next person in the group must remember the name and action of the person before. They then present themselves in the same way – A common ice breaker.
- 2) Throw it in the bin.
- Energy release – Pupils practise counting to 10 as a class getting louder and louder. On 10 (with an action) they throw the energy into the bin. Can help calm the class.

Have you tried drama in MFL ?



3) Abdominal breathing and resonance (Calming).

- Pupils close eyes and breathe calmly. Practise saying the different sounds of the TL.

4) Imaginary ball throw with colours (Practises thinking skills)

- An imaginary ball is thrown around the class and caught. The same colour word is said each time that ball is thrown e.g bleu. Other balls of different colours can be added and pupils need follow where the balls are.

Have you tried drama in MFL ?



5) I am...

- Pupils enter into a freeze frame scene. This could be linked to a recent story read in class. Pupils enter the scene when they are ready and have an idea e.g Je suis le soleil/ Je suis le mouton/ Je suis la maison – this can be done to represent a particular story. Pupils form their body into a ‘freeze’ of the character/ object they say they are. A class freeze frame is created at the end.

6) The sculptor (e.g Levez le bras)

- One person is the model and the other the sculptor. They give instructions to the model e.g levez la main droite.....ouvrez la bouche etc until the model is in the desired (sensible or silly) position. Requires pre-teaching of necessary vocab and an example.

Have you talked about drama ?



- What other activities / games / strategies using drama techniques have you used to help your class learn, remember, use or understand language?

Have you seen: ALL Jobs Board?



- An enhanced service for language teachers and their schools, brought to you by your subject association
- *Do you need to fill a vacancy in language education? Listing your vacancy through [the ALL jobs board service](#) is a cost-effective way of reaching our 4,500 members, as well as their colleagues and informal networks at the local level. As a member, you can receive discounted rates!*

Have you seen: ALL Connect CPD resources?



- Look out in 2016 for new modules and free resources called
- KS2 Coordinator's Handbook
- Transition Toolkit (both currently being written)

- Already available and free to access:
- Grammar. Speaking, Writing, Progression, Transition
- <https://allconnectblog.wordpress.com/>

Have you seen: ALL Language Zones?



- **What are the Language Zones?**
- **These are our five online language publications (formerly printed journals): [Francophonie](#), [Deutsch Lehren und Lernen](#), [Rusistika](#), [Vida Hispánica](#) and [Tuttitalia](#), plus new and specially selected archive content - an entirely interactive and interconnected archive on language teaching practice. They also contain networking and information areas for each language: for cultural information, discussion, news and updates.**

Have you seen: ALL Language Zones?



- How do I use the Language Zones?
- **ALL has created a [Language Zones Walkthrough video](#) on YouTube to help you to find your way around, and find the articles and information that you need: it includes guidance on getting in and around the Language Zones, taking part in discussions and finding the information you need**

Have you seen: ALL Language Zones?



- **Interact with the Language Zones:** Please share your thoughts, ideas and comments on the articles and discussions, and respond to those made by others.
- **Let us know what you think!** This is your resource, and is a valuable way of sharing ideas and best practice with colleagues around the country - so please get in touch with your ideas.
- **Contribute to the Language Zones:** We're always looking for authors, peer-reviewers and resource reviewers for the Language Zones - if you would like to help, please get in touch with info@ALL-Languages.org.uk



Have you seen: All this to come?



Warwick project on Assessment c/o Bertram Richter (who spoke at Language World 2015) which includes grammar. This was funded by DfE in the same tranche as ALL Connect. More next time!

Rushy Mead project, also DfE funded?

Resources appearing on the new CiLT website: www.new-cilt.org.uk/ ?

Have you contributed?



- Thank you for getting involved in this Primary Hub meeting, arranged by volunteers.
- Please make a contribution to the cost of refreshments 😊

Have you remembered?



- Primary Languages forum
- ALL Connect training resources are available free online. Your Hub is welcome to make use of them
- The Presentations have notes to help you run the sessions and ...
- You can split them up !
- <https://allconnectblog.wordpress.com/>



What is ALL?

ALL is:

- The major professional association for teachers of ALL languages, at ALL levels, in ALL sectors;
- Run by teachers, for teachers;
- Completely independent - our sole purpose is to support and represent language teachers.



What does **ALL** do?

- Represents the interests of its members;
- Provides information and support;
- Contributes to national debates;
- Produces regular publications, such as Languages Today magazine and journals;
- Runs training courses tailored to teachers' needs;
- Runs the annual **Language World** conference.



So why join ALL?

- **To be well informed:** Up to date with news and developments from the world of languages through our magazine, journals and weekly e-newsletter.
- **To be networked:** Part of the national community of language teachers in the UK, providing support and encouragement.
- **To be adaptable:** Discovering and applying new teaching methods, resources and technologies, from other teachers eager to share their practice.
- **To be proactive:** Taking control of your own professional development, and taking advantage of the many training events on offer.
- **To be motivated:** With regular boosts of ideas and inspiration, keeping you on the top of your game, and reminding you why you became a teacher!

What will I get?

- Regular issues of Languages Today magazine;
- Copies of ALLnet, our weekly e-newsletter;
- Online access to our members' area, and electronic issues of our journals;
- Discounted or free training courses around the country tailored to your needs;
- Great special offers from our Corporate Members;
- Big discounts on delegate fees for our annual conference Language World.





Primary membership

- Heavily discounted
- Currently just £50 per year
- www.all-languages.org.uk/join/join_us/

How do I join **ALL**?

- Online – at www.all-languages.org.uk;
- By telephone – on **0116 229 7600**;
- By email – to info@all-languages.org.uk;
- By post – to:

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University Road, Leicester LE1 7RH.





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LANGUAGES FOR
ALL



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