

## NEWS FROM THE UK

### Home, Heritage and Community Languages: Multilingualism Moves Centre Stage

The publication of the **Language Trends England 2026** survey provides encouraging evidence that home, heritage and community languages (HHCLs) are becoming increasingly recognised as an important part of languages education in England. While the report continues to identify challenges around language uptake and equitable access to language learning, it also highlights significant progress in the way schools value and promote multilingualism.

One of the most positive findings is the growing recognition of pupils' home languages. More than **80% of schools** who contributed data, reported that they integrate pupils' home, heritage and community languages into school life in some way. Schools described a wide range of approaches, from celebrating the languages spoken by their pupils through displays, assemblies and cultural events to drawing on these languages within classroom learning. These practices help to affirm pupils' identities and demonstrate that linguistic diversity is an asset for the whole school community.

The survey also reveals a marked increase in schools promoting multilingual awareness beyond the teaching of a single modern language. In 2025, fewer than half of responding schools (47.8%) reported offering programmes that foster broader multilingual awareness. In the 2026 survey, this had increased to **around two-thirds of schools**. Respondents described creating whole-school cultures that celebrate linguistic diversity, integrating language learning across the curriculum, incorporating home, heritage and community languages into discussions about language and culture, and offering clubs and enrichment activities that encourage multilingualism beyond the classroom.

Moreover **93% of the state secondaries** included in the report offer pupils the opportunity to take GCSEs in their HHCL, with 79% paying the exam fee. Some schools also reported collaborating with local supplementary schools to prepare pupils for the exams.

These findings reflect a broader shift in national thinking. The report highlights the growing importance of international partnerships in helping young people develop global perspectives and intercultural understanding.

For those working in home, heritage and community language education, these developments are particularly significant. Community language schools, families and mainstream schools all have an important role to play in supporting children's multilingual development. The survey suggests that increasing numbers of schools are recognising HHCLs as valuable educational, cultural, and social resources.

This changing landscape presents exciting opportunities for closer collaboration between mainstream schools and community language providers. By celebrating multilingual identities, creating meaningful opportunities for pupils to use their full linguistic repertoire and recognising the contribution of home, heritage and community languages to learning and wellbeing, schools can build more inclusive environments.

The message from *Language Trends England 2026* is clear: multilingualism is no longer a peripheral issue. It is increasingly recognised as central to preparing young people for life in a diverse, interconnected world, and home, heritage and community languages are an essential part of that vision.



**National Consortium  
for Languages Education**

**Languages - defining today, transforming tomorrow**

## **Home, Heritage and Community Languages: A Growing National Conversation**

There is growing recognition across England that home, heritage and community languages (HHCLs) are a vital part of our national linguistic landscape. They enrich children's identities, strengthen family and community connections, and provide an invaluable foundation for learning additional languages. Increasingly, they are also being recognised as an important element of high-quality languages education.

This vision is reflected in the latest developments from the National Consortium for Languages Education (NCLE). As the NCLE expands its work for 2026–27, it is introducing two new National Priority Project strands focused on **Intercultural Learning** and **Human-Mediated AI in Language Learning**. These projects invite schools to explore innovative approaches to language education while ensuring that research, teacher expertise and pupil engagement remain at the centre of practice.

The new Intercultural Learning strand is particularly relevant for those working with home, heritage and community languages. It encourages schools to move beyond fixed ideas of culture and instead draw on the rich linguistic and cultural knowledge that pupils bring to the classroom. Leads in schools will develop their own context

driven projects in partnership with experts at the NCLE considering intercultural learning, intercultural communication and intercultural pedagogies.

---

## Erasmus+

The UK is rejoining Erasmus+ in 2027 with the British Council appointed as the national agency. Applications open in November and close in February/March, with results expected in late June/early July and activity starting autumn term of the 2027 academic year.

Plans around the running of the UK system are underway, and the HHCL Group is discussing the potential for supplementary / complementary schools to make an application, maybe in collaboration with a mainstream school. Watch this space!

You can find other resources and links on the theme of Erasmus+ at the foot of this page:

<https://www.all-languages.org.uk/collaborations/>

in the section called **Erasmus+ Getting going!**

---

## Coventry Schools Language Policy Framework Launch

Coventry's commitment to celebrating and supporting linguistic diversity will take another significant step forward on **Monday 12 October 2026**, with the launch of the **Coventry Schools Language Policy Framework** at an event at Coventry Cathedral.

This special event will bring together educators, local authority representatives, higher education partners and school communities to celebrate the collaborative development of the new framework, which has been shaped through collaborative multi-agency working. The framework reflects a shared commitment to ensuring that every language spoken by Coventry's children is recognised as a strength that enriches learning, inclusion and community life.

Coventry is a proudly diverse and multilingual city, with more than **100 languages** spoken by pupils across its schools. The new framework builds on Coventry's long-standing commitment to languages. Since its launch in 2020, the City of Languages initiative has united schools, universities, linguists and businesses to champion multilingualism and promote the value of languages in education, culture and the economy. Coventry's Ethnic Minority Achievement Service (EMAS) has also played a vital role for more than 40 years, supporting multilingual learners and their families and the current team of over 63 Multilingual Education Assistants speak between them 41 languages and dialects. As Coventry continues to welcome families from around the world, EMAS has expanded its expertise to include Ukrainian, Russian, Arabic, Pashto and Dari, ensuring schools are equipped to support newly arrived children and those seeking sanctuary.

The event will celebrate the collective work behind the framework and showcase Coventry's leadership in multilingual education, drawing on the expertise of initiatives such as City of Languages and the long-established Ethnic Minority Achievement Service (EMAS) at Coventry Local Authority.



ALL is a membership association for teachers of languages; we have added to our regular magazine publication ***Languages Today*** a special edition in 2026 which celebrates the work of the Supplementary / Complementary Schools in a series of bilingual case studies, and other advocacy-oriented articles.

Currently a SAMPLER of this magazine is available for free download from the HHCL webpage: <https://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/>

but the complete magazine should follow very soon from the same place, once our regular designer has completed work. This will also be freely downloadable by anyone interested.

**The school stories in the Sampler or the full magazine come from:**

Polish School, London

Spanish School, Nottingham

Arabic School, Bristol

Greek School, Coventry

Chinese School, London

Teit Ethiopian Orthodox Tewahedo Supplementary School, London (Amharic)

Romanian School Ștefan cel Mare, Kent

Oshwal Association of UK NW Gujarati School

Polish School, Cambridge

Spanish School, Cardiff

Paiwand Afghan Association, London (Pashto / Dari)

Rustam School, London (Farsi)

Sabia Duvida School, London (Portuguese)



We hope this will help raise awareness of the work of our colleagues in this sector, and encourage those in other sectors to build bridges with them. We would much appreciate it if you can help by circulating news of this project, or the link for the download: <https://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/>

---

### **Special membership offer for teachers in the supplementary / complementary/out of school sector**

Alongside this project ALL has launched a very special ALL membership offer to those teaching a language in the Supplementary / Complementary / Out of School sector.

ALL welcomes members teaching all languages – our members learn from each other and develop their professional knowledge and skills. Our languages and sectors all have their own individual issues of course, but we all have so many interests in common!

### **ALL invites teachers in the supplementary / complementary sector, or their school, to join our community of teachers of languages at a very special membership rate**

- Add your voice to the Association which represents teachers of all languages
- Get access to the weekly ALLNet e-newsletter curated for language teachers
- And to the Association's renowned academic publication *Language Learning Journal* online
- And to our termly magazine *Languages Today* in a digital format online
- Discover the annual Language World Conference at a discounted member rate
- Develop your skills as a speaker or writer: explore, and contribute to, the ALL website, and / or one of our regular webinars or events
- Raise the profile of your own language(s).

We know that many teaching in the Supplementary / Complementary / Out of School sector are volunteers, working on behalf of communities and families often for no pay, and for this economic reason the ALL Board offers:

Individuals teaching *solely* in supplementary/complementary schools / out of school settings **our lowest annual membership rate of £27.50 per year**

Additionally we offer a group membership to cover all of the language teachers in the same school **at our lowest group membership of £50 per year.**

Details are all available on the **Join** page of the ALL website:

<https://www.all-languages.org.uk/join/become-a-member/>



## HHCL webpage

This page is hosted by the Association for Language Learning (ALL) on behalf of the Advocacy Steering Group.

<https://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/>

Content for this page is welcome and can be sent to [steven.fawkes@ALL-Languages.org.uk](mailto:steven.fawkes@ALL-Languages.org.uk)

A reminder that recordings of the HHCL webinars are hosted on this page, and open to all, in the section **Recent events**. Suggestions of content for future webinars (usually inputs of c 15-20 minutes of general interest to teachers of languages, but sometimes focused on a single language) can also be sent to Steven, along with contacts to recommended individual speakers.

## New ALL webpage for learners

<https://www.all-languages.org.uk/languages-for-living/>

This page is for the use of students at school, or teachers wishing to share with their students (especially in Sixth Form, in Key Stage 4 and at Options time in Key Stage 3) ideas about the relevance and usefulness of a language **in personal life, as well as in future study, and/or in a range of future careers**.

Its subtitle is Real Stories, Real Futures and we would welcome stories from your own alumni. They can be sent to [steven.fawkes@ALL-Languages.org.uk](mailto:steven.fawkes@ALL-Languages.org.uk)

**Languages for living** is work in progress and we would welcome your suggestions and ideas – especially for the section for multilingual young people. We really want to encourage them to maintain their languages as long as they can!

The page also suggests some specific interests that students might like to take further:

**Cultural exploration**

**Historical exploration**

**Geographical exploration**

**Touristic exploration**

If you know of other links like these you think are worth sharing, please send them to [info@ALL-Languages.org.uk](mailto:info@ALL-Languages.org.uk) with the title 'Languages for Living'.

## The Languages Gateway (TLG)

This resource consists principally of a directory of links to languages-related information around the UK. <https://www.thelanguagesgateway.uk/>

If you have information about you on language to share, you can find details of the requirements and the process on this page:

<https://www.thelanguagesgateway.uk/our-selection-criteria/>

TLG also hosts a Blog with languages-related think pieces:

<https://www.thelanguagesgateway.uk/blog/>

---

## Important Updates for Polish Language Education Worldwide

*News, free resources and professional development for teachers of Polish as a heritage, community and additional language*

**Ramy programowe (Curriculum Framework) — a new shared standard for teaching Polish worldwide**

The newly published *Ramy programowe polonijnej edukacji językowo-kulturowej* (Curriculum Framework for Polish Diaspora Language and Cultural Education) provide a modern, shared framework for teaching Polish as a heritage, community and additional language across the world.

The documents are designed to support schools, teachers, authors of teaching materials and educational leaders in planning high-quality Polish language provision that responds to the needs of children and young people growing up outside Poland. The framework brings together current research, classroom practice and the experience of Polish community schools worldwide.

The framework is particularly significant because it offers a common point of reference for curriculum planning, teaching materials, assessment, teacher development and long-term quality assurance in Polish language education abroad. According to the official Instytut Rozwoju Języka Polskiego (Institute for the Development of the Polish Language) page, the materials consist of two main parts and an accompanying implementation guide.

**Download the documents:**

1. *Ramy programowe... – Część I: Założenia i strategie dydaktyczne* (Part I: Principles and Teaching Strategies). Language: Polish. [PDF](#)
2. *Ramy programowe... – Część II: Rozwiązania metodyczne i programowe* (Part II: Methodological and Curriculum Solutions). Language: Polish. [PDF](#)
3. *Przewodnik po modelu polonijnej edukacji językowo-kulturowej* (Guide to the Model of Polish Diaspora Language and Cultural Education). Language: Polish. [PDF](#)

**Full Gov.pl page:** <https://www.gov.pl/web/irjp/materialy-do-pobrania-ramy-programowe-polonijnej-edukacji-jezykowo-kulturowej>

## Free educational materials for Polish language teaching

The Instytut Rozwoju Języka Polskiego (Institute for the Development of the Polish Language) has also made available free educational materials supporting the teaching of Polish as a heritage and foreign language.

The resources include teaching packages for children, teenagers and adults, as well as additional educational cards and methodological materials. They are currently available in PDF format, with the intention that they will later be made available through *Zintegrowana Platforma Edukacyjna* (Integrated Educational Platform).

### The currently listed packages include:

- **Mamy to!** (*We've got this!*) — for older children aged 10–14, level A2. Includes a content package and an exercise package.
- **Polski na luzie!** (*Chilled Polish!*) — for young people aged 15–18, level A1. Includes a content package and an exercise package.
- **Polubisz polski** (*You'll like Polish*) — for adults aged 18+, level A1. Includes a content package and an exercise package.
- **Korzenie i skrzydła** (*Roots and Wings*) — for children, young people and adults, level A1. Includes educational cards, pronunciation-support cards, project cards and a methodological guide for teachers.

To access the materials, users complete a short online form. After submitting the form, they receive an email with further instructions.

**Main educational materials page:** <https://www.gov.pl/web/irjp/materialy-edukacyjne-irjp>

### Form (people working in Polish community schools):

[https://forms.office.com/pages/responsepage.aspx?id=15\\_po7vrqEOslagHBna5\\_QVDLD9EOWBMkN7GNesQ6PtUNkhLWIdJNEIaUjRENzq2SDdHUVFBUUZRS4u&route=shorturl](https://forms.office.com/pages/responsepage.aspx?id=15_po7vrqEOslagHBna5_QVDLD9EOWBMkN7GNesQ6PtUNkhLWIdJNEIaUjRENzq2SDdHUVFBUUZRS4u&route=shorturl)

### Form (people not working in Polish community schools):

[https://forms.office.com/pages/responsepage.aspx?id=15\\_po7vrqEOslagHBna5\\_QVDLD9EOWBMkN7GNesQ6PtUQ0ozWU82MVQxWkdZR1YzUDZPVzBWU1JQWi4u&route=shorturl](https://forms.office.com/pages/responsepage.aspx?id=15_po7vrqEOslagHBna5_QVDLD9EOWBMkN7GNesQ6PtUQ0ozWU82MVQxWkdZR1YzUDZPVzBWU1JQWi4u&route=shorturl)

*Regulamin korzystania z materiałów edukacyjnych IRJP* (Terms and Conditions for Using the Educational Materials). Language: Polish. [PDF](#)

## Free GCSE and A-level Polish resource bank

We are also pleased to share the growing free resource bank for GCSE Polish and A-level Polish prepared by **Eliza Orzeszkowa Language School in London**.

The page brings together free materials, textbooks and examination guides for students, parents, teachers and mainstream schools supporting candidates preparing for GCSE Polish (AQA 8688) and A-level Polish (AQA 7687). The resource bank includes official specifications, examination guidance, academic articles, free textbooks and teacher-support resources.

### It includes separate sections for:

- **GCSE Polish — AQA 8688:** free specifications, guides, articles and textbooks supporting preparation.
- **A-level Polish — AQA 7687:** free specifications, exam guides, academic articles, student textbooks and teacher guides.

This resource bank may be particularly useful for MFL departments, examinations officers, Polish community schools, private tutors, parents and independent candidates looking for reliable, accessible and free support materials for Polish language examinations in the UK.

**Resource bank:** <https://orzeszkowaschool.org/en/examinations/>

### Support from Polish Language Hub

Schools, MFL departments, parents and individual learners who would like support with Polish GCSE or A-level preparation are warmly invited to contact **Polish Language Hub** at Eliza Orzeszkowa Language School.

Polish Language Hub offers specialist support for GCSE Polish and A-level Polish preparation. The provision includes GCSE speaking exam delivery, marking of mock examinations with detailed developmental feedback, one-to-one tuition, online group lessons, on-site support for schools and face-to-face teaching at the Stratford location. The Hub works with headteachers, MFL departments, individual students and parents to provide academically strong, carefully structured support that builds linguistic confidence, improves examination technique and supports excellent outcomes.

**For enquiries, please contact:** [plh@orzeszkowaschool.org](mailto:plh@orzeszkowaschool.org).

---

## INTERNATIONAL NEWS



# FOHLC Europe

Forum of Heritage Language Coalitions in Europe

The purpose of FOHLC Europe is to bring together umbrella organizations, associations, coalitions, and networks of heritage language (HL) programs, as well as the leaders, managers, and teachers of HL programs in Europe. We have organized four free, online conferences, always in November: [2021](#), [2022](#), [2023](#), [2024](#).

After a one-year-break, FOHLC plan to continue organising this event! Our next conference is scheduled for **November 4 and 5, 2026** (17:00 - 20:00 each day London time), with the general theme of Professionalisation and the title:

**“Making It matter: How to build recognition and professionalization in heritage language education.”**

Areas that will be considered during the conference will include amongst others, management accountability, professional development of teachers, networks, coalitions, collaborations, valid textbooks and materials, reliable assessment of learners, representation of heritage language schools, recognition and certification of learner competence, proficiency and skills, activism and child safety.

It is important to keep in mind that **it is not an academic conference**, but a place where scholars, professionals, or practitioners translate their work into practical tips and advice.

---

### **Co-editors on behalf of HHCL Advisory Group**

Steven Fawkes      [steven.fawkes@ALL-Languages.org.uk](mailto:steven.fawkes@ALL-Languages.org.uk)

Clare Allison      [clare.allison@ucl.ac.uk](mailto:clare.allison@ucl.ac.uk)