

Languages Feedback Prompts

Please refer to the Languages section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

National Curriculum KS2:

When teaching KS2, reference should be made to the aims of the National Curriculum for Languages, specifically to develop speaking, listening, reading and writing skills in the target language.

For Associate Teachers placed in **KS1 or EYFS** the focus is likely to be on speaking and listening using games, songs, rhymes and/or story, as appropriate.

Languages Subject Knowledge:

As non-specialists in a particular language (eg. Associate Teachers may have Spanish GCSE, but are teaching French on placement), they have been taught strategies that they can use, alongside resources in schools, regardless of the language being taught. These are intended to be supported by schemes of work with audio and visual resources, either paper based or online. For schools without their own scheme of work, the Associate Teachers can use the BCU access to **Language Angels**, for French, Spanish or Italian teaching. Associate Teachers have been provided with a password for this scheme whilst studying on the course. Associate Teachers must learn the key vocabulary and phrases that they will be teaching prior to teaching in the target language. This should be evident in planning and teaching.

Substantive Knowledge:

The associate teachers should have secure subject knowledge of planning, delivering (by phase 1), and assessing FL (by phase 2 & 3) through using 3 stages of planning - presentation, practice and production to develop oracy and literacy skills over a sequence of learning. The '3 Pillars' – phonics, vocabulary and sentence level (grammar) work, that support progression, should also be considered within their planning and lesson delivery over a sequence of lessons.

Procedural knowledge:

Associate Teachers are taught how to model the target language and use a range of strategies to enable children to practise the language being taught. Associate Teachers recognise the need to recap and review key vocabulary/phrases frequently for the language to become embedded in their long term memory- 'Little and Often' approach. They know that songs, games, stories and task-based learning support engagement and reinforce taught language. The importance of retrieval, repetition, and restructuring language through contextual, engaging sentence work to support long term memory is emphasised.

The following prompts have been created drawing from a range of research informed practice, including the OFSTED Research Review for Languages (2021).

Key Idea:	What to look for
Recapping prior learning	<ul style="list-style-type: none"> ➤ Are the children clear about the learning intentions and how these link to prior learning (where relevant)? ➤ Do they revisit prior learning through recall of vocabulary and/or phrases? ➤ What opportunities are pupils given to interact using the target language from prior learning?

Introducing new vocabulary, phrases, sentences	<ul style="list-style-type: none"> ➤ Is the new language introduced using aural and visual or action prompts? ➤ Does the Associate Teacher model the language several times, or use audio prompts through audio/ video, <i>especially where not confident with the language</i>)? ➤ Do the children have opportunities to hear and repeat new language several times (e.g. <i>using drill / my turn your turn, different tones, volumes etc.</i>)? ➤ Is phonetical awareness raised when introducing new words (eg. <i>can you remember how this grapheme is pronounced in Spanish</i>)? ➤ Is grammatical awareness raised when introducing new sentences (eg. <i>adjective comes after the noun/ these are masculine nouns and these are feminine nouns</i>)? ➤ Are there opportunities for pupils to explore meta-cognitive strategies to help with recall (eg. <i>Action association, similar known words</i>)? ➤ Is new vocabulary presented in context of phrases or sentences once learned? (<i>importance of using sentences with high frequency verbs for novice learners</i>)? ➤ Where relevant, are there opportunities to raise cultural awareness to the country, or countries, where the language is spoken?
Practice and production of the target language	<ul style="list-style-type: none"> ➤ Does the Associate Teacher explain/ model the task/s effectively? How? ➤ What resources are used that scaffold the target language practice? (eg. word banks/ scripts etc.) ➤ How do the children collaborate with each other to practise the language (talk partners/ group work, recording devices etc)? ➤ Do pupils have plenty of opportunities to produce spoken language themselves? ➤ Do the pupils (where appropriate) have opportunities to read and write in the target language? (<i>This could be word level or sentence level</i>) ➤ Does the reading and writing support speaking and listening?
Adaptive teaching in Languages	<ul style="list-style-type: none"> ➤ How does the organisation eg. variety of group activities – whole class, small groups/pairs – and individual work support practice, retention and recall? ➤ What adaptive teaching strategies are used for all children? ➤ What interventions and feedback are given to support individuals or groups? ➤ How does the Associate Teacher use other adults within the lesson effectively?
Assessing learning and progress in Languages	<ul style="list-style-type: none"> ➤ Does the Associate Teacher assess starting points for all pupils? ➤ What assessment for learning strategies does the teacher use to support progress? ➤ How does the Associate Teacher address any misconceptions that occur? ➤ How do the children assess their own learning and progression?
<p>Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)</p> <p>E.g. To include opportunities for children to practise saying the phrases being taught to develop fluency by speaking in pairs with a script or prompt sheet.</p>	