

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 (AT) has learned at in university.

Curriculum Frameworks: ATs are aware that the expectations of the National Curriculum (2013) mean placement schools could be teaching any ancient or modern language which they are non-specialists in. For schools without their own scheme of work, the ATs are recommended to look at Rachel Hawkes' scheme.

Languages Subject Knowledge: ATs should have secure subject knowledge of planning, delivering (phase 1), and assessing FL (phase 2 & 3) through presentation, practice and production of the target language. The Research Review for Languages (2021) (and its emphasis on phonics, vocabulary and grammar) should also be considered within their planning and lessons. ATs are taught how to model the target language and use a range of strategies such as games, songs, stories and task-based learning alongside the 'Little and Often' approach. Retrieval, repetition, and restructuring language through contextual, engaging sentence work to support long term memory is accentuated. In KS2, reference should be made to the aims of the National Curriculum for Languages. In KS1/EYFS: the focus is likely to be on speaking and listening as appropriate.

The following prompts are designed to support in giving subject-specific feedback and are informed by current curriculum documentation and The Research Review for Languages (2021).

Key Idea	What to look for
Recapping prior learning	➤ Do they revisit prior learning through recall of vocabulary and/or phrases? how these link to prior learning (where relevant)? ➤ What opportunities are pupils given to interact using the target language from prior learning?
Introducing new vocabulary, phrases, sentences	➤ Is the new language introduced using aural and visual or action prompts? ➤ Is there repetition of modelled language? ➤ Is phonetical awareness raised when introducing new words ➤ Is grammatical awareness raised when introducing new sentences ➤ Is new vocabulary presented in context of phrases or sentences once learned? ➤ 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	➤ Does the Associate Teacher explain/ model the task/s effectively? How? ➤ What resources are used that scaffold the target language practice? (eg. word banks) ➤ 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? ➤ Does the reading and writing support speaking and listening?
Adaptive teaching in Languages	➤ Are there varied opportunities to practise the Target Language e.g. whole class, small groups/pairs and individual work? ➤ What adaptive teaching strategies are used for all children?
Assessing learning and progress in Languages	➤ Do feedback and assessment methods consider the subject-specific need to develop self-efficacy?
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) how will this be achieved (what actions are needed?) 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.	

