

# Thames West Language Hub Launch



Funded by:



Department  
for Education

Delivered by:



IOE - Faculty of  
Education and Society

In partnership with:



In partnership with:



# **Welcome- Dame Alice Hudson**

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## Who are you?

Céline Abelard and Irene **Barnhill school**  
 Alex Noone **Cardinal Wiseman**  
 Nadine Chadier **St Jerome Bilingual French school**  
 Lola Garcia **Dormers Wells**  
 Kieran McKevitt **Twyford CofE High School**  
 Rébecca Triboulet **Chiswick High School**

Marina Calín sánchez **Nower Hill High School**  
 Kirsten Guest- **Springwest Academy**  
 Antonia Corchero- **Oak Wood High School**  
 Victoria Maiquez-Munoz **Chelsea Academy**  
 Josie Lyon **Ada Lovelace CofE High School**  
 Emily Lewis **William Perkin CofE High School**



Ada Lovelace - Lead School  
(Secondary)



Chelsea Academy - Partner  
School (Secondary)



Christ the Saviour - Affiliate  
School (Primary)



Nower Hill - Partner School  
(Secondary)



St Jérôme - Affiliate School  
(Primary)



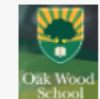
Barnhill Community High  
School - Partner School  
(Secondary)



Chiswick School - Affiliate  
School (Secondary)



Dormers Wells - Affiliate  
School (Secondary)



Oak Wood - Partner School  
(Secondary)



Twyford - Affiliate School  
(Secondary)



Cardinal Wiseman - Affiliate  
School (Secondary)



Christ the Saviour - Affiliate  
School (Primary)



Ealing Fields - Affiliate  
School (Secondary)



Springwest Academy -  
Partner School (Secondary)



William Perkin - Affiliate  
School (Secondary)

# Institutional Family



Twyford  
CofE  
Academies Trust



Twyford  
CofE  
High School



William Perkin  
CofE  
High School



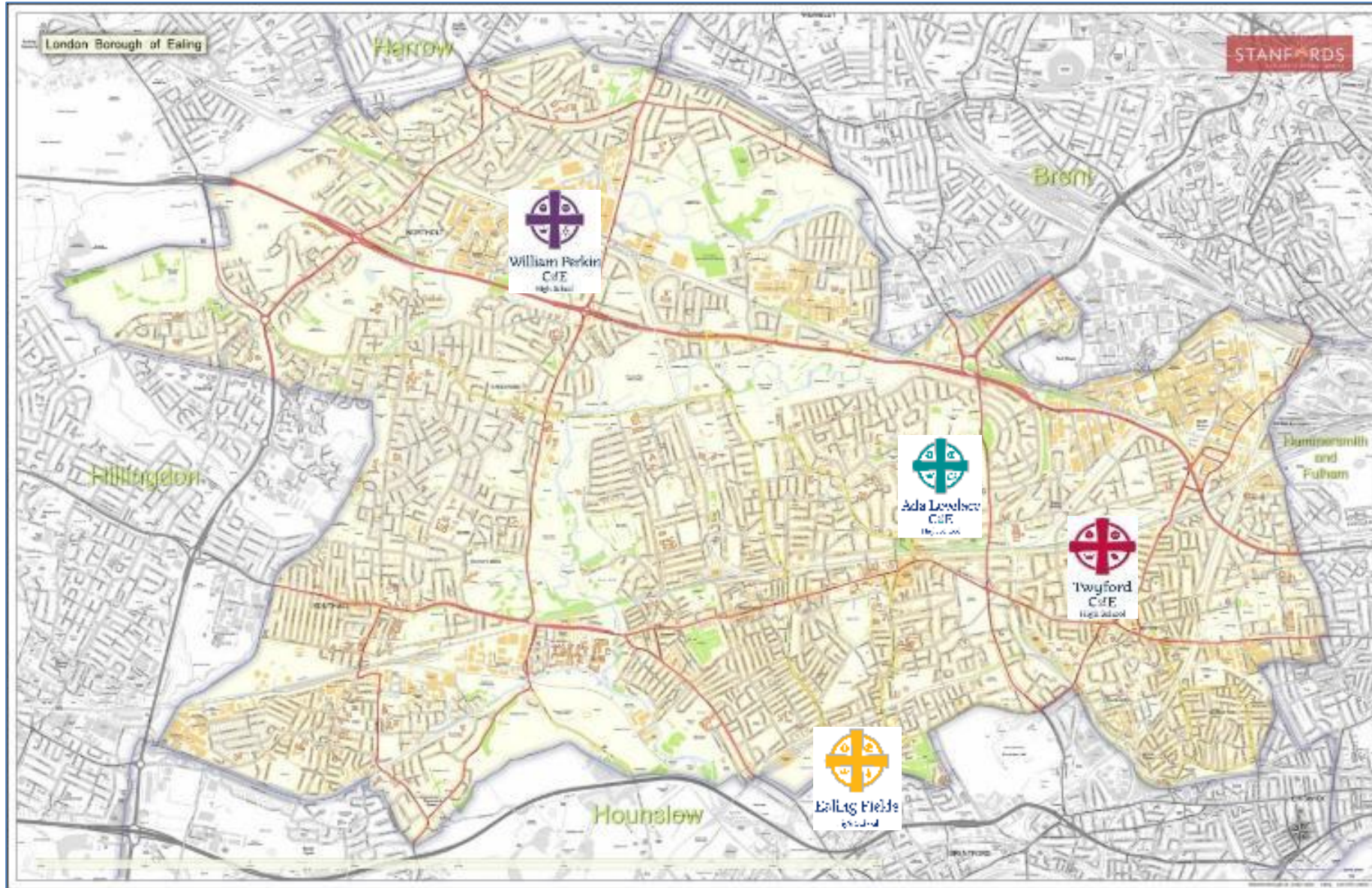
Ealing Fields  
High School



Ada Lovelace  
CofE  
High School



# Close Geographically



# Trust Values



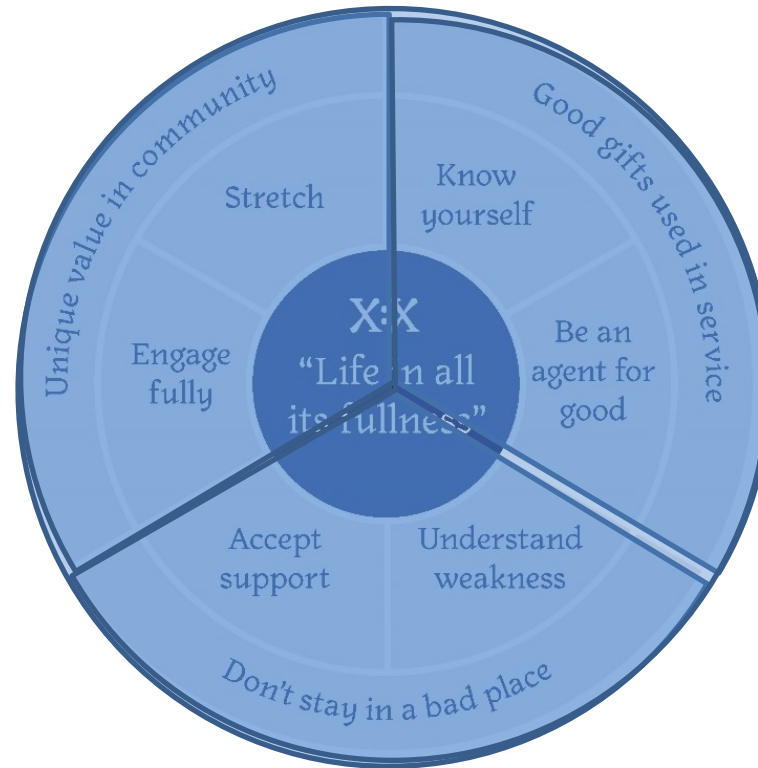
*"I have come that you may have life and have it to the full" – John 10 v 10*

# Key Principles

## Outward-looking

- We seek to have an impact beyond the immediate
- Collaborative
- Student progression as well as progress
- Service to others

***'Community above the individual'***



## Positive & purposeful

- Self-directing
- HIGHEST of expectations
- Positive reinforcement
- Skills focussed
- Able to be still & Self aware

***'Human potential to do & be good'***

## Committed to improvement

- Purposeful self review
- Humility in noticing the EBIs
- Training & mentoring
- Bronze/Silver/Gold & Core/Higher/Adv
- Little things matter

***'Strive for perfection accept imperfection'***

*"I have come that you may have life and have it to the full" – John 10 v 10*



# Key Principles – Confidently Christian

## Restoration



## Creation



## Redemption

## Fall





# Key Principles

## Systematic

- Co-ordinated
- Consistent
- Coherent
- Small things matter

***'Let the system take the strain'***

**Accentuate the positive... eliminate the negative ... Don't mess with Mr In-between**

**Delivered systematically at all levels !**



# Systems in practice

Staff/Student Email

Microsoft Teams

Calendar



Ethos



Curriculum



Assessment



Wider Learning



Pastor

Choose a subject:

Art

Computing

Drama

English

Ethics

Geography

History

Mathematics

MFL

Music

Physical Education

Religious Studies

Science

Year 8 into 9 Options

Art & Digital Design

Computing

English

Geography

History

Mathematics

MFL

Music

Physical Education

Religious Studies

Science

## Curriculum & assessment overview Maths Year 7

### Curriculum aims:

The Maths curriculum in Year 7 aims to build on the content and skills developed at primary school. The curriculum is structured in three tiers – Core, Higher and Advanced – to enable all students to have the right level of stretch and challenge. Students studying the advanced curriculum cover content, through the units described below, that develop skills allowing them to achieve a grade 6 GCSE level of understanding of the content covered by the end of year 7.

### Curriculum content and skills:

- Unit 1: Calculation
- Unit 2: Types of Number
- Unit 3: Introduction to Algebra
- Unit 4: Fractions, Decimals and Percentages
- Unit 5: Solving Equations
- Unit 6: Ratio and Proportion
- Unit 7: Introduction to Geometry
- Unit 8: Data Handling and Averages

The different units will include the development of key mathematical skills from using and applying standard techniques, reasoning, interpreting and communicating mathematically to solving problems within mathematics and in other contexts. At an advanced tier, students should be able to perform multistep procedures effectively, construct chains of reasoning, interpret and communicate complex information effectively and start to generate strategies to solve complex mathematical problems. Students will also be expected to use and interpret notation correctly, assess the validity of an argument and evaluate a particular method or argument.

### Assessment overview:

Units/Topics	SAH	Q1 assessment	Q2 assessment	Q3 assessment	Q4 assessment
Calculation	End of unit test, SW				
Types of Number	End of unit test, SW				
Introduction to Algebra	End of unit test, SW				
Fractions, Decimals and Percentages	End of unit test, SW				
Solving Equations	End of unit test, SW				
Ratio and Proportion	End of unit test, SW				
Introduction to Geometry	End of unit test, SW				
Data Handling and Averages	End of unit test, SW				
ADs assessed in each quarterly assessment:		A01: 50% A02: 25% A03: 25%	A01: 50% A02: 25% A03: 25%	A01: 50% A02: 25% A03: 25%	A01: 50% A02: 25% A03: 25%

See how others see this page: View student view | View parent view (These links open in new windows/tabs.)



Attainment 8 and Progress 8

Measure	Target Grade	FFT5 Target	FFT20 Target	Current Grade	Actual
Progress 8 score (2019 est. *)	+5.0	+6.3	+6.1	+6.1	-1.5
Attainment 8 score	7.3	7.8	7.6	7.6	0

The right path chart displays information drawn from progress grades for subjects in the current academic year. If these subjects are linked to subjects in previous academic years, information is drawn from those subjects too.

## Twyford CE Academies Trust - Trust Results Summary 2021-2022

Ada Lovelace C of E High School

School	Subject	Yr 7			Yr 8			KS3			Yr 9			Yr 10			Yr 11			KS4		
		% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	
AL	English	68%	67%	74%	61%	59%	60%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	
AL	Mathematics	77%	80%	79%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	
AL	Science	68%	67%	77%	63%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	
AL	Humanities	88%	81%	75%	79%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	
AL	Languages	96%	84%	89%	86%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	
AL	Other subjects																					
AL	Overall	84%	72%	78%	78%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%		

Edling Fields C of E High School

School	Subject	Yr 7			Yr 8			KS3			Yr 9			Yr 10			Yr 11			KS4		
		% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	
EF	English	73%	60%	59%	67%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%		
EF	Mathematics	75%	57%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%		
EF	Science	66%	76%	71%	73%	55%	59%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%		
EF	Humanities	79%	65%	64%	63%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%		
EF	Languages	99%	87%	92%	88%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%		
EF	Other subjects																					
EF	Overall	79%	60%	69%	64%	47%	47%	47%	47%	47%	47%	47%	47%	47%	47%	47%	47%	47%	47%			

Twyford C of E High School

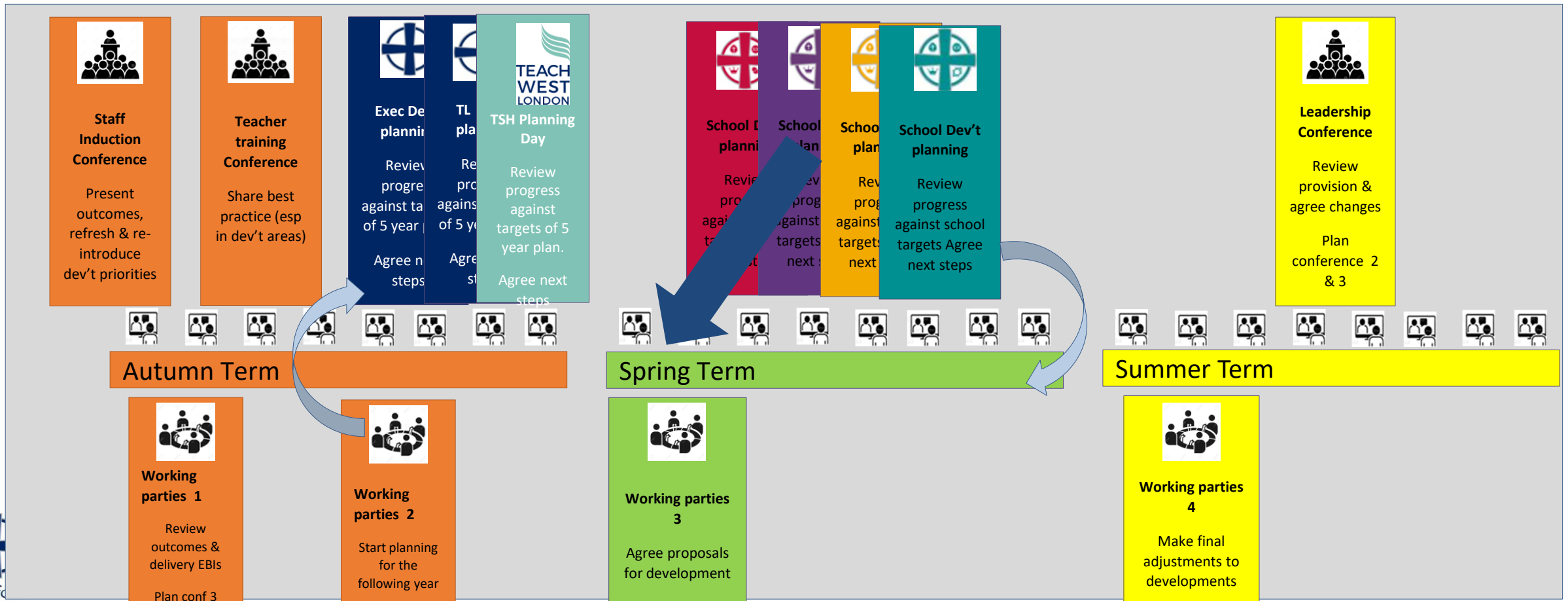
School	Subject	Yr 7			Yr 8			KS3			Yr 9			Yr 10			Yr 11			KS4		
		% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On		
TWY	English	68%	60%	56%	59%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%			
TWY	Mathematics	71%	70%	70%	57%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%			
TWY	Science	78%	74%	76%	75%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%			
TWY	Humanities	79%	66%	73%	69%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%			
TWY	Languages	87%	89%	92%	70%	54%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%			
TWY	Other subjects																					
TWY	Overall	78%	70%	74%	61%	57%	50%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%				

William Perkin C of E High School

School	Subject	Yr 7			Yr 8			KS3			Yr 9			Yr 10			Yr 11			KS4		
		% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On	% On			
WP	English	79%	62%	70%	66%	53%	49%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%				
WP	Mathematics	65%	65%	61%	61%	49%	49%	49%	49%	49%	49%	49%	49%	49%	49%	49%	49%	49%				
WP	Science	65%	75%	70%	77%	57%	59%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%				
WP	Humanities	78%	63%	70%	57%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%				
WP	Languages	94%	80%	86%	58%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%				
WP	Other subjects																					
WP	Overall	77%	67%	72%	61%	50%	46%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%					

# Joint Planning & Developments

- **Trust consultants / co-ordinators** (*Trust leads & Specialists*)
- **Working Parties** (*T&L, Pastoral SMSC & Curriculum & Assessment*)
- **Conferences** (*Leaders / Induction / Teaching & Learning*)



"I have come that you may have life and have it to the full" – John 10 v 10

# Clear frameworks – a climate for collaboration

## Autonomy

Schools encouraged to innovate through ethic of self review - fuelling improvement

Adaptive teaching

Successful pilots presented to working groups

# Collaboration

Trust co-ordinators

- Alice/Head of Teaching School / Trust Chaplain/
  - Heads of Trust Sport/Music & S
  - Subject leads

Trust service providers

- Finance/ HR / IT /Governance /Compliance & Facilities

Common Forums

- 3 Trust working groups
- 2 Staff conferences

## Control

Executive Decisions

Single policies

Common reporting & KPIs

Common Assessments  
(from common curriculum map)

Common frameworks  
(Pastoral /Staff development/  
Progression)

Commons systems

Shared staff training



*"I have come that you may have life and have it to the full" – John 10 v 10*



# Advantages of Collaboration

- Commonly high standards
- Shared curriculum & assessments
- Shared pastoral systems, expectations & support
- Positive competition! (Trust Sports Day / B-team tournaments etc.)
- **Joined up approach to 11-18 progression**
  
- Shared teacher training
- Promotion opportunities for best staff
  
- Increased capacity: back office / SEN & music services
- Greater opportunities to support wider learning

## **Shared MFL trips & Exchanges**

Interschool debates

Shared IAG opportunities



# Developing teachers



A well designed system ..

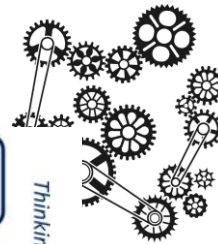
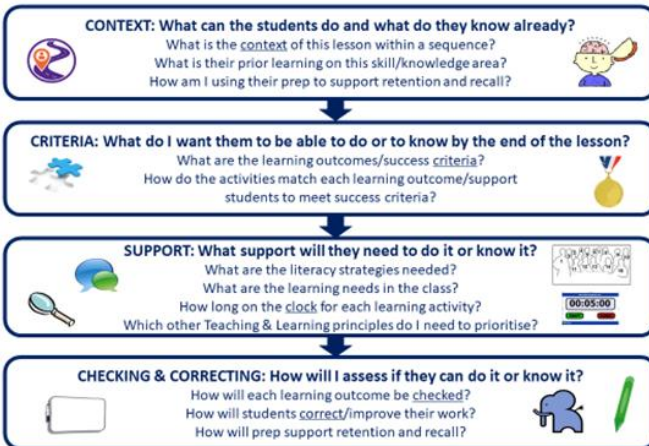
Used with understanding

Used creatively

## Growing Community



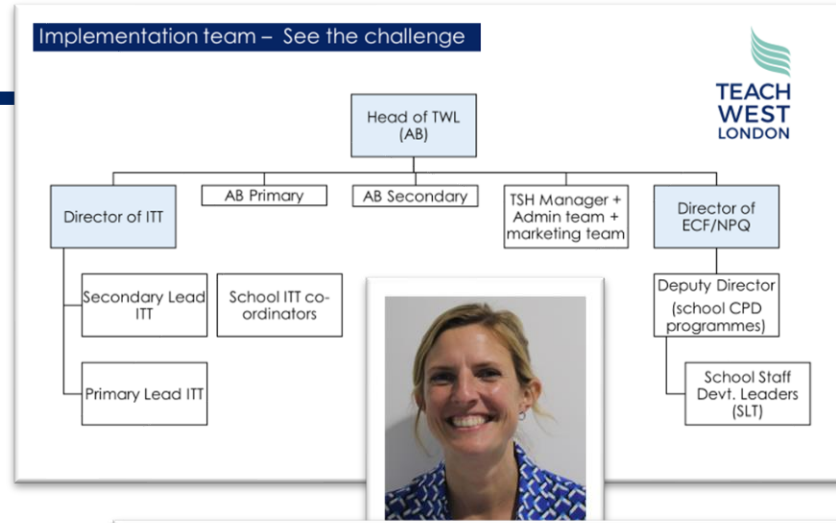
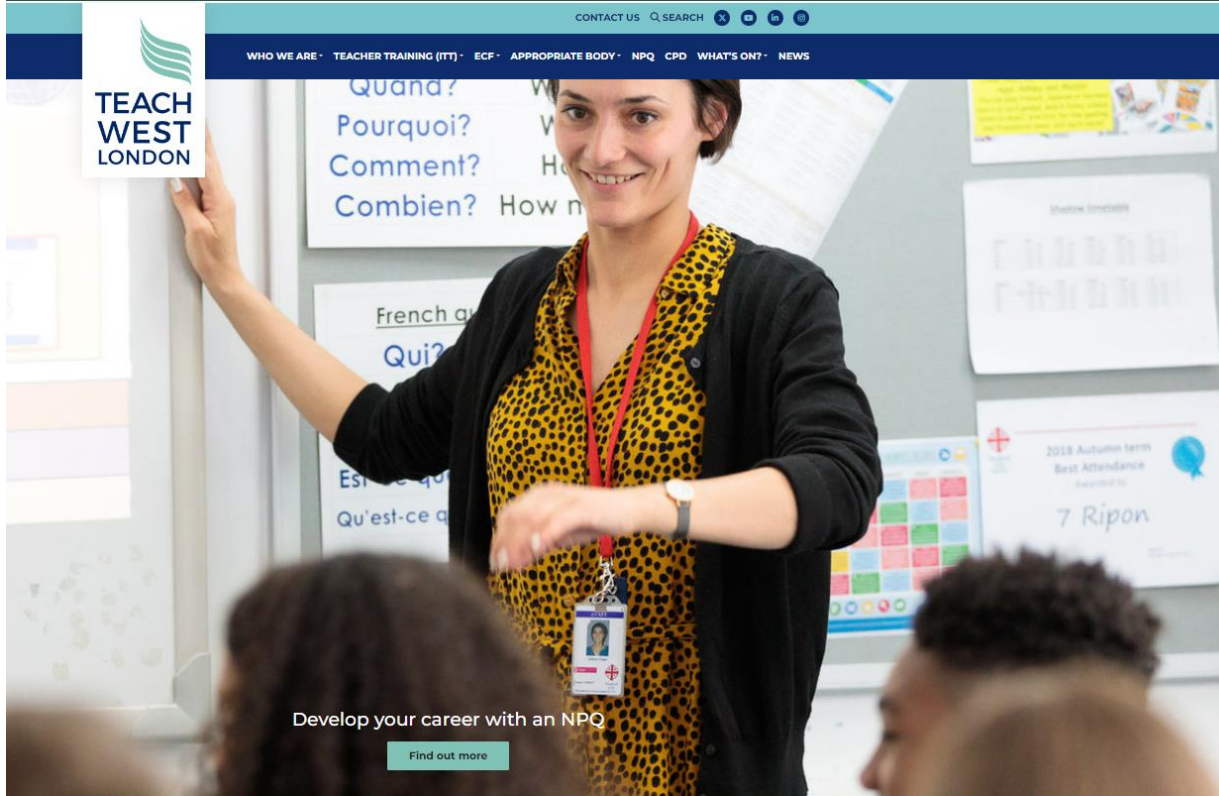
The Skills W



Thinking like a Twyford Trust teacher



# Teach West London



## Meet the Team

Lesley Mackenney	Sharon Moody	Dharmini Shah	Aman Kochhar

**Additions to the team:**

Joanne Fazel – ITT administrator			
Ciara Wall – ECF and NPQ administrator	Lucy Santos	Asma Siddiqui	Catherine O'Connor-Brady

### ITT team

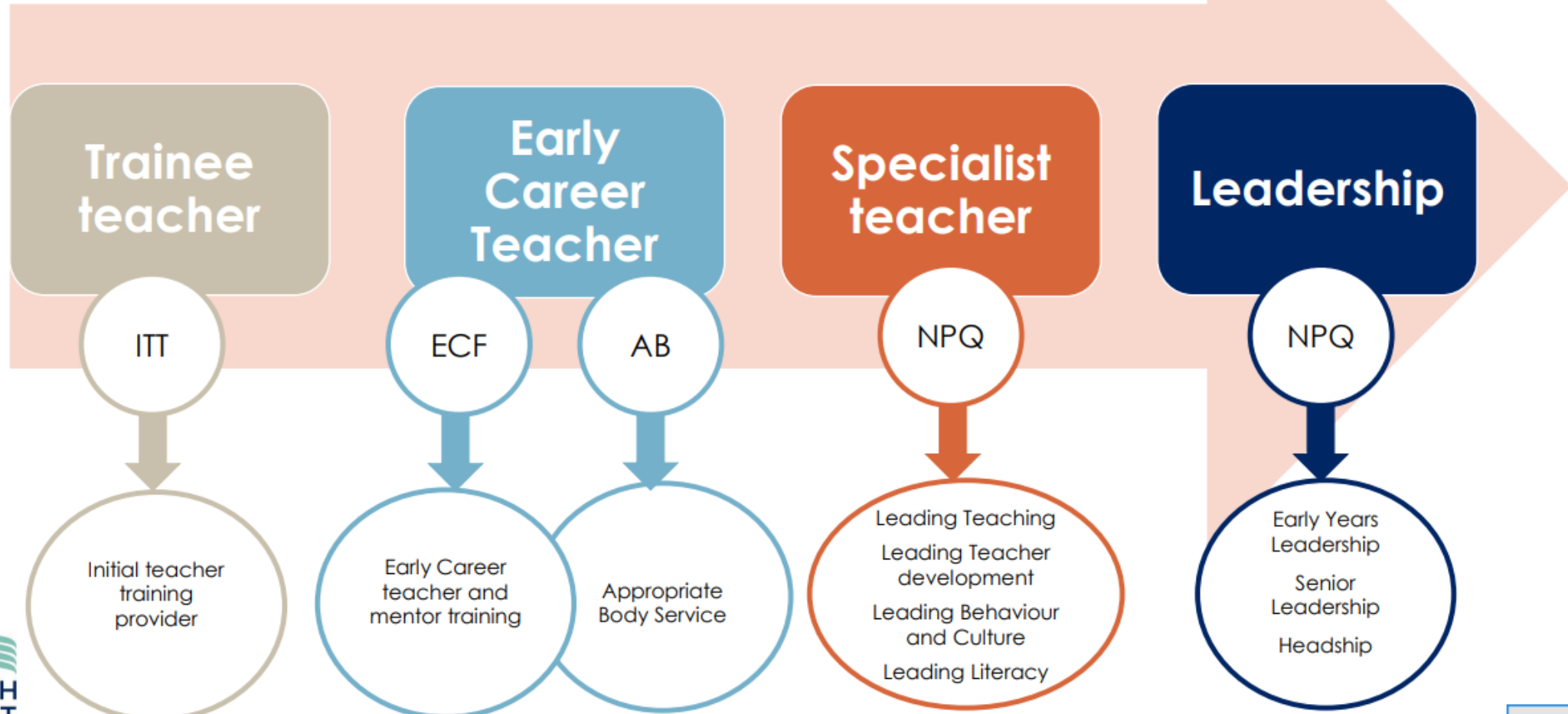
Liza Hooper	Nicola Fish
Primary Phase Lead Mentor	Secondary Phase Lead Mentor

*"I have come that you may have life and have it to the full" – John 10 v 10*

# Golden Thread of Teaching & Leadership Development

## Teach West London Teaching School Hub

*Committed to developing professional expertise and making a difference to the lives of children*





# National Impact in English

The curriculum puzzle - knowing your 'piece'

Explanation

Explanation   Check   Practice   Feedback

The curriculum puzzle - knowing your 'piece'

New

Year 11 • AQA

### Macbeth's lack of a male heir

You can explain how Macbeth's lack of a male heir fuels his behaviour.

Download all resources →

Slide deck →

- Lesson details
- Video
- Worksheet
- Starter quiz
- Exit quiz

Slide deck   Download slide deck →

### Macbeth's lack of a male heir




English

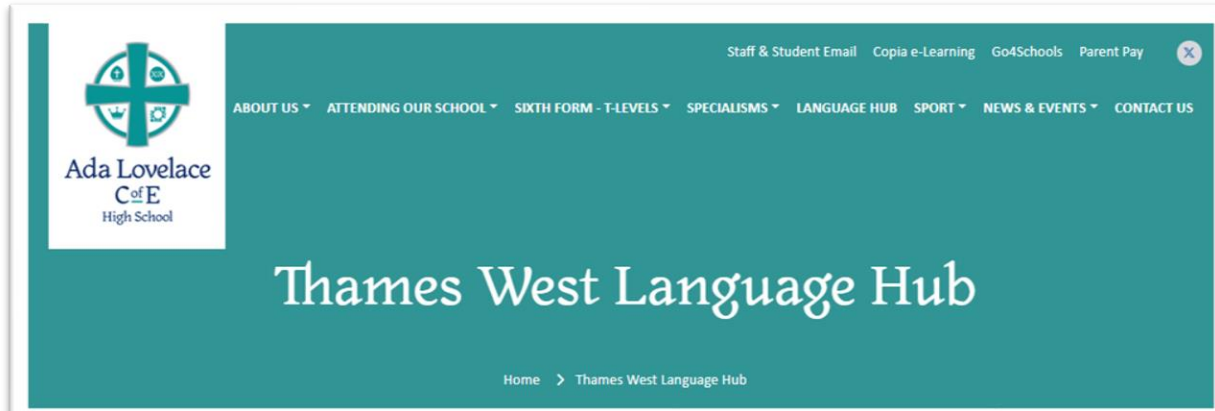


## Making an expert curriculum clear at point of use.

Sam Barnsley




# West London Hub for MFL: Thames West



Ada Lovelace CofE High School hosts the Thames West Language Hub - a lead language hub for London selected by the **National Consortium for Languages Education (NCLE)**. The NCLE is funded by the Department for Education and delivered by the Institute of Education at University College London.





Understanding, improving and promoting language learning

- Home >
- KS2 Resources
- LDP Resources
- Raising the profile projects >
- Presentations & training >
- Other Primary Resources >
- Other Secondary >

### LDP Resources 2.0

You will find the revised resources on these links. The missing links will become live as soon as possible.

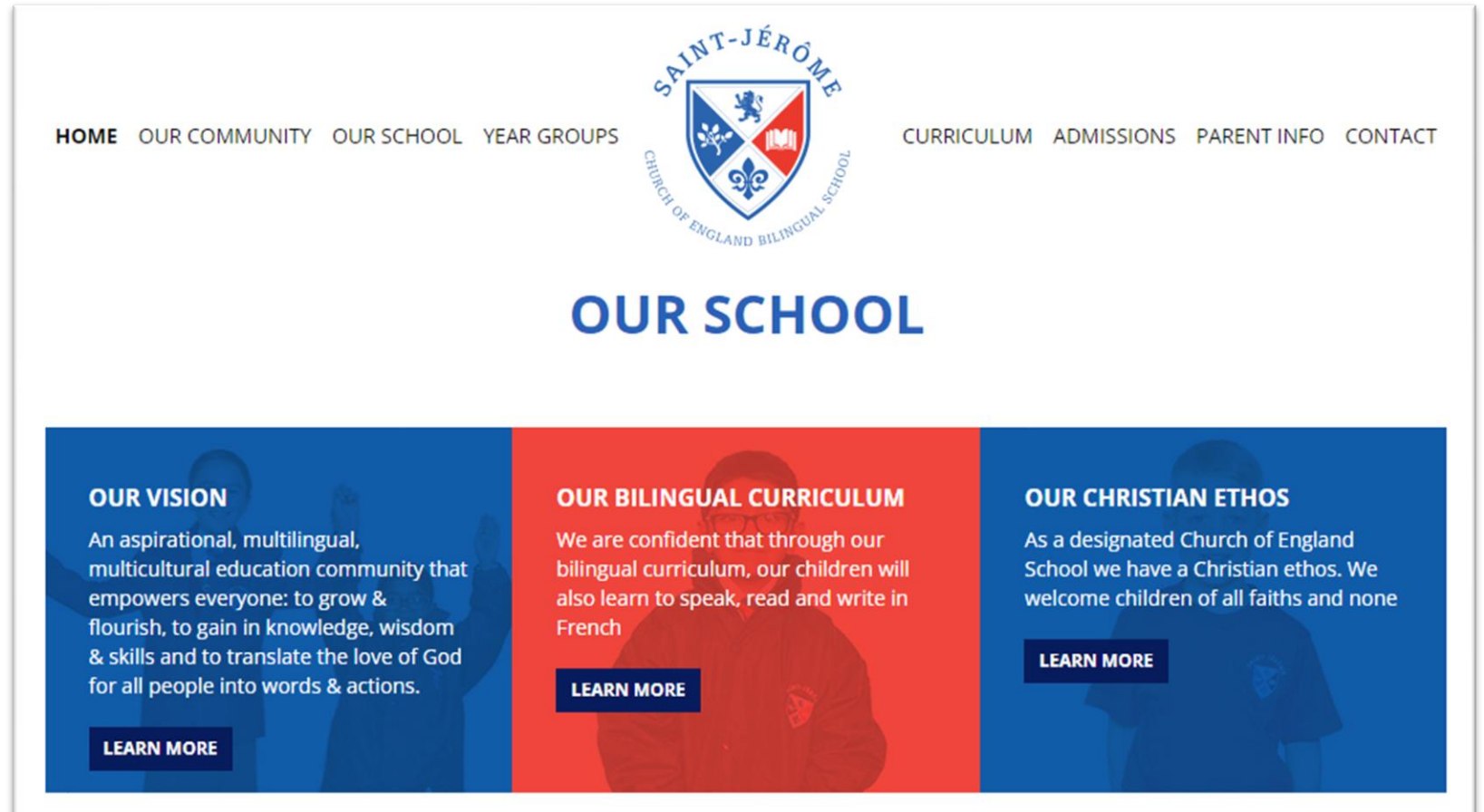
<a href="#">Year 7 French</a>	<a href="#">Year 7 German</a>	<a href="#">Year 7 Spanish</a>
<a href="#">Year 8 French</a>	<a href="#">Year 8 German</a>	<a href="#">Year 8 Spanish</a>
<a href="#">Year 9 French</a>	<a href="#">Year 9 German</a>	<a href="#">Year 9 Spanish</a>

These teacher-created, research-informed resources are a revised version of the original versions still available [here: resources.ldpedagogy.org/](#)

*"I have come that you may have life and have it to the full" – John 10 v 10*

# Nadine Chadier

Assistant Head



The screenshot shows the website for Saint-Jérôme Church of England Bilingual School. At the top center is the school's crest, which is a shield divided into four quadrants: top-left (blue with a white fleur-de-lis), top-right (red with a white cross), bottom-left (white with a blue fleur-de-lis), and bottom-right (white with a blue cross). The crest is surrounded by the text "SAINT-JÉRÔME" at the top and "CHURCH OF ENGLAND BILINGUAL SCHOOL" at the bottom. Below the crest is a navigation menu with links: HOME, OUR COMMUNITY, OUR SCHOOL, YEAR GROUPS, CURRICULUM, ADMISSIONS, PARENT INFO, and CONTACT. The main heading "OUR SCHOOL" is displayed in large blue letters. Below this are three columns of content, each with a background image of children and a "LEARN MORE" button.

**HOME** [OUR COMMUNITY](#) [OUR SCHOOL](#) [YEAR GROUPS](#) [CURRICULUM](#) [ADMISSIONS](#) [PARENT INFO](#) [CONTACT](#)

## OUR SCHOOL

### OUR VISION

An aspirational, multilingual, multicultural education community that empowers everyone: to grow & flourish, to gain in knowledge, wisdom & skills and to translate the love of God for all people into words & actions.

[LEARN MORE](#)

### OUR BILINGUAL CURRICULUM

We are confident that through our bilingual curriculum, our children will also learn to speak, read and write in French

[LEARN MORE](#)

### OUR CHRISTIAN ETHOS

As a designated Church of England School we have a Christian ethos. We welcome children of all faiths and none

[LEARN MORE](#)

## Why German at Ada Lovelace ?



Do what we can to save what has become a minority language

- There are no sounds in German which don't exist in English !
- Pronunciation is easier
- Fewer Tenses (only one future tense)
- Logical for boys

Across the 4 schools we have every model (Plenty Spanish !)



## Outline for the day

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8.30	Refreshments
9:00	Welcome
9:40	Learning walk
10:30- 10:40	Break
10:40- 11:40	MFL sharing best practice
11:40- 12:30	Working party launch meeting
12:30-13:30	Lunch
13:30 -14:00	Plenary and next steps, feedback

# Welcome- Josie Lyon and Emily Lewis

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## Aims

- Who we are as a language hub, trust, schools, key staff
- Vision statement for the hub
- National picture of MFL
- Detail on the hub offer

## Thames West language hub: who are we?

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### **Emily Lewis**

*Assistant Headteacher- William Perkin*  
Joined William Perkin in 2014, MFL HOD from 2016 where she was involved in the West London Accelerated Language Learning Hub. Appointment to the Wider Senior Leadership Team in 2018 and completion of a master's degree at UCL, focussing on special needs education. Assistant Headteacher for Curriculum Organisation since 2022. Has led the Ealing MFL network since 2020.



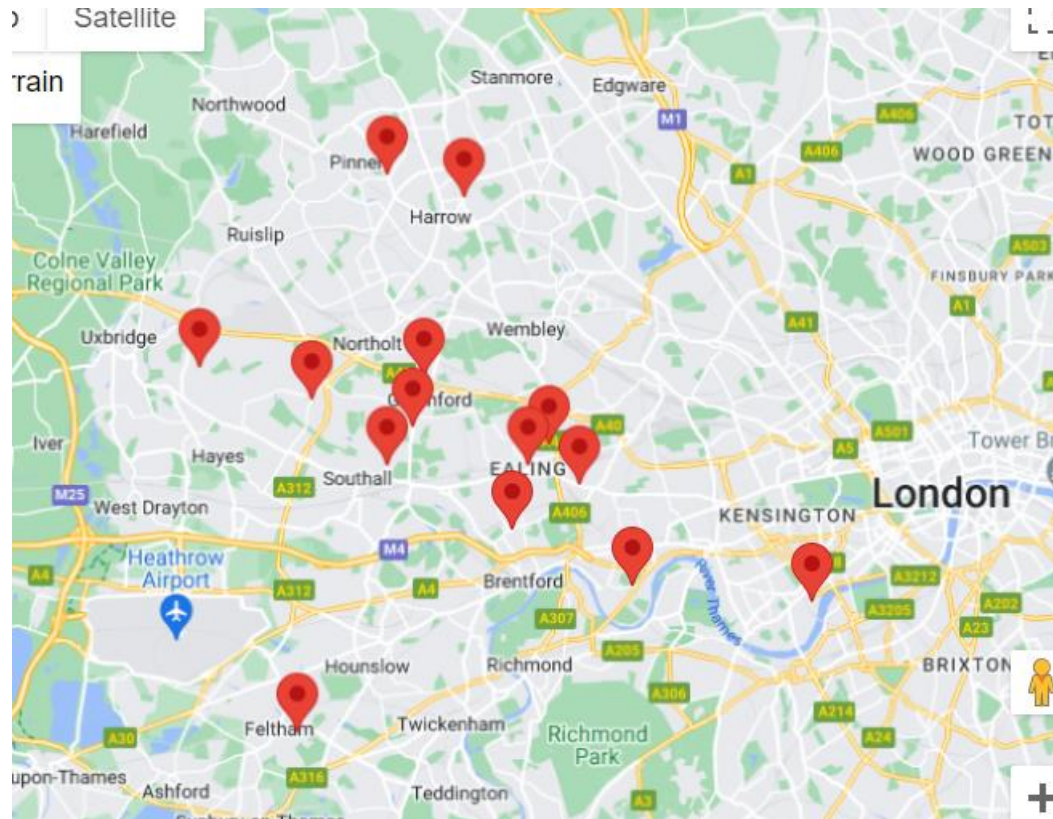
### **Josie Lyon**

*Assistant Headteacher- Ada Lovelace*  
Joined William Perkin in 2018 before becoming Head of Modern Foreign Languages at Ada Lovelace in 2020. Appointed to Assistant Headteacher, Quality of Education in September 2023.



**Over to you!**

## Thames West language hub: who are we?



### Question for discussion:

Can you find your school on the map?

Introduce yourself and your school context to the person next to you- be prepared to introduce your partner to the rest of the group!



## Thames West language hub: our vision

The Thames West Language Hub aims to support **high quality language education** and **high uptake of language learning** in the local community, based on our experience in curriculum design, teaching and learning and wider learning. We are looking to work collaboratively to understand how to best support within each school's individual contexts in order that teachers are empowered to foster **progress**, **attainment** and **motivation** in language learning and that students are enabled to become proficient language learners and engage with the wider world.



### Question for discussion:

How does the language hub vision align with your department's vision?

## Language hub: national context

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- National context of MFL GCSE uptake (47% 2023 entry), with particularly concerning numbers in German. Additional wealth of HHCL to promote and celebrate.
- NCLE national network of language hubs led by UCL, in collaboration with DfE and cultural institutes.
- 15 language hubs nationally, each with a different geographical remit, and 5 partner schools and additional affiliate schools, with primary partner schools joining next.
- National programme to support, train and bring together MFL educators across the country, with the overall aim of increasing MFL uptake and attainment.

## Language hub: our offer

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- Local network of MFL teams in London
- Sharing best practice and collaboration between schools
- Time and space to reflect on best practice (cover contributions for Partner schools)
- Universal and bespoke CPD sessions
- Consultancy work (in-person visits – Partner Schools only)
- Annual conference (July)
- Ongoing collaboration and sharing curriculum project outcomes

\*More detail to follow in working group meeting.



### **Question for discussion:**

What do you hope to gain from your work with the language hub?

## 9:40-10:30 Learning walk

	<b>9:45-10:00</b>	<b>10:00 – 10:15</b>	<b>10:15-10:30</b>
Group A	8DE2 – Room 2.10 (Ms Ruby Wells)	9DE4 – Room 2.08 (Mr Jason Lobo)	9FR1 – Room 2.13 (Ms Aoife Gray)
Group B	9DE4 – Room 2.08 (Mr Jason Lobo)	9FR2 – Room 2.12 (Ms Kassia Rogers)	8DE2 – Room 2.10 (Ms Ruby Wells)
Group C	9FR1 – Room 2.13 (Ms Aoife Gray)	8DE2 – Room 2.10 (Ms Ruby Wells)	9FR2 – Room 2.12 (Ms Kassia Rogers)





**Language  
Hubs**

**Thames West**

## CPD session: Curriculum design



Twyford  
C of E  
Academies Trust



**Questions for discussion:** What did you notice from the learning walk?

*'Intelligent engagement with the wider world'*

# In this session

## Outcomes:

- Consider our current curriculum design
- Consider the implications of the revised GCSE for curriculum design
- Consider how to structure phonics, vocab and grammar systematically into our learning journey

## Question for discussion:

What is the driving force in how you structure your current curriculum model?



**CHALLENGE**

What adaptations have you made or planned to make for the revised GCSE?

*'Intelligent engagement with the wider world'*

# Seeing the bigger picture

11.2

11.6



7.3

9.4



# The revised GCSE

- **to increase GCSE (and also A level) uptake**

*Whatever their level of achievement, the vast majority of young people should study a modern foreign language up to the age of 16, and take a GCSE in it. ([MFL Pedagogy Review](#), p.3)*

- **to establish a secure connection between curriculum and assessment, and thereby...**

- **to ensure that outcomes are (largely) determined by learning effort**

*“If you keep doing what you’ve always done, you’ll keep getting what you’ve always gotten. To reach a new destination, you must be willing to take a new path.”  
(paraphrase of Einstein’s Parable of Quantum Insanity)*



# The revised GCSE

The topics seem very much the same...

The new SAMS look very similar to the current GCSE.

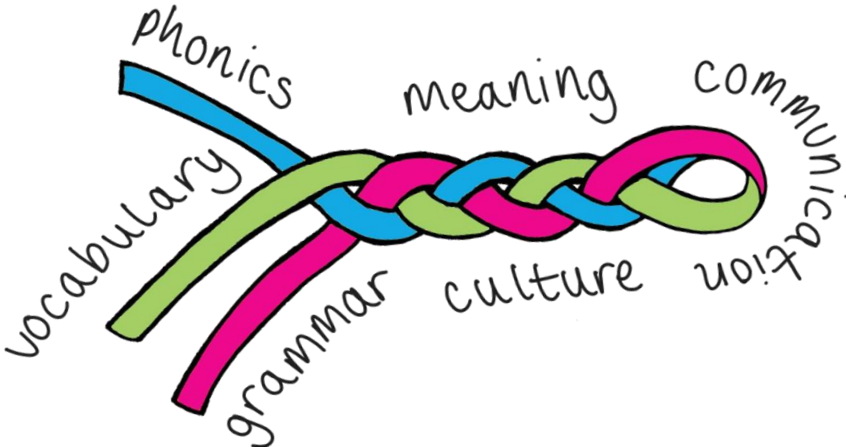
Apart from the dictation and read aloud, I can't see the difference!

An average **54%** of the new word list overlaps with current lists.

An average **46%** is unique to the new word lists.

**A lot has changed.**

# Three strands



# Teaching the words

1. Reduce
2. Reuse
3. Recycle



# Reduce



## Why?



A realistic number of words that students can know (well enough for comprehension and production) after 400-450 hours is **1750** (or substantially fewer for lower proficiency learners, hence **1250** for Foundation). Currently, students enter GCSE with around **850 words**.

## What?



It makes sense to focus learning time on the 1750/1250 words on the GCSE defined list. We have as yet no experience of successfully teaching students this number of words over 5 (or more) years.

## How?



Work out which words you currently teach at KS3/4. Compare them to the words on the GCSE list. Most of us need to reduce the number of words we teach, and align them more closely with the new GCSE list. Around 50% new GCSE words are different from words on previous GCSE lists.





## Why?



We will want to use and reuse all of the words in two main ways: i) in all modes and modalities (listening, reading, speaking, writing) and ii) across different themes and topics, in different combinations with other words (avoiding too much reliance on set phrases) so that students can manipulate language independently.

## What?



Doing i) and ii) above strengthens and deepens word knowledge and facilitates independent communication. Deep word knowledge includes being able to use the word independently for communication.

## How?



Planning at overarching and granular levels to ensure that i) we build in word practice that involves listening, reading, speaking and writing, and ii) words are carefully woven into a variety of different themes.



## Why?



Two reasons: i) it takes, on average, at least 10 encounters with a new word to learn it; ii) spaced revisiting is more effective than blocked practice to make knowledge stick.

## What?



10 encounters is more often than topics repeat in traditional KS3/4 schemes of work.  
The optimal spacing between revisits is also more often than topics repeat in these SOW.

## How?



Put the word revisiting cycle at the centre of your SOW design.  
This is the 'new path' that leads to the 'new destination'!

# Teaching the words



Week	Lesson	Grammar Bold text = grammar feature taught for the first time Normal text = grammar revisited	Vocabulary introduced normal text = LDP bold = Pearson but not in KS3 LDP	Vocabulary revisited normal text = LDP bold = Pearson but not in KS3 LDP	Context / purpose of language use	Outcome Foundation	Outcomes Higher	Lesson title	Relevant phonics (to incorporate in strategy lesson)
1	1	aller (je, tu, il/elle) (Foundation) aller (je, tu, il/elle, nous, vous, ils/elles) (Higher) forms of 'à' with 'to' English equivalent meaning (à la/au/à l/aux) use of the preposition 'à' meaning 'to' with towns and cities use of à meaning 'to' and 'in' with masculine countries	Paris, Bruxelles, Genève, le Québec, la Métropole, Alger, l'Algérie, Londres, je viens de	Les Etats-unis, l'Écosse, l'Allemagne, la Belgique, l'Angleterre, la France, la Suisse, l'Italie, l'Espagne, le Canada, l'Afrique, l'Asie, l'Europe	Going to countries / towns	Bronze: I can use "aller" to describe where I and where someone else is going in the world Silver: I can use "aller" with correct prepositions for towns and cities Gold: I can use "aller" with correct prepositions for countries	Bronze: I can use "aller" to describe where I and where someone else is going in the world Silver: I can use "aller" with all persons Gold: I can use "aller" with correct prepositions	Où vas-tu?	
	2	article use with être + nationality and religion <b>feminine forms of nationalities and religions</b>	québécois, européen, africain, chrétien, juif, musulman	belge, suisse, algérien, allemand, anglais, français, italien, espagnol, canadien	Nationalities and religion	Bronze: I can use "être" to describe where I and someone else is from and their religion Silver: I can use masculine and feminine forms of nationalities Gold: I can use masculine and feminine forms of religions	Bronze: I can use "être" to describe where I and someone else is from and their religion Silver: I can use masculine and feminine forms of nationalities and religions Gold: I can use "être" with all persons	De quelle nationalité et religion est-tu?	ien
	3	aller (je, tu, il/elle) (Foundation) aller (je, tu, il/elle, nous, vous, ils/elles) (Higher) forms of 'à' with 'to' English equivalent meaning (à la/au/à l/aux) <b>plural noun formation rules 1, 2: -aul-eu → -aux/-eux and 3: -al → -aux</b> <b>pre-nominal position of certain common adjectives</b>	la poste, l'aéroport, la rue, le pont, la place, l'endroit, la forêt, le lac, le château, la banlieue, ancienne/ne, nouveau/nouvelle, vieux/vieille, haute, <b>prison, théâtre (m), station, fastfood (m), pâtisserie (f)</b>	la ville, l'hôtel, le café, la plage, le cinéma, le bâtiment, le jardin, l'église, l'école primaire, le collège, le lycée, la banque, le musée, la montagne, l'hôpital, la bibliothèque, la piscine, la campagne, la mer, le magasin, le parc, le marché, le restaurant, le stade, <b>centre commercial (m), supermarché (m)</b>	places in my city	Bronze: I can use "aller" to describe where I and where someone else is going in town with correct prepositions Silver: I can describe the places in towns using adjectives before the nouns Gold: I can use singular and plural forms of nouns for places in towns	Bronze: I can use "aller" to describe where people are going in town with correct prepositions Silver: I can describe the places in towns using adjectives before the nouns Gold: I can use singular and plural forms of nouns for places in towns	Où vas-tu en ville?	

# Teaching the sounds

Dictation = phonics + vocabulary + grammar

Read aloud = phonics + vocabulary

Only 2 or 3 words will be 'off-list'.

**Sentence 1**      **M1**    J'aime bien / le cinéma.

**Sentence 2**      **F1**    Ma copine / est jolie.

**Sentence 3**      **M2**    Le lundi / on mange / du poulet.

**Sentence 4**      **F2**    Vous portez / une belle / chemise.

The dictation is assessed for Communication of meaning (AO1) (4 marks) and Transcription and grammatical accuracy (AO3) (4 marks) as specified in the criteria below.

The maximum mark for Section B at Foundation tier is **8**. When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts should be considered as a whole.

Level	Mark	AO1
4	4	The meaning of the spoken extracts is always or almost always communicated clearly
3	3	The meaning of the spoken extracts is mostly communicated
2	2	The meaning of the spoken extracts is sometimes communicated
1	1	The meaning of the spoken extracts is rarely communicated
0	0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier

Level	Mark	AO3
4	4	Words are frequently transcribed correctly with a good level of grammatical accuracy
3	3	Words are generally transcribed correctly with a reasonable level of grammatical accuracy
2	2	Words are occasionally transcribed correctly with a limited level of grammatical accuracy
1	1	Words are very rarely transcribed correctly with a very limited level of grammatical accuracy
0	0	Transcription and grammatical accuracy do not meet the standard for Level 1 at this tier



# Teaching the sounds


- Add the GCSE sound-symbol correspondences (SSCs) to your KS2/3/4 SOW
- Gather ideas and resources for introducing and practising them
- Identify additional sounds of the language (e.g., liaison) and resources
- Apply a systematic practice schedule
- Assess phonics knowledge during KS2/3/4

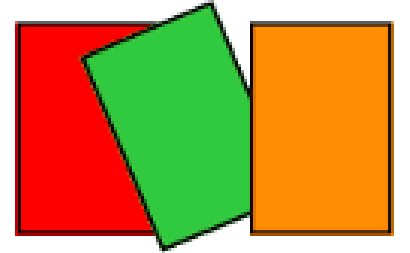
# Teaching the sounds

- Present the SSC with a 'source' word (and gesture, if desired)
- Practise pronouncing a small set of 'cluster' words
- Listen to distinguish the SSC (from (an)other similar SSC) in familiar and unfamiliar words
  - Minimal pairs
  - Odd one out
  - Identify the SSC Tally
  - Repeat if I say...
  - Identify the syllable
- Read aloud to practise decoding using familiar and unfamiliar words
  - Popcorn
  - Paired dictation
  - Rhymes, songs, jokes, tongue twisters, poetry



# This week's sound: "qu"

- Listen and repeat: 
- Listen to the words – does it include this week's sound?
- Which syllable is the sound in?
- Spell the word that you hear.



question

unique

quantité

quand

onze



on



continuer  
[to continue]

monde



montrer  
[to show]

au fond  
[at the back]

Listen to the following pairs of words which sound very similar but are spelt either en / an or on. Which one do you hear first?

## e/an

- a 1 cent 100
- b 2 en in/by/to
- c 2 dans in
- d 1 pan part
- e 1 sans without

## on

- 2 son sound
- 1 on we/one
- 1 don gift
- 2 pont bridge
- 2 sont (they) are



# La dictée



You are going to hear someone talking about home, town and region.  
Sentences 1-4: write down the missing words in the gaps provided. In each gap, you will write one word in **French**.

1. \_\_\_\_\_ pour le \_\_\_\_\_ était très \_\_\_\_\_.



2. Je voudrais \_\_\_\_\_ cette \_\_\_\_\_.



3. Je suis \_\_\_\_\_ chez \_\_\_\_\_ pour le \_\_\_\_\_.



4. Les \_\_\_\_\_ et les \_\_\_\_\_ étaient très \_\_\_\_\_.



 Bronze: I can recall key vocabulary and grammar from this week's lessons

 Silver: I can use key vocabulary and grammar for exam style tasks

 Gold: I can transcribe German words and phrases accurately in dictation tasks

# La dictée



Sentences 5 to 6: write down the full sentences that you hear in the spaces provided, in **French**.

5.

---

---



6.

---

---



Bronze: I can recall key vocabulary and grammar from this week's lessons

Silver: I can use key vocabulary and grammar for exam style tasks

Gold: I can transcribe German words and phrases accurately in dictation tasks

1. L'att**ente** pour le **concert** était très **longue**.
2. Je voudrais écouter cette ch**anson** **encore**.
3. Je suis **ren**trée chez moi pour le Réveill**on**.
4. Les filles et les garç**ons** étaient très sages.
5. Les **en**fants adorent regarder des émissi**ons** sur la télévision.
6. Le Réveill**on** est une tradi**tion** franç**ais**e.

 Bronze: I can recall key vocabulary and grammar from this week's lessons

 Silver: I can use key vocabulary and grammar for exam style tasks

 Gold: I can transcribe German words and phrases accurately in dictation tasks

# Teaching the structure

- How do you teach grammar structures currently?
- Is the grammar taught at KS3 mapped to grammar in the new GCSE?
- Is the sequence strong? (i.e., most frequent and/or most regular taught and practised first?)
- Are new structures presented clearly and briefly?  
Is the new grammar practised in listening and reading, before production?
- Is grammar revisited systematically and the same grammar practised in different contexts/themes?



# Teaching the structure

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[M:\Trust\Curriculum\MFL\Curriculum & Assessment\Unit planning\French\Year 9\Unit 3 Home, town and region\05](#)



# Overarching principles of curriculum design

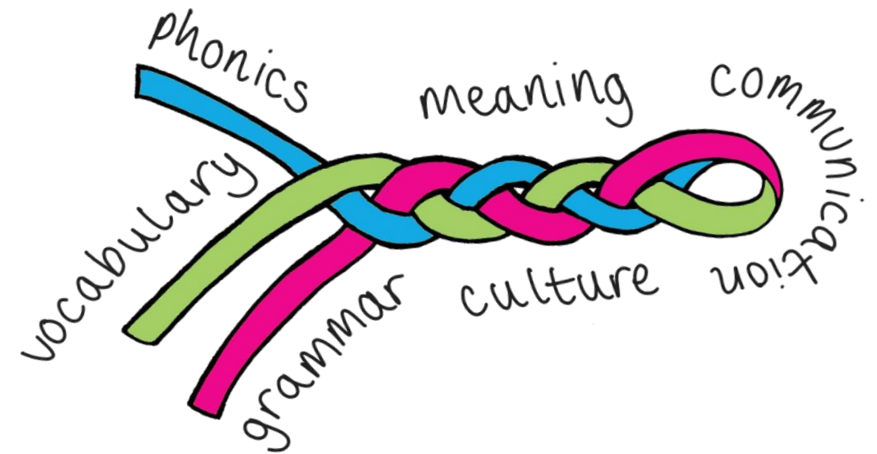
## 1. Decide on the grammar spine

(you will also select communicative context at this early stage)

## 2. Select the vocabulary for each week

to support the grammar AND develop the context

## 3. Decide on the phonics sequence





**Language  
Hubs**

**Thames West**

## CPD session: AfL



Twyford  
C of E  
Academies Trust



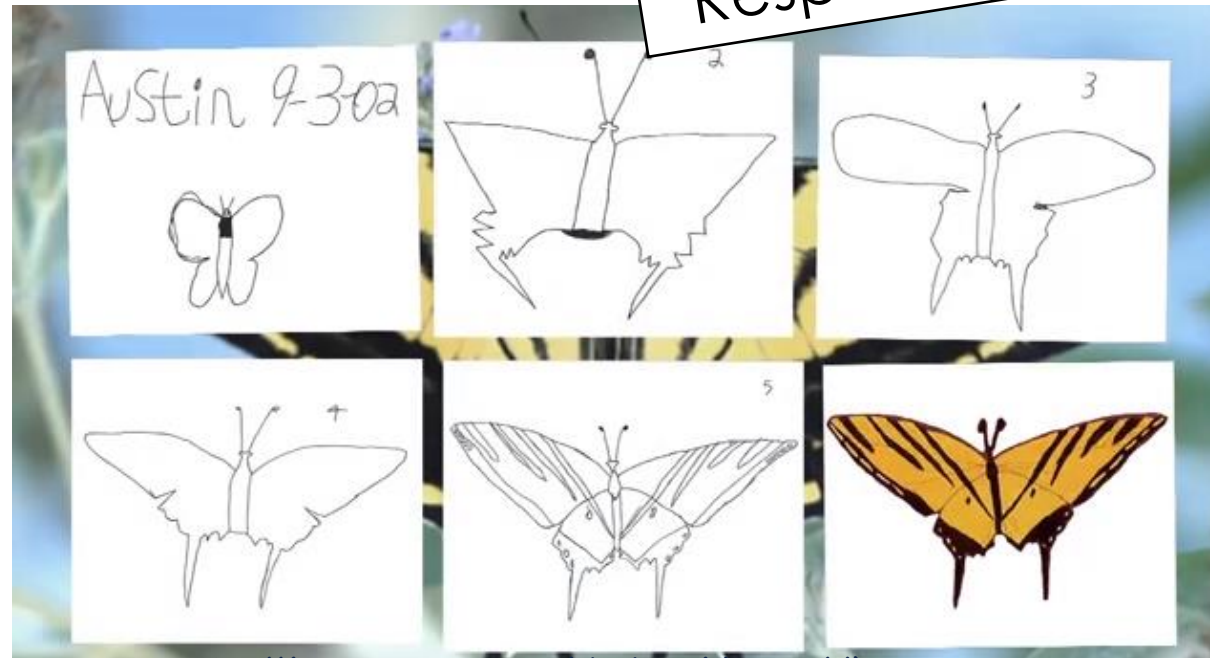
*'Intelligent engagement with the wider world'*

# Why is AfL important?

Assessment for Learning (AfL) is diagnostic.

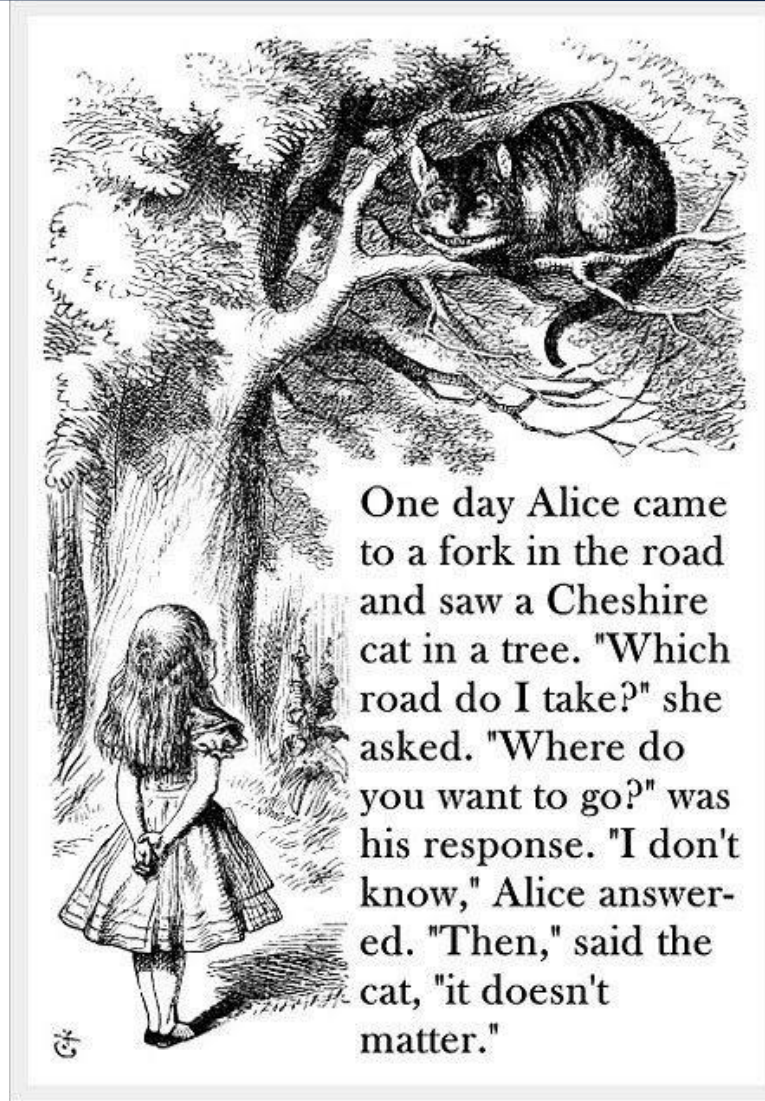
It helps to close the gaps between what we want students to know/do and where they currently sit.

“Responsive / adaptive teaching”



*‘Intelligent engagement with the wider world’*

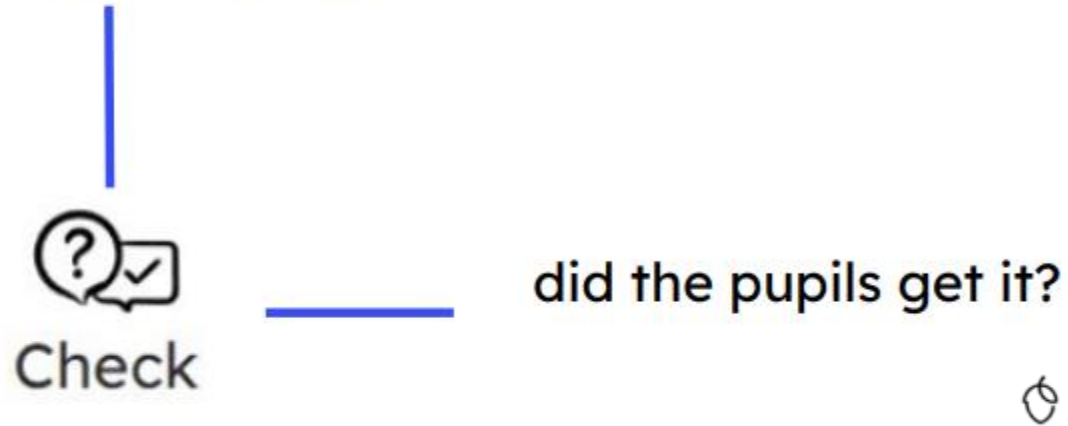
# Are we going in the right direction?



*'Intelligent engagement with the wider world'*

# Are we going in the right direction?

what was the key knowledge in  
this part of the lesson?





# Types of AfL

## Fact knowledge

- Traffic light cards
- Voting on correct answers (plausible distractors)
- Thumbs up
- Mini white board quiz

## Summarising/ demonstrating understanding

- Tweet
- Finding and correcting errors

## Application of understanding

- Marking/dissecting model answers
- Writing/answering/ marking an exam question
- Class discussion
- Questioning



What are the common features of successful AfL?

- Involve all members of the class
- Don't take *too much* time
- Relate to one or more LO
- Allow you (and the students) to gauge genuine progress.
- Intellectually demanding
- Allows immediate improvement...?

Which of these sentences means...



### “I ate a cake”?

- 1) J'ai mangé un gâteau. ✓
- 2) J'ai mangé un gâteau. ✓
- 3) Je suis mangé un gâteau.

### “I went to the party”?

- 1) J'ai allé à la fête.
- 2) Je suis aller à la fête. ✓
- 3) Je suis allé à la fête. ✓
- 4) Je suis allée à la fête. ✓

### “You arrive at 6pm”

- 1) Tu es arrivé à dix-huit heures. ✓
- 2) Tu as arrivé à dix-huit heures .
- 3) Tu suis arrivé à dix-huit heures

### Now translate:

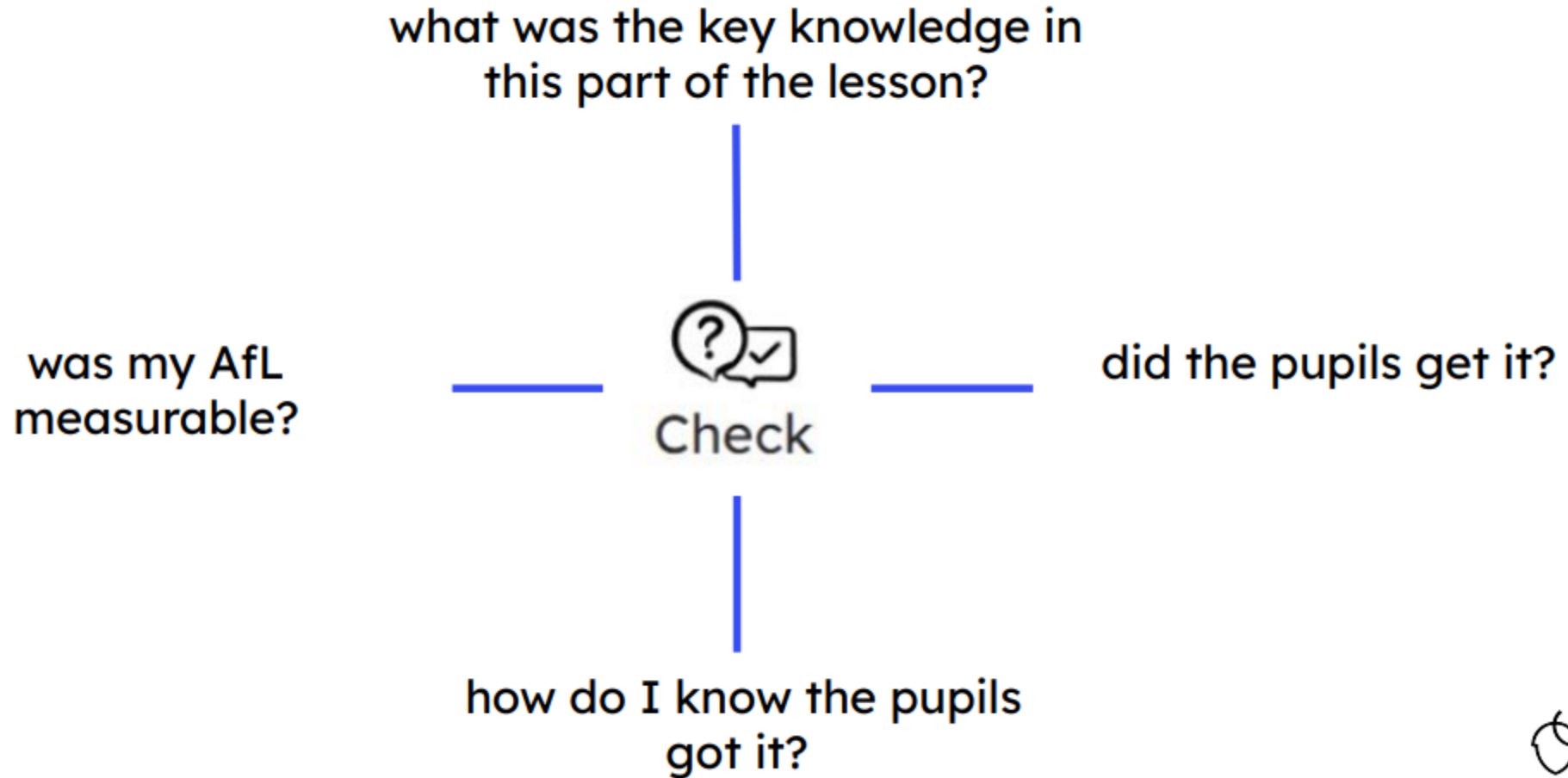
I came to the party, we ate cake and then my best friend arrived.

*Je suis venu(e) à la fête, nous avons mangé du gâteau et puis mon/ma meilleur(e) ami(e) est arrivé(e).*

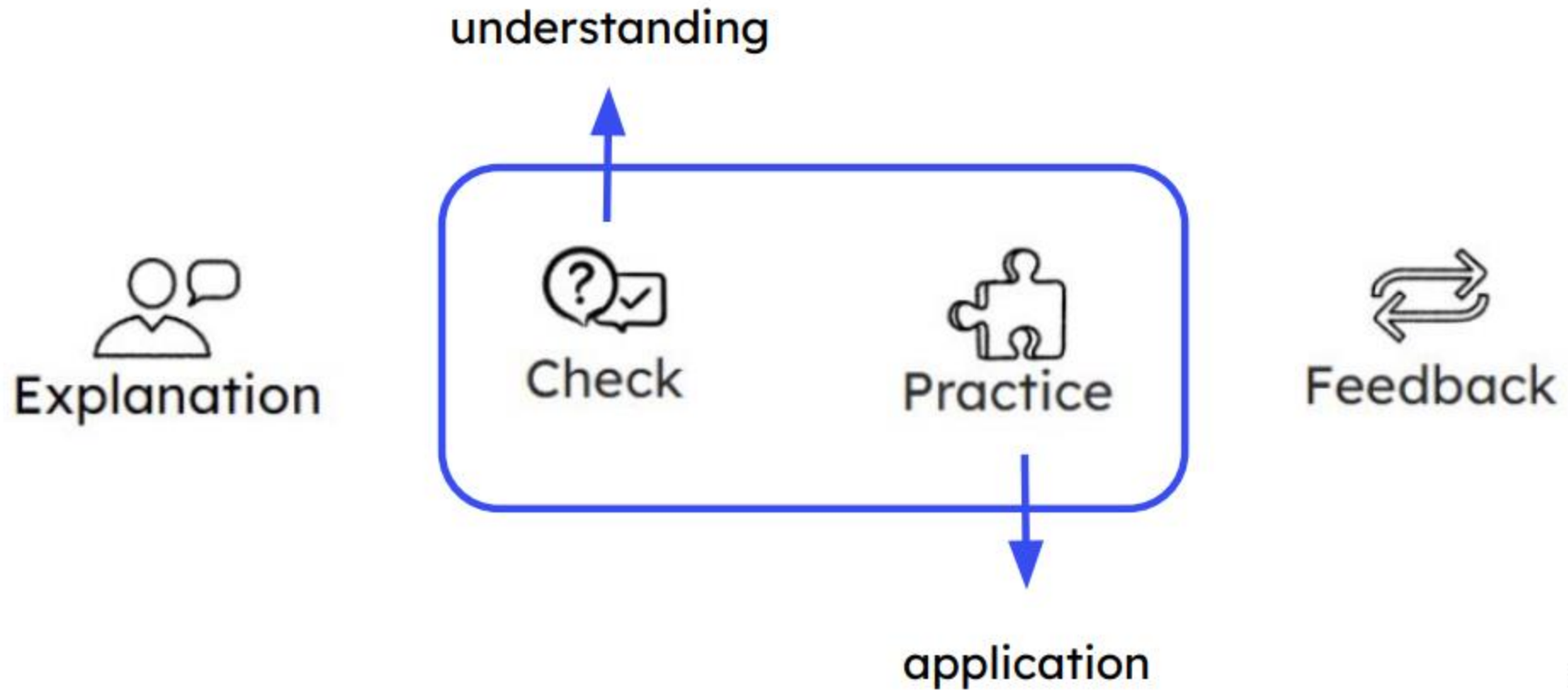
**CHALLENGE**

Be ready to explain why the other choices are incorrect

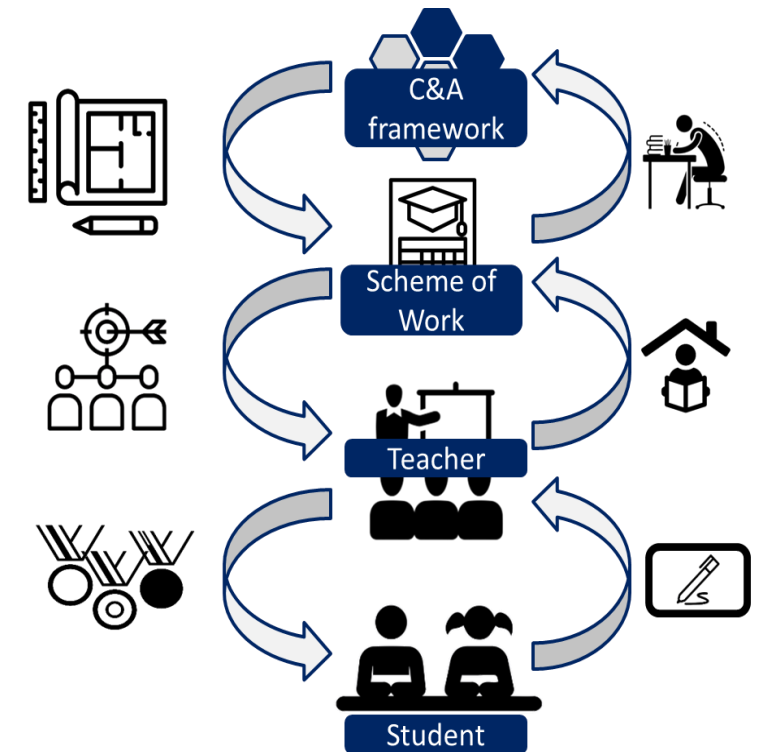
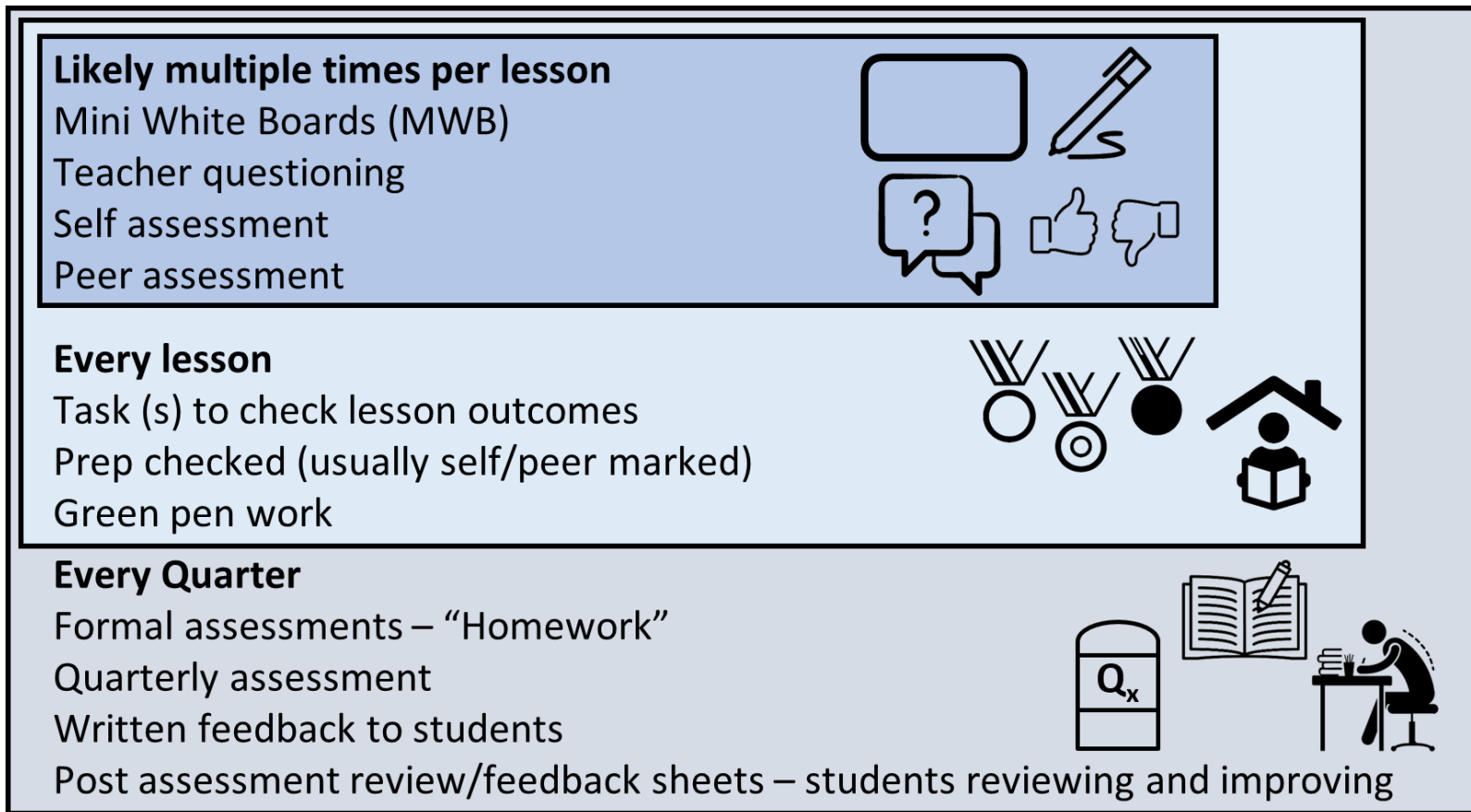
# Razor sharp AfL



# Assessment before practice



# Assessment as a process





# Assessment as a process

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Curriculum and Assessment are our tools –  
consistent delivery > exceptional and burnout!

Know your part of the puzzle, down the to key knowledge  
(purpose) of each lesson

Use key knowledge to ask the right questions for AfL; make  
sure AfL is measurable



**Language  
Hubs**

**Thames West**

## **CPD session: Wider learning**



Twyford  
C of E  
Academies Trust



# In this session

## Outcomes:

- Share best practice for wider learning in MFL
- Consider available options for wider learning, both in and outside the classroom
- Consider funding avenues and organisations offering support for wider learning



## Question for discussion:

What wider learning opportunities do you offer?

**CHALLENGE**

What are the barriers to offering WL? How can we mitigate this?

# Wider learning: London

As London schools, we are lucky to have access to a range of cultural institutes, all of whom offer opportunities for students:

**SPANISH TEACHERS**  
training and opportunities

SAVE THE DATES!

FIRST SEMESTER 2024

ON-LINE

- Andalucía TRADE: 6 Feb., 27 Feb., 12 March, 19 March
- HA-BLA CON ENE: 20 April
- SGEL: 11 May
- USC: 22 June

FACE-TO-FACE

- Asturias y León: 3 Feb., 16 March, 27 April, 8 June, 29 June (Locations: St. Andrews, Leeds, Dublin, Glasgow, London)
- Edi: 2 March, 5 March (Locations: Newcastle, London)
- CLAVE: 27 April (Location: Manchester)

IMMERSION IN SPAIN

- Easter: Salamanca, Valladolid, Burgos, León, Segovia, Ávila, Santander
- Summer: Polencia

Spanish Embassy Education Office

More info on our webpage

## Spanish Embassy Education Office



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SPANISH EMBASSY EDUCATION OFFICE

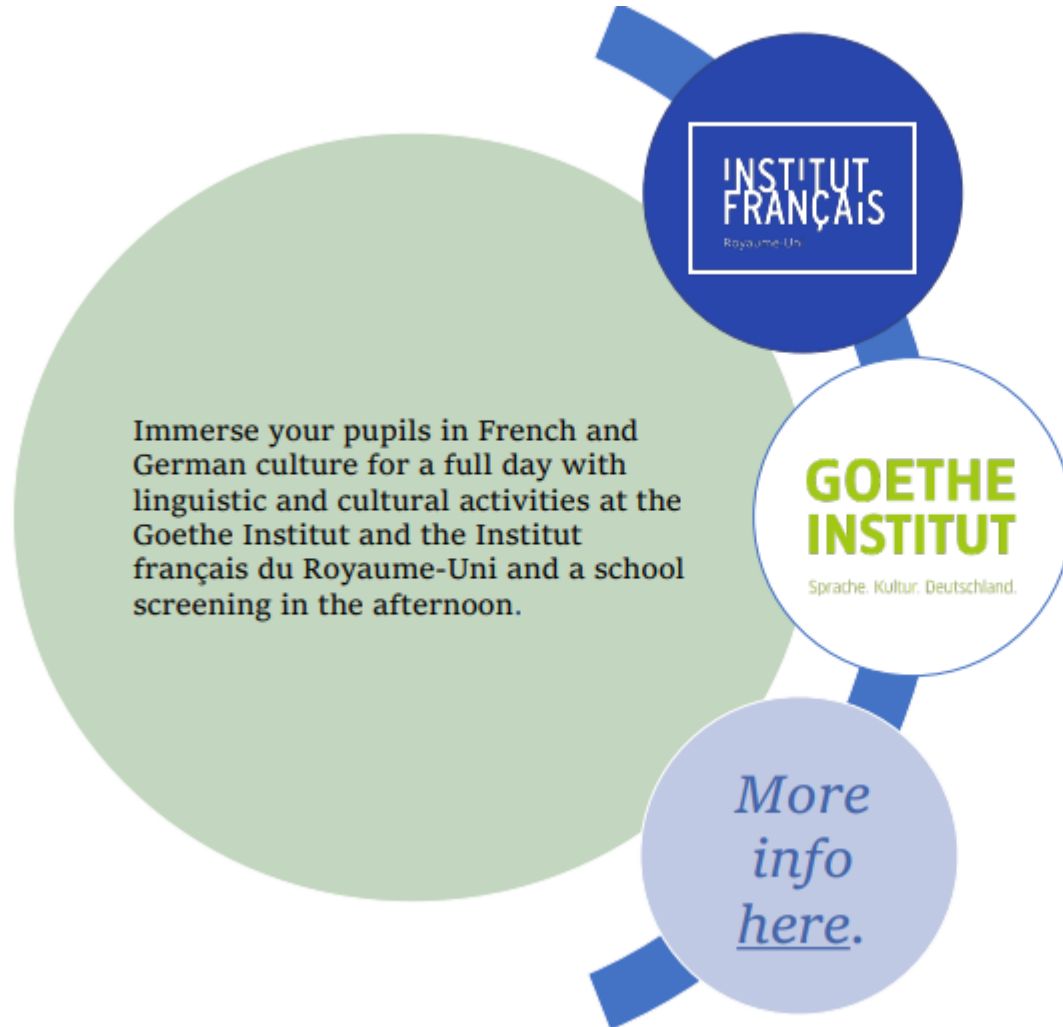
¡CONÓCENOS! GET TO KNOW US!





# Wider learning: London

<https://www.institut-francais.org.uk/events-agenda/french-german-days/>



French  
German  
Days



# Wider learning: London

**As London schools, we are lucky to have access to a range of cultural institutes, all of whom offer opportunities for students:**

Competition Enterprise German: This project combines aspects of German, economics, and professional orientation with a motivating competition. School classes from secondary schools in the UK and university students can register by 15 March 2024 and develop a sustainable and innovative product or service. <https://www.goethe.de/ins/gb/de/spr/drm/etg.html>

Business Lunch: A Career in Journalism with German - Goethe-Institut United Kingdom In a live online conversation Brian Melican, he will speak to the Goethe-Institut London about his career and his experiences with German and in Germany and answer your students' questions. When? Mon, 11.03.2024, 12:00 PM - 1:00 PM For whom? Y9 - Y13



Thames West

# Wider learning: remote or in-classroom



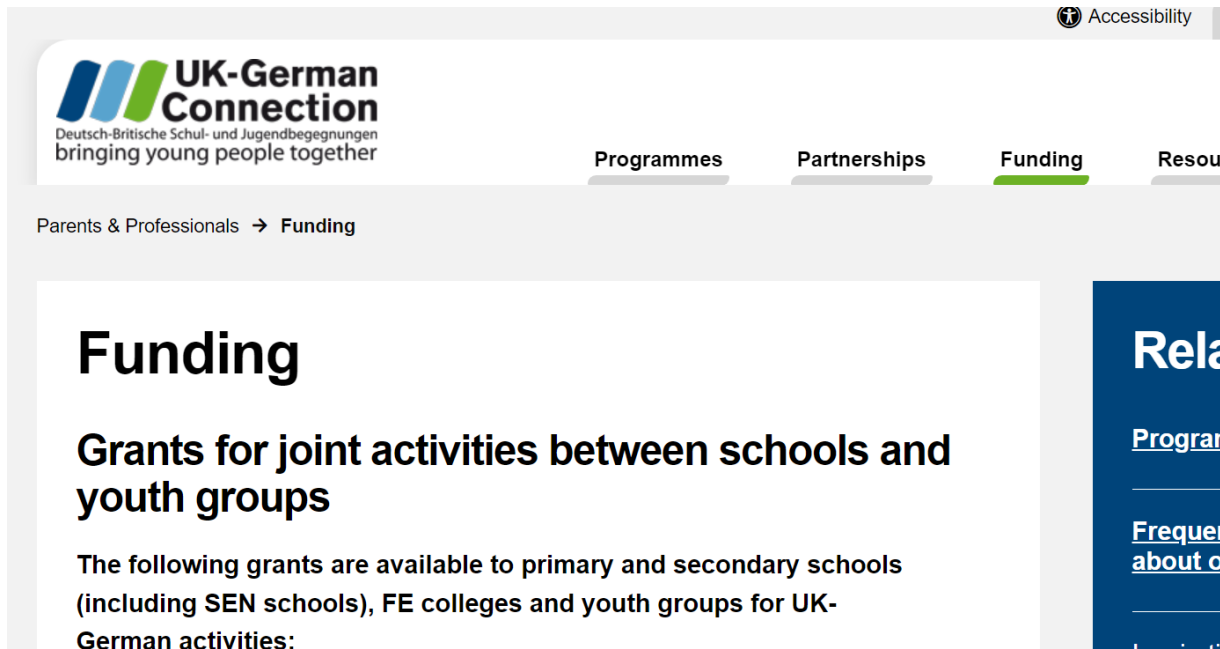
HOME > NEWS > TEACH FRENCH WITH THE PARIS 2024 OLYMPICS GAMES

## Teach French with the Paris 2024 Olympics Games

# Live conversation with British journalist, Author and translator living in Hamburg, Germany

# Wider learning: abroad

Trips abroad are fantastic experiences, but can be prohibitively expensive, particularly post Brexit. To support this, there are various funding avenues to support you, particularly for German:



The screenshot shows the UK-German Connection website. The logo at the top left reads "UK-German Connection" with the tagline "Deutsch-Britische Schul- und Jugendbegegnungen bringing young people together". The navigation menu includes "Programmes", "Partnerships", "Funding" (which is highlighted), and "Resou". A breadcrumb trail shows "Parents & Professionals → Funding". The main heading is "Funding", followed by the sub-heading "Grants for joint activities between schools and youth groups". Below this, it states: "The following grants are available to primary and secondary schools (including SEN schools), FE colleges and youth groups for UK-German activities:".



The screenshot shows the "German Pupil Courses" page on the UK-German Connection website. The logo at the top left reads "UK-German Connection" with the tagline "Deutsch-Britische Schul- und Jugendbegegnungen bringing young people together". The navigation menu includes "Get Involved" and "Experiences". A breadcrumb trail shows "The Voyage → Get Involved → German Pupil Courses". The main image shows a group of young people standing in front of a lake in a mountainous area. Below the image is the heading "German Pupil Courses" and a "Share" button.



Parents & Professionals → Funding

# Funding

## Grants for joint activities between schools and youth groups

The following grants are available to primary and secondary schools (including SEN schools), FE colleges and youth groups for UK-German activities:

[Rela](#)

[Progran](#)

[Frequen](#)  
[about o](#)

[Inspirati](#)

## Language hub working party meeting

### Agenda

Item	Details	Actions
Discussion item	Discussion of shared aims	
CPD in more detail	Universal and bespoke CPD	
CPD offer	Available CPD options, based on initial school visits and conversations with partner schools.	Vote on top 3 CPD courses, using QR code
CPD schedule	Agreeing time and date for bespoke CPD courses	
School visits	How to make the most of your visit.	
Annual conference		
ALL language membership		



## Discussion item: shared aims

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### Questions for discussion:

What is your development plan, how does this align with the hub?

What are the CPD needs for your team?

What are your strengths as a department? Do you have class teachers with particular strengths in your department? Could they provide CPD for the rest of your team and the hub?



## CPD offer

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### Universal vs Bespoke CPD

**Universal** CPD sessions are provided by UCL. They are online sessions, available for all to attend: <https://ncle-language-hubs.ucl.ac.uk/universal-cpd/>

**Bespoke** CPD sessions are planned and delivered by the Thames West language hub, designed explicitly to address priority areas, as identified by partner and affiliate schools. We will run 3 sessions this year. We will use the working party to agree together on the time, date, and content.

## Bespoke CPD offer

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### **Proposed CPD offer based on initial school visits and conversations with partner schools:**

1. Rachel Hawkes: Curriculum planning and best bets for the new GCSE.
2. Motivation: How to implement cultural shift towards MFL
3. Foundation GCSE: attainment for lower/middle prior attainers
4. Ofsted: How to prepare for an MFL deep dive.
5. AfL in MFL: how to ensure students don't get lost.
6. Beyond the scaffold: how to support independent learners

### **Agreeing time and date for bespoke CPD courses**



**Questions for discussion:** Which CPD courses would you find most useful?

When?



Future CPD voting form

## Making the most of school visits

This is space and time for you to reflect, with our support, on your department and team.

- Works best when you have identified a key focus e.g. *uptake in Y9, AfL in KS3, attainment in Y10...*
- Triangulation of data:
  - learning walks
  - curriculum deep dive
  - book looks
  - student voice
  - teacher voice



**Questions for discussion:** What area of focus would work for your next visit (Summer Term)?

**Annual conference:** July 9<sup>th</sup>, online conference

**ALL membership:** all partner schools receive 20% discount for ALL membership



Feedback



Over to  
you!



**Questions for discussion:** What is your top takeaway from today?