

Embedding International Languages in primary schools in Wales and Scotland



Scotland
Wales
Confident
Excellence
Responsible
Curriculum
Ambitious
Effective
New
Citizen
Capable
World
Creative
Well-Being

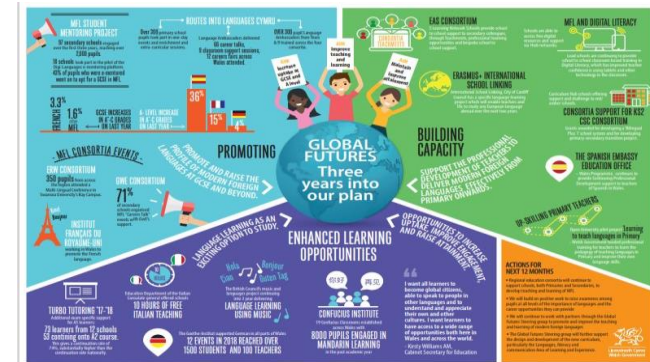


Welsh Government Global Futures strategy 2015-20 and 2020-2022



Information

Information document no: 179/2015
Date of issue: October 2015



How we are embedding and sharing good practice in IL in the EAS?



Four secondary learning network schools (centres of excellence) working in partnership with their cluster primaries to develop best practice transition models

One primary learning network cluster lead

Six lead multilingualism primary schools

Twelve cluster partnerships developing and embedding international languages in the primary sector




All lead schools work in partnership with the EAS Languages team who help to support, guide and advise on the development of pedagogy, methodology and good practice dissemination within the region

How we are embedding and sharing good practice in IL in the EAS?

- Dissemination through practice sharing events and professional learning opportunities e.g. July 2019
- Online networks through Hwb, the national platform and EAS Supporting our schools website for blended and distance learning







Blended Learning Resources

Home

How to get a copy of these resources




PRIMARY / CYNRADD



EAS MFL ITM GCA

Welcome to the EAS MFL networking community!
ITM y GCA! Bienvenue! Bienvenida! Willkommen! E

Yn weithredol yn ddiweddar: **11 Chwefror 2021 19:20**



Here are some highlights from schools with successful embedded practice to date from some of our lead multilingualism and Global Futures primaries through:

- Developing a whole school approach
- Teachers' professional learning development
- Inspiring and guiding learners to deeper learning through engaging, authentic and purposeful contexts and tasks
- Meaningful and progressive cluster transition

A whole school and cluster approach



St. Gwladys Bargoed Primary School
Ysgol Gynradd Santes Gwladys, Bargoed



2019-2020

Embedded in the new curriculum

What Matters 1: Languages connect us

Languages connect us with people, places and communities. This Area is designed to equip learners, as citizens of a bilingual Wales in a multilingual world, with the ability to use Welsh, English and international languages. Meaningful learning experiences in a multilingual context go hand in hand with learning about one's own cultural identity as well as the cultural identities of others. Engagement with this Area can therefore foster in learners pride in their sense of identity and belonging to Wales as well as the world.

The four purposes:

Through our AOLE thematic planning pupils develop an awareness of culture as well as developing the ability to communicate with others. We recognise that it is important to teach pupils about the customs, beliefs and social behaviour of the country as well as the language.

TASC:

Pupils are encouraged to find out about other cultures and languages in a social context. Using the TASC wheel allows pupils to lead their learning and be creative in their thinking for example, creating a game to teach others French vocabulary.



Pupil Voice

Language Ambassadors promote a love of language and other cultures throughout the school. They participated in training events at Monmouth Comprehensive and Heoddle Comprehensive which provided them with lots of ideas for promoting languages in school including a club, assemblies, competitions and rewards.



...a lead International Languages Multilingualism Primary School

Cluster working

The Heoddle cluster worked together to produce a French scheme of work for KS2 based around the book *'La chenille qui fait des trous'*. The scheme of work introduces pupils to colours, food, days of the week and animals through songs, games and activities. The scheme is differentiated allowing older children the opportunity to innovate the story and share



Professional Learning

A survey was sent out to staff to gather information about levels of confidence in speaking and teaching international languages.

The LL&C lead completed OU course Learning to teach languages in Primary (French) and more members of staff have expressed interest in future courses.

A high proportion of staff used Duo Lingo and completed Welsh language courses on HWB to further their language learning during lockdown.

Staff have had INSET training in British Sign Language



A whole school approach

An appreciation of different languages is taught throughout the school through daily greetings and songs.

Classrooms display Welsh and French key vocabulary.

A series of key dates are scheduled in to assemblies to promote other cultures and rewards are given to promote languages.





The child's
imagination
is tomorrow's
reality.

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OUR CURRENT PROVISION



A whole school approach

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RESOURCES

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British Council



Institut Français

**INSTITUT
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Cluster working



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PLANNING FOR INTERNATIONAL LANGUAGES

Embedded in the new curriculum



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TASC:



Pupils are encouraged to find out about other cultures and languages in a social context. Using the TASC wheel allows pupils to lead their learning and be creative in their thinking for example, creating a window on Christmas traditions in different parts of the world.

The four purposes:



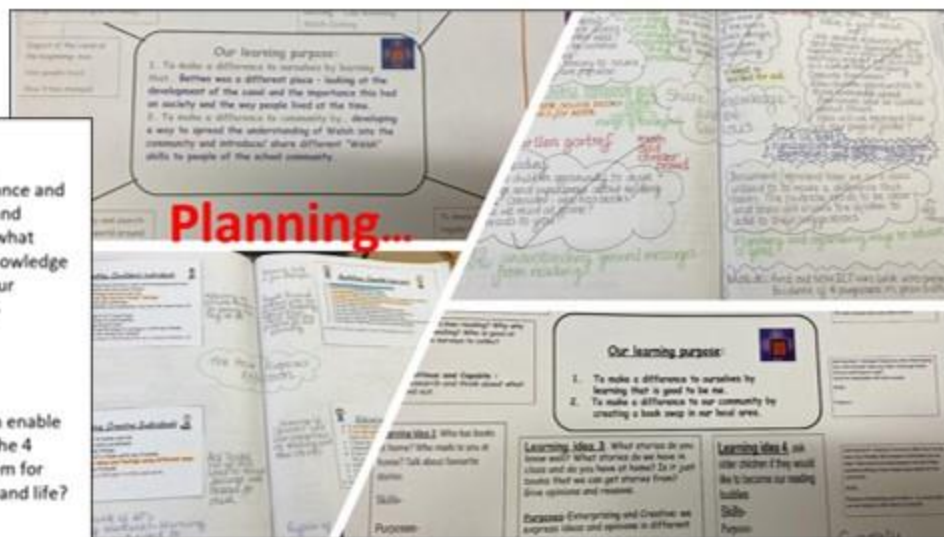
Through our AOLE thematic planning pupils develop an awareness of culture as well as developing the ability to communicate with others. We recognise that it is important to teach pupils about the customs, beliefs and social behaviour of the country as well as the language.

Bonjour! I'm Captain Culture and I promote Ethical Informed citizens.



Curriculum Design: our process so far...

1. Evaluating current provision
2. Collaborating to plan improved provision – whole school
3. Planning class provision – individual classes
4. Organizing provision to support each of the Four Purposes
5. Monitoring provision in action
6. Evaluating the impact



Professional Learning is key for teachers



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PROFESSIONAL LEARNING

A survey was sent out to staff to gather information about levels of confidence in speaking and teaching international languages.

The LL&C lead completed OU course learning to teach languages in Primary (French) with more members of staff taking on courses this year through Institut Francais

A high proportion of staff used Duo Lingo and completed Welsh language courses on HWB to further their language learning during lockdown.

Staff have had INSET training in LL&C in the new curriculum and British Sign Language



The Open University



duolingo



Hwb®



Professional Learning at Osbaston Primary

Professional Learning

The IL Lead has taken advantage of numerous Professional Learning opportunities (webinars) provided by:



Mandarin Professional Learning at Millbrook Primary Confucius Classroom



The pedagogical principles

Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

maintains a consistent focus on the overall purposes of the curriculum

challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them

means employing a blend of approaches including direct teaching

means employing a blend of approaches including those that promote problem-solving, creative and critical thinking

sets tasks and selects resources that build on previous knowledge and experience and engage interest

creates authentic contexts for learning

means employing assessment for learning principles

ranges within and across Areas

regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them

encourages learners to take increasing responsibility for their own learning

supports social and emotional development and positive relationships

encourages collaboration

3. Planning authentic provision .



The Millbrook Chinese Restaurant

Children will learn vocabulary in Mandarin and Welsh around food and compare to English.



Children will learn how to use technology as a tool to evaluate their learning in Mandarin.



Our learning purpose:



- To support children's Mandarin language development enabling them to ask and answer questions related to food.
- To enable children to learn how to plan a community event based on Chinese culture
- To help children to promote and learn about healthy eating through Chinese culture
- To help children to make ethical decisions when planning a community event based on Mandarin.

Children will learn how to plan and organize their own Chinese restaurant. They will plan a community event learning how to order food and other materials ensuring that containers are ethically sourced.



Children will learn how to write Chinese menus and posters to advertise their event.

Children will learn about authentic Chinese food and their health values. They will learn how to cook Chinese dumplings as part of the Chinese restaurant .

Purposeful contexts and tasks: Japanese wellbeing garden

Special mission!

Ponthir Zen Garden Proposal

dosbarthdwrgi@gmail.com

Ponthir Zen Garden Proposal

Good morning Mr Evans / Dosbarth Dwrgi,

We have been looking at the Meadowlands and have noticed that there is an area that needs some looking after. We have heard that you have been studying Japan and recently, we discovered Japanese Zen Gardens.

We don't know anything about them at all really but they do look beautiful.

We are wondering if you can look into them as a class by using your Japanese expertise along with your creativity and fantastic research skills.

We have laid out a few activities that should hopefully give us the information we need to establish if we could have a Zen garden or not.

Pob lwc!

Kind regards,

Governors of Ponthir Cŵ School.



Authentic learning: the Chinese restaurant in action



Children are given opportunity to develop their Chinese skills through this authentic context. It supports us effectively in our pursuit of developing the four purposes of learning.



6. Impact of our work

- Children have had a voice in evaluating this work. They capture their learning using IPADs.
- Children are more confident when using their Mandarin and in working with members of the community
- Their mandarin skills, organization skills and language skills have improved. Its has supported the improvement of children's oracy skills in Welsh and English
- The children are fully engaged in this work – it motivates them – they love the purpose to their learning.
- Staff are now planning more authentic opportunities. This year is our year of Making a Difference – on opportunity to use the children's enthusiasm for Mandarin to teach the community.



Current provision at Osbaston CiW primary

Years 3 and 4 - French

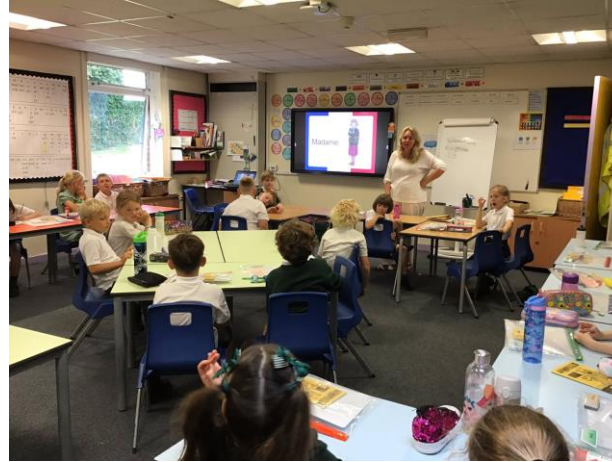
Years 5 and 6 - German

All year groups have a weekly one-hour session of IL learning

Pupils enjoy the combination of language learning and learning about the culture of the different countries where the languages are spoken

There is a very positive culture of language learning embedded in KS2

We plan to introduce Spanish at Foundation Phase in 2021/22

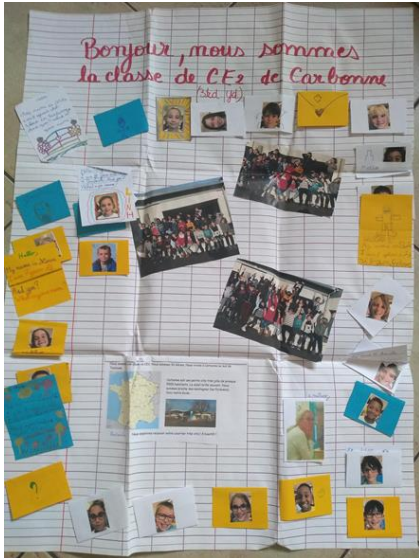


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Purposeful tasks: The Carbonne Pen Pal project

The teacher reports “The Monmouth-Carbonne Twinning Project has been a fascinating way for children to begin learning about the cultural differences between school in Wales and school in France.”

Christmas cards sent from Years 3 & 4 Osbaston CiW School to Henri Chanfreau School in December 2020



Language and culture across the different AoLEs





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CROSS-CURRICULAR THEMES



credi 18eme September 20

LO: Kenne une Conversation en Fran

Amy: Bonjour Jackson! / Hello Jackson.

Jackson: Bonjour Amy! Ça va? / Hello Amy!

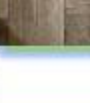
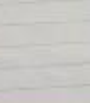
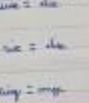
Amy: Ça va bien, merci. Et toi? / Good!



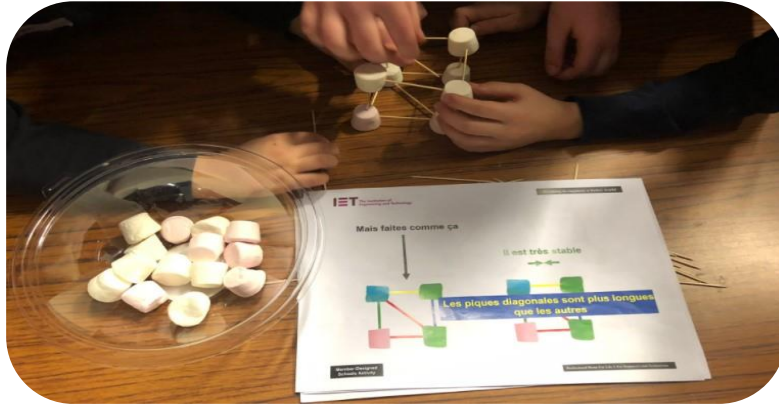
English	Welsh	French
Monday	Dydd	Lundi
Tuesday	Dydd Dydd	Mardi
Wednesday	Dydd	Mardi
Thursday	Dydd	Jeudi



Expressive
arts: Tulip
fields




International Languages and STEM



Multilingual literacy approaches

Fruit	ffrwyth	fruit	fruta	frutta	frucht	fruit
Christmas	Nadolig	Noel	Navidad	Natale	Weihnachten	Idol
Tree	coeden	arbre	árbol	albero	baum	Trä
Present	anrheg	cadeau	regalo	regalo	geschenk	present
Biscuit	Bisged	Biscuit	galleta	biscotto	keks	bisc
	marchnad	marché	mercado	mercato	markt	marknad
			mercado	perce	fisch	hai



 **Ysgol Gymraeg Casnewydd** @YsgolGCasnewydd · Jan 20

Yn dilyn y wybodaeth o'r cyfrifiad, mae bl. 6 wedi bod yn ymarfer iethoedd rhyngwladol sy'n cael eu siarad yng Nghasnewydd. Following information from the census year 6 have been learning the languages spoken in Newport. @EAS_IntLanguage

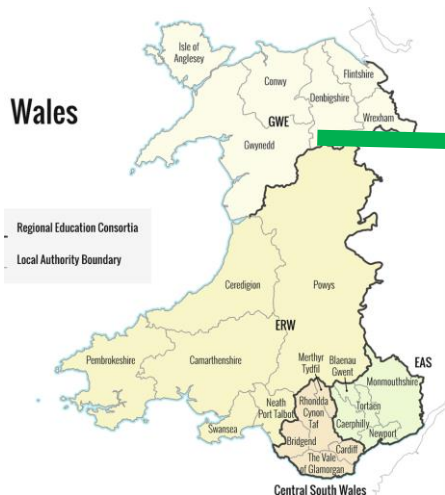


Languages Connect Us





Tuag at Ragoriaeth Towards Excellence



GwE: fully bilingual School Effectiveness and Improvement Service for North Wales.

Works alongside and on behalf of the 6 Local Authorities of Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey to develop excellent schools across the region.





Tuag at Ragoriaeth
Towards Excellence



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Primary Languages Network

International Languages in the primary schools in GwE:

20 pilot schools Sept 2018- Cohort 1

20 pilot schools Sept 2019- Cohort 2

Develop different modes of delivery

Use quality resources made for non-specialists by specialists and develop pedagogical principles

PL offer: Training by experts (Richard Tallaron, Catherine Cheater, Sue cave, Vicky Cooke..)

Open University Course TELT

Sharing good practice Days and measuring impact.

Lead schools (2020) to drive the Reform journey and support other schools.

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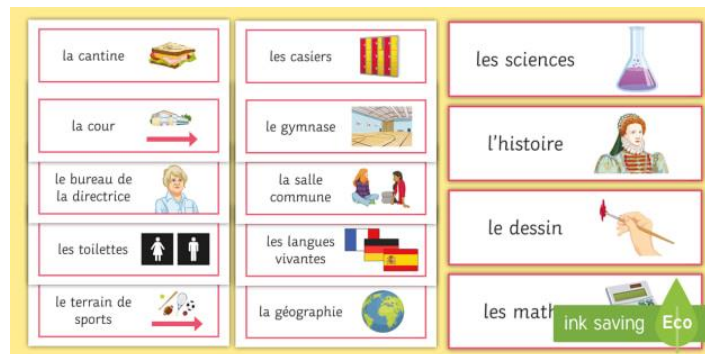


Ysgol Beddgelert: Start sept 2018

Some French/ single teacher/ HT/use PL



<https://spark.adobe.com/video/jERs5QUPx0ACD>



Golftyn CP school : Start Sept 2019

Non-specialists/ use of PLN/all years



<https://spark.adobe.com/video/28dgQ5n6Raq96> (slower)



[om/video/x313iyuJS8M](https://spark.adobe.com/video/x313iyuJS8M)



Scottish pupils among top performers in new Pisa test

- Scottish pupils are among the most likely in the developed world to understand and appreciate the perspective of others, demonstrate some of the most positive attitudes towards immigrants, and score highly on a test that assesses the ability to evaluate information and analyse multiple perspectives.
- Students from 27 countries and economies, including Scotland, took part in Pisa's 2018 assessment of global competence, which included a test focusing on three areas: the ability to evaluate information, formulate arguments and explain issues and situations; to identify and analyse multiple perspectives; and to evaluate actions and consequences.
- Scottish students' mean score on the global competence cognitive test was 534. Only two countries scored more highly – Canada (554) and Singapore



Contact Us



Stephanie Ellis-Williams:

stephanieelliswilliams@gwegogledd.cymru



Sioned Harold:

Sioned.Harold@sewaleseas.org.uk



Richard Tallaron:

richard@powerlanguage.net

