International Languages in the Primary Phase
Self-Evaluation Toolkit

For each focus area select the evaluation, from the list below, that best describes international languages in your school. Identify any key strengths and areas for improvement to evidence your evaluation. Then, consider actions that would support you in moving forward. You can use the possible actions in the toolkit to help support your improvement planning.

Evaluation	Descriptor
Emerging	We are at an early stage of development. Practice is inconsistent or limited, and there is little strategic planning or impact yet.
Developing	We have made some progress and have a few effective practices in place, but they are not yet embedded or consistent.
Strong	We have made strong progress and provision is highly effective, with clear systems, regular monitoring, and positive impact on pupils.

Leadership and Vision

- To what extent is international languages learning a strategic priority within our whole-school vision and improvement planning?

Emerging	
Developing	
Strong	

Possible actions:
- *Review whole-school improvement priorities*
- *Assign a named lead for international languages*
- *Include international languages in the professional learning strategy*

Curriculum Planning

- How well is international language learning embedded within our curriculum, and is there an appropriate mix of cross-curricular learning and dedicated languages sessions?

Emerging	
Developing	
Strong	

Possible actions:
- *Map international language learning opportunities across AoLEs*
- *Identify time in the curriculum for discrete languages sessions*
- *Incorporate international languages into wider LLC planning*

Progression and Continuity

- Do we have a clear and progressive plan for international languages from progression step 2 to 3, and do we support continuity into the secondary phase?

Emerging	
Developing	
Strong	

Possible actions:
- *Map out what you want pupils to learn in each year group*
- *Develop a cluster curriculum plan*
- *Share pupil progress in international languages at transition*

Pupil Engagement

- How enthusiastic and confident are pupils in using international languages and what does this tell us about the quality and impact of teaching?

Emerging	
Developing	
Strong	

Possible actions:
- *Complete listening to learner pupil voice activities to gather views*
- *Increase authentic and engaging learning experiences*
- *Ensure that teaching prioritises developing pupils' oracy skills*

Staff Confidence

- Do teachers feel confident and supported to deliver international languages, and have they accessed relevant professional learning opportunities?

Emerging	
Developing	
Strong	

Possible actions:
- *Complete an audit of staff skills and confidence levels*
- *Identify and access relevant professional learning opportunities*
- *Seek additional support through school improvement services*

Cultural Awareness

- How effectively do we celebrate linguistic and cultural diversity, and how inclusive is our provision for pupils with different home languages?

Emerging	
Developing	
Strong	

Possible actions:
- *Plan whole-school events / assemblies celebrating different languages and involve parents and carers where possible*
- *Include home languages in displays and classroom routines*

Teaching approaches

- Are we using a rage of effective, engaging strategies to develop pupils' oracy and confidence in international languages?

Emerging	
Developing	
Strong	

Possible actions:
- *Focus on developing effective languages pedagogy*
- *Promote and share effective practice, such as games, songs, drilling and sentence-building techniques*

Assessment and Monitoring

- How do we assess pupils' progress in international languages, and how is this used to inform teaching and report on pupil progress?

Emerging	
Developing	
Strong	

Possible actions:
- *Develop a simple way of recording pupil progress*
- *Include international language learning in quality assurance*
- *Share progress information with secondary partners at transition*

Pupil Leadership

- How are pupils involved in leading and celebrating international languages across the school?

Emerging	
Developing	
Strong	

Possible actions:
- *Set up an international languages ambassador scheme*
- *Use pupil voice to inform planning*
- *Encourage pupil-led extra-curricular activities and assemblies*

Partnerships and Transition

- What partnerships exist with local secondary schools and external agencies to support curriculum development and transition?

Emerging	
Developing	
Strong	

Possible actions:
- *Strengthen collaboration with local secondary school*
- *Engage with Global Futures partners and other agencies to strengthen provision for international languages*

Next Steps

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