

International Languages in the Secondary 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.

Strategic Leadership

- To what extent does international language learning feature as a strategic priority in our school improvement plan and curriculum vision?

Emerging		Possible actions: - Review whole-school improvement priorities - Clarify roles / responsibilities of leaders in international languages - Embed international languages in wider LLC planning and vision
Developing		
Strong		

Curriculum Time and Access

- Do we allocate sufficient curriculum time to international languages in Years 7-9 and ensure fair access at Key Stages 4 and 5?

Emerging		Possible actions: - Audit and evaluate curriculum allocation in Years 7-9 - Review options process - Explore ways to protect small-group provision where viable
Developing		
Strong		

Uptake and Retention

- How well do we monitor, analyse and respond to trends in GCSE and A Level uptake for international languages?

Emerging	
Developing	
Strong	

Possible actions:

- *Analyse pupil uptake trends*
- *Use pupil voice to identify barriers to uptake*
- *Strengthen promotional strategies to encourage uptake*

Teaching and Learning

- Are our teaching approaches in international languages engaging, inclusive and focused on developing pupil fluency and independence?

Emerging	
Developing	
Strong	

Possible actions:

- *Review our findings from lesson observations and learning walks*
- *Refine teaching approaches to prioritise spontaneous and independent use of the target language*

Assessment and Progression

- How effective are our assessment approaches in supporting progression in pupils' language learning across all key stages?

Emerging	
Developing	
Strong	

Possible actions:

- *Review our findings from quality assurance activities*
- *Ensure that planning sets out clearly what we want pupils to know*
- *Identify and share effective practice in assessment for learning*

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 range 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		Possible actions: <ul style="list-style-type: none">- <i>Develop a common approach to recording pupil progress</i>- <i>Include international language learning in progress reviews</i>- <i>Celebrate progress and share regularly with parents and carers</i>
Developing		
Strong		

Pupil Leadership

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

Emerging		Possible actions: <ul style="list-style-type: none">- <i>Set up an international languages ambassador scheme</i>- <i>Use pupil voice to inform planning</i>- <i>Encourage pupil-led extra-curricular activities and assemblies</i>
Developing		
Strong		

Partnerships and Transition

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

Emerging		Possible actions: <ul style="list-style-type: none">- <i>Strengthen collaboration with local primary schools</i>- <i>Review our Year 7 curriculum to reflect primary phase learning</i>- <i>Work with school improvement service to support cluster approach</i>
Developing		
Strong		

Next Steps

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