



# ABERDEENSHIRE LANGUAGES SELF-EVALUATION AND PLANNING TOOL

# SELF-EVALUATION SHOULD BE:

- Robust, reflective, honest
- Continuous
- ▶ Focused on improving outcomes for **all** children and young people
- Use evidence from self-evaluation to plan future improvement



- ✓ ***How am I doing?***
- ✓ ***How do I know?***
- ✓ ***What am I going to do now?***
- Develop effective but manageable approaches to improvement and moderation activities which develop shared standards and expectations
- Regularly analyse and use evidence, data, advice and research to support continuous improvement
- Demonstrate impact
- Seek out and share good practice



# 3 steps

1

Reflective questions and statements to work out where you are:

- *Enquiring.... Emerging... Engaging .... Embedding*

2



Suggested next steps

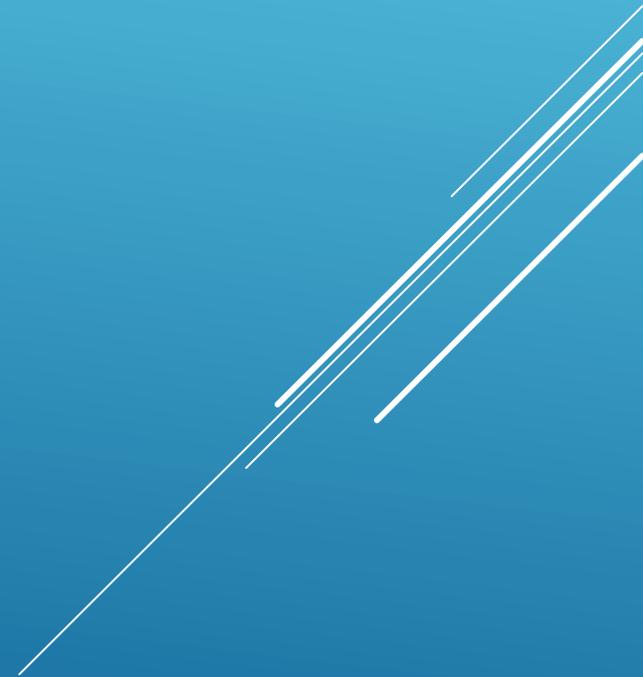
- Action to get to next level

3



Suggested support for implementation

- Signposting



## Leadership of Languages Developing your whole school approach

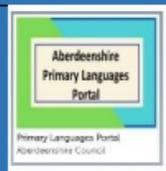


Establishing Expectations ... Creating Culture ... Encouraging learning ... Developing pedagogy ... Building Partnerships

Using self-evaluation to move forward to full implementation

Enquiring	→	Emerging	→	Engaging	→	Embedding	→
<ul style="list-style-type: none"> <li>• Are you aware of the requirements of the National 1+2 Approach to Language Learning and the implications for curricular transitions?</li> <li>• Do you have a clear timeline for implementation for your school?</li> <li>• Are staff aware of the Powerlanguage Schools as an Aberdeenshire core resource?</li> <li>• Are staff aware of training opportunities provided by the Authority?</li> <li>• Are staff aware of the Aberdeenshire Modern Languages Framework?</li> <li>• Are you aware of the</li> </ul>		<ul style="list-style-type: none"> <li>• Is 1+2 identified in school improvement plan as part of improving literacy strategies?</li> <li>• Are staff aware of the progression statements and National Benchmarks in the Aberdeenshire Framework to inform planning and assessment?</li> <li>• Is the L2 being used regularly in classroom/school routines?</li> <li>• Do all staff understand the purpose and value of meeting 1+2 expectations?</li> <li>• Are teachers encouraged and supported to engage with 1+2?</li> <li>• Is the Ambassador engaging with appropriate training opportunities?</li> <li>• Have staff had the opportunity to look at and explore the Powerlanguage Schools?</li> <li>• Have staff experimented with some resources on the Powerlanguage Schools in</li> </ul>		<ul style="list-style-type: none"> <li>• Are staff using the progression statements and National Benchmarks in the Aberdeenshire Framework to inform planning and assessment?</li> <li>• Is progression in your L2 evident in classroom/school routines?</li> <li>• Is progression in your L2 evident across year groups?</li> <li>• Do learning activities combine more than one skill?</li> <li>• Is language learning enhanced by effective use of technology by staff and learners?</li> <li>• Are discussions taking place with staff about L3?</li> <li>• Are leadership discussions about L3 models across the cluster moving forward thinking at school level?</li> <li>• Are pilot approaches to L3 are in place?</li> <li>• Are 1+2 Approaches regularly discussed in order to develop a shared understanding amongst</li> </ul>		<ul style="list-style-type: none"> <li>• Does use of the Aberdeenshire Framework underpin planning, assessment and moderation of languages?</li> <li>• Do learning activities cover all four skills?</li> <li>• Do staff have a clear understanding of the progression of the four skills in language learning?</li> <li>• Do staff use the content of PowerLanguage Schools confidently to support learning?</li> <li>• Do Staff confidently adapt and create resources to support personally designed lessons?</li> <li>• Are digital technologies used by staff and learners to create real and meaningful learning experiences?</li> <li>• Is language learning is enhanced and deepened</li> </ul>	

## Suggested next steps



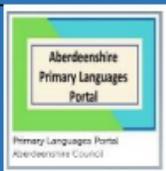
### Aberdeenshire Primary Languages Portal \*



### Northern Alliance Glow SharePoint \*

Enquiring	→	Emerging	→	Engaging	→	Embedding	→
<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Identify Ambassador and facilitate access to local CLPL.</li> <li>Include in school improvement plan</li> <li>Arrange 1-1 support visit from Development Officer</li> <li>Organise CLPL for staff as necessary to familiarize with all available resources.</li> </ul> <p>Carry out staff language competency audit and evaluation activity with parents and school partners</p>	Date	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Update improvement plan making links between literacy and L2 learning.</li> <li>Agree expectation for use of L2 in classroom routines and identify whole school routines that could be vehicle for L2.</li> <li>Through PRD process identify appropriate CLPL for the Language Ambassador and staff.</li> <li>Consider how to include 1+2 approaches to language in your parent engagement strategy. Research and seek advice from peers regarding extending the range of resources used for L2.</li> </ul>	Date	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Include 1+2 on staff meeting agendas.</li> <li>Explore, experiment and evaluate additional language learning resources through GLOW/research.</li> <li>Review and articulate timeline for 1+2 implementation for all stakeholders.</li> <li>Agree L3 approach taking into account school context and staff expertise.</li> <li>Clarify expectations and facilitate CLPL for all staff.</li> <li>Begin discussions with secondary school and/or surrounding schools about transition event/project.</li> <li>Develop cluster professional support group utilising digital technology to facilitate.</li> <li>Promote achievement in modern languages as part of existing school practice.</li> </ul>	Date	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Evaluate your practice against the above questions and identify areas for development.</li> <li>Organise CLPL to address gaps in practice, provision as identified through evaluation activity.</li> <li>Ensure individual learning needs are identified through PRD.</li> <li>Practice relating to questions 1-8 to be addressed through developing moderation opportunities at school and cluster level.</li> <li>Review pilot approach to L3</li> <li>Consider evaluation activities to involve parents and learners relating to L2 and L3</li> <li>Regular Professional discussion across cluster including ML dept to identify opportunities for transition work.</li> </ul>	Date

## Suggested Support for implementation



### Aberdeenshire Primary Languages Portal \*



### Northern Alliance Glow SharePoint \*

Enquiring	→	Emerging	→	Engaging	→	Embedding
<ul style="list-style-type: none"> <li>Access 1+2 Section of National Improvement Hub.</li> <li>Officer support at 1-1 with HT and/or ambassador to create improvement plan focussing on the place of languages in the curriculum.</li> <li>Targeted twilight training for all staff. Available from <a href="#">this site</a>.</li> </ul>		<ul style="list-style-type: none"> <li>Aberdeenshire <a href="#">Primary Languages Portal</a></li> <li>Access Ambassador training and other local CLPL events</li> <li>1-1 review session with HT and/Ambassador to discuss gaps in current practice and update current improvement plan.</li> <li>Language Upskilling for L2                             <ol style="list-style-type: none"> <li>a) Literacy across the curriculum: Awareness of transferable skills.</li> <li>b) Embedding Language across the school and using <a href="#">Powerlanguage Schools</a> to support.</li> <li>c) Varied pedagogy approaches to enhance learning and teaching can be found on the <a href="#">Northern Alliance Teacher Professional Learning site</a>.</li> <li>d) Developing approaches to planning for language learning</li> </ol> </li> </ul>		<ul style="list-style-type: none"> <li>Aberdeenshire L3 Guidance leaflet &amp; video discussion</li> <li>Access via GLOW the most recent guidance on developing pathways for L3.</li> <li>Ambassador training</li> <li>Cluster support group</li> <li>Language upskilling for L3 – local and/or online</li> <li>Targeted Twilight training:                             <ul style="list-style-type: none"> <li>Using Education Scotland Benchmarks to inform planning and assessment</li> <li>Transferring moderation practice to modern languages</li> <li>1+2 and Parental Engagement</li> <li>IDL and L3</li> <li>Developing Approaches to transition</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Access via GLOW the most recent guidance on developing pathways for L3</li> <li>1-1 support session with officer if appropriate.</li> <li>Outcomes from Northern Alliance Project work</li> <li>SCiLT website</li> <li>Language upskilling for L3 – local and/or online</li> <li>Targeted Twilight training:                             <ul style="list-style-type: none"> <li>Using Education Scotland Benchmarks to inform planning and assessment</li> <li>Transferring moderation practice to modern languages</li> <li>IDL and L3</li> <li>Developing Approaches to transition</li> </ul> </li> </ul>

**Targeted support****Support Offer for 1+2 Languages August 2021-June 2022**

**1\* Enquiring** - Very limited or inconsistent implementation - require intensive support to get on track

**2\* Emerging** - Partially implementing - would benefit from some targeted support

**3\*Engaging** - Proceeding according to clear plan for implementation - signposting to universal support is keeping us on track

**4\* Embedding** - Confidently implementing - only require occasional support/guidance from officers

**\*Intensive Support****\*Targeted Support****\*Universal Support**

**Twilight session.** Development Officer-led exploration of Self-Evaluation tool to identify actual gaps in practice. Expectation that all schools which have self-identified as being in this category to participate.

Signposting to CLPL opportunities and information and resources to support development of languages within the curriculum from National organizations and the Northern Alliance.

1-1 or small group session with Development officer to review challenges and complete action planning.

Leadership Pack to be used for creation of action plan. Development officer can be contacted for specific queries. Signposting to other schools who are successfully implementing will provide peer support.

Annual Leadership of Languages Pack and Aberdeenshire Primary Languages Portal to support development work.

**Twilight Session.** Development Officer-led exploration of the Aberdeenshire Primary Languages Portal and other available CLPL opportunities and resources. Expectation that all schools which have self-identified as being in this category to participate.

Email / Phone support from Development Officer to head teachers and for class teachers via school ambassadors.

# LEADING IN LANGUAGES PACK

*Aberdeenshire Primary Languages Portal*

Self evaluation planning tool

HT briefing

French sample planner document

L3 toolkit

Aberdeenshire and Northern Alliance CLPL and resources

Aberdeenshire Languages Framework

Exemplar SIP