

Toolkit for Improvement in Languages Education in South-East schools



THE UNIVERSITY
of EDINBURGH

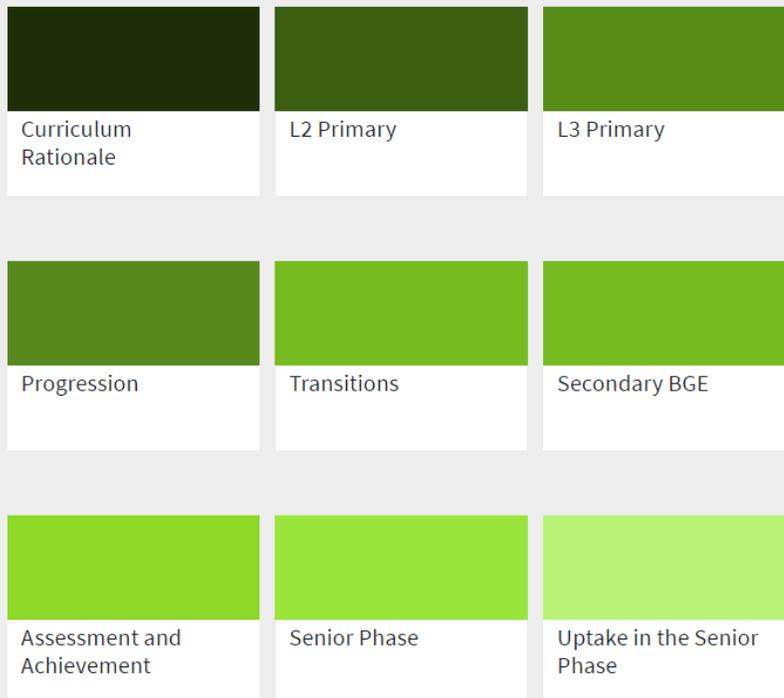


<https://www.tiles.ed.ac.uk>



Curriculum

Research Summary: Curriculum



Using the tool for the first time

- Identify a theme that you would like to focus on.
- Navigate to the theme you have selected.



Progression

Having a sense of progression and ongoing achievement is key to seeing ourselves as language learners.

This section will explore themes relating to *Progression and Language Learning* in relation to the following three *How are we doing?* self-evaluation statements:

- Our learners are engaged in the progressive development of their learning and are motivated by their learning goals, objectives, and progress.
- We support learners to develop the tools to reflect upon their own learning and structure our tracking around exploration of skills, strategies, and progress in learning.
- We plan for progression by developing learning which supports breadth, depth and challenge over time.

Click on the links below to read more about the key themes of *Progression and Language Learning* and then use the *How are we doing?* statements to reflect on your current practice and explore your next steps. Further reading and resources are also provided at the bottom of this page.

Motivation and progression

Planning learning and progression

Tracking progression



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Self-evaluation in Language Learning

Language Learning: Progression

How are we doing?	Self-evaluation (based on HGIOS 6 point scale)	Priorities for improvement	Planned Actions	Impact What are your aims?	Self-evaluation following interventions	Next steps
Our learners are engaged in the progressive development of their learning and are motivated by their learning goals, objectives, and progress.						
We support learners to develop the tools to reflect upon their own learning and structure our tracking around exploration of skills, strategies, and progress in learning.						
We plan for progression by developing learning which supports breadth, depth and challenge over time						

Record your practice:

Downloadable PDF for
you to complete.



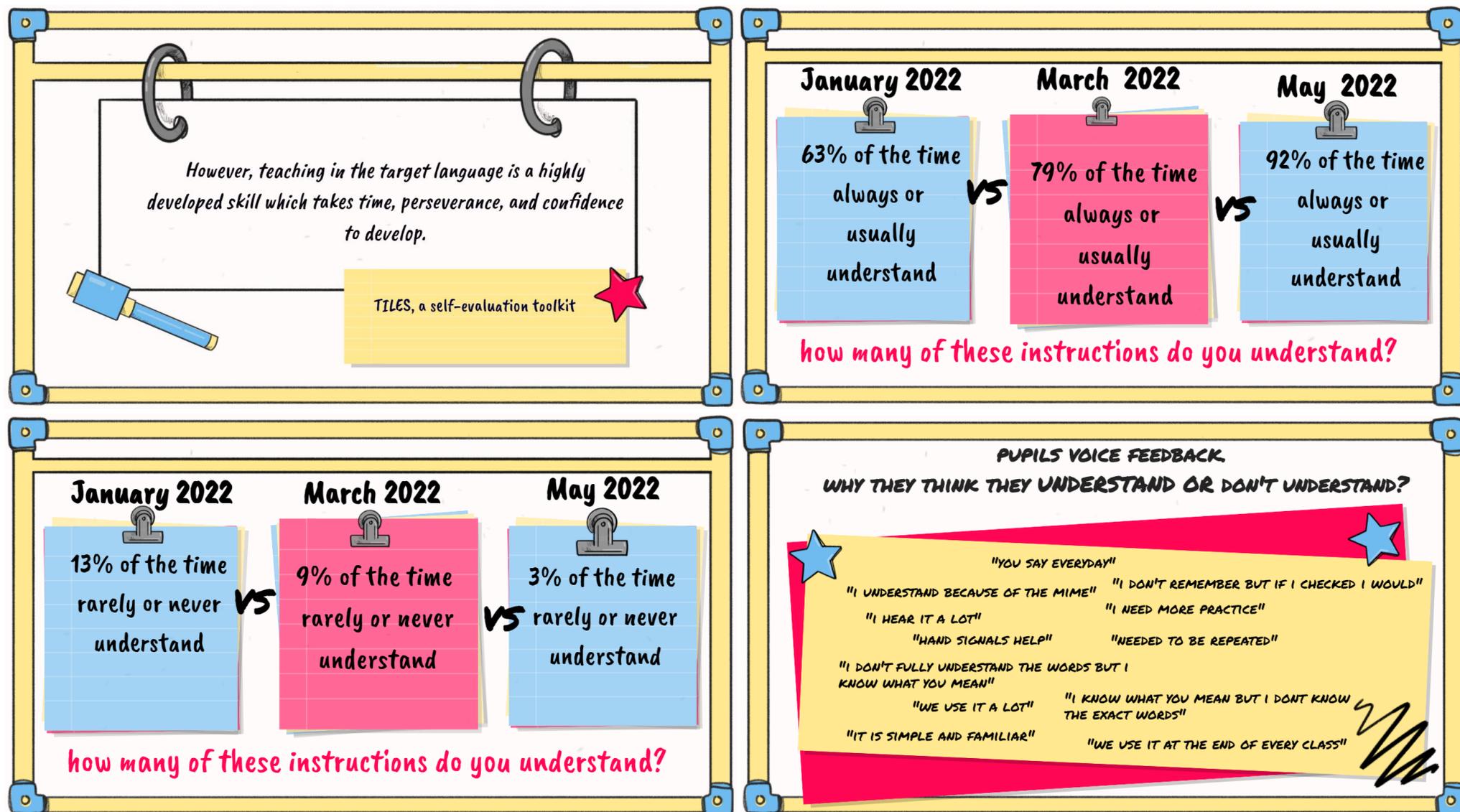
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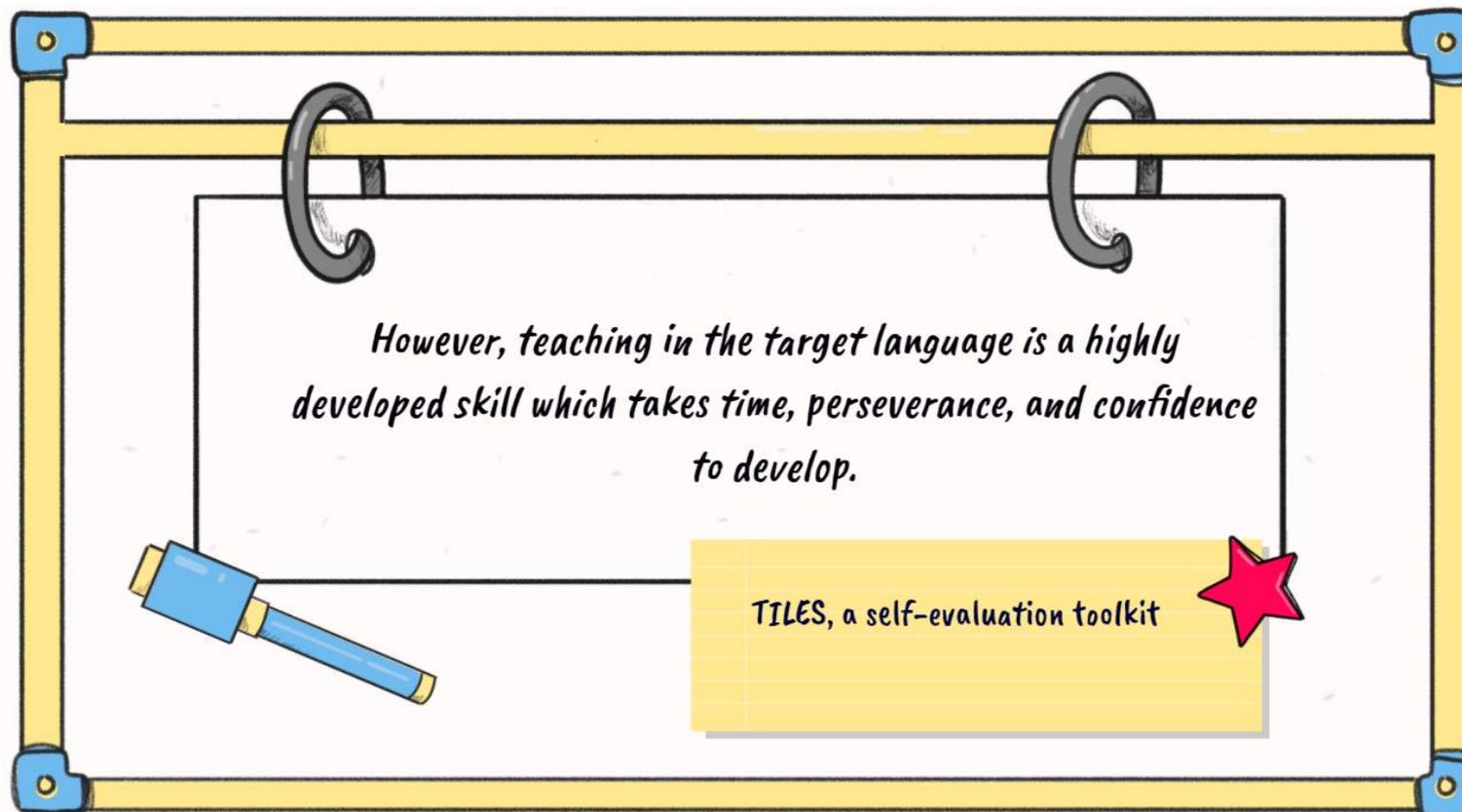


Some of our practitioners have used TILES to support professional enquiries this session:

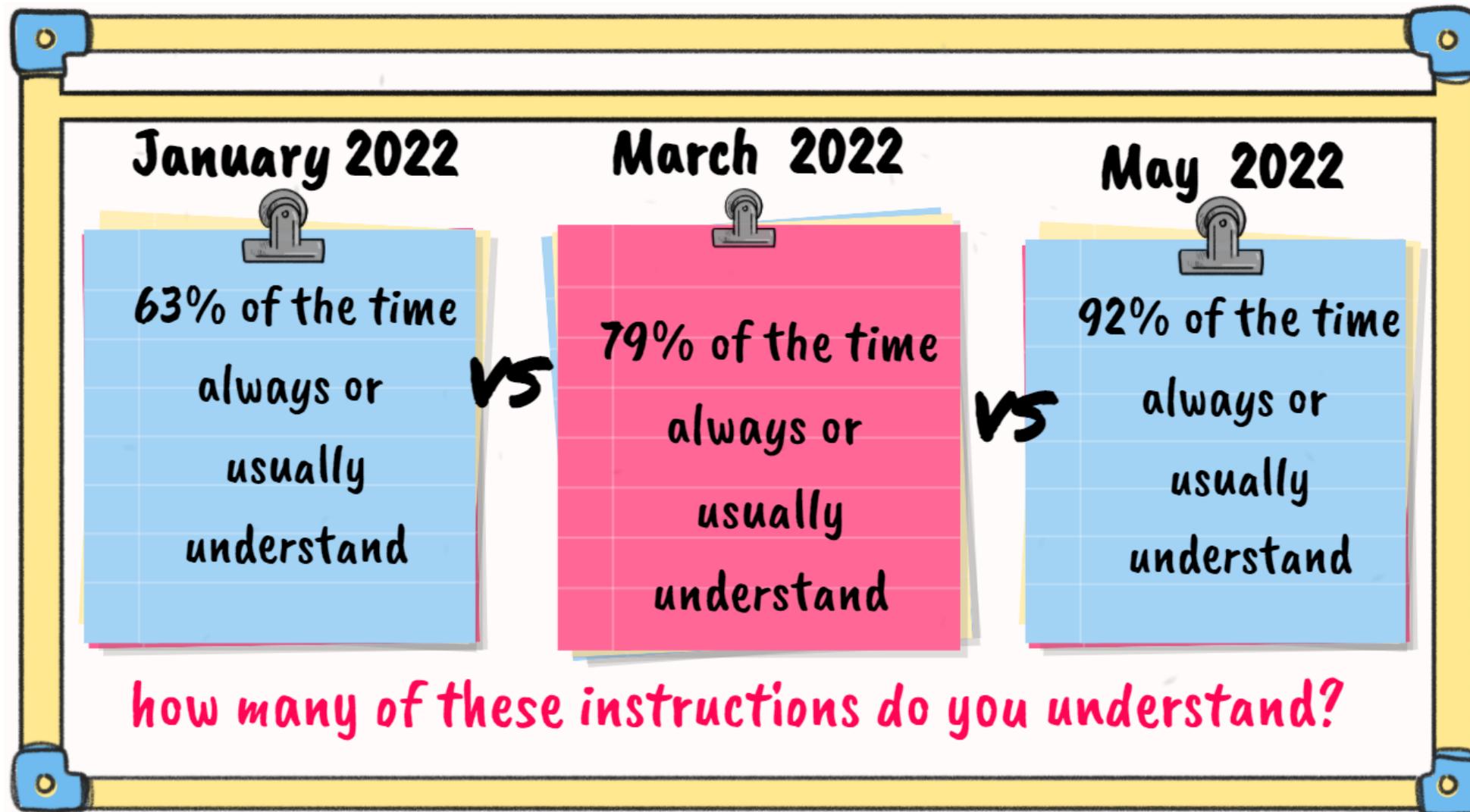


Excerpts from a Secondary teacher's Practitioner Enquiry

Some of our practitioners have used TILES to support professional enquiries this session:



Excerpts from a
Secondary teacher's
Practitioner Enquiry



January 2022

13% of the time
rarely or never
understand

March 2022

9% of the time
rarely or never
understand

May 2022

3% of the time
rarely or never
understand

how many of these instructions do you understand?

PUPILS VOICE FEEDBACK

WHY THEY THINK THEY UNDERSTAND OR DON'T UNDERSTAND?



"YOU SAY EVERYDAY"

"I UNDERSTAND BECAUSE OF THE MIME"

"I DON'T REMEMBER BUT IF I CHECKED I WOULD"

"I HEAR IT A LOT"

"I NEED MORE PRACTICE"

"HAND SIGNALS HELP"

"NEEDED TO BE REPEATED"

"I DON'T FULLY UNDERSTAND THE WORDS BUT I
KNOW WHAT YOU MEAN"

"WE USE IT A LOT"

"I KNOW WHAT YOU MEAN BUT I DON'T KNOW
THE EXACT WORDS"

"IT IS SIMPLE AND FAMILIAR"

"WE USE IT AT THE END OF EVERY CLASS"

