Excellent experiences and outcomes in modern languages

Jane Renton

HM Assistant Chief Inspector

November 2011

pictures from Glasgow City Council's excellent ML newsletter

Education Scotland
Foghlam Alba
Transforming lives through learning

Education Scotland

**supporting quality and improvement in Scottish Education by**:

1. leading and supporting the implementation of Curriculum for Excellence;
2. increasing the capacity for self-evaluation and self-improvement amongst education providers and practitioners;
3. promoting high quality professional learning and leadership;
4. identifying and stimulating innovation, sharing successful approaches widely with others;
5. providing independent external evaluations of the quality of educational provision at individual provider, local authority and partners, and national levels; and
6. supporting the development and implementation of policy at National Level.

"Teachers should be drivers and actors in educational change, rather than receivers of external prescription and deliverers of its requirements."

Graham Donaldson

TESS 28-10-11

Why Curriculum for Excellence?

Raise standards

Close the gap

Prepare for the future
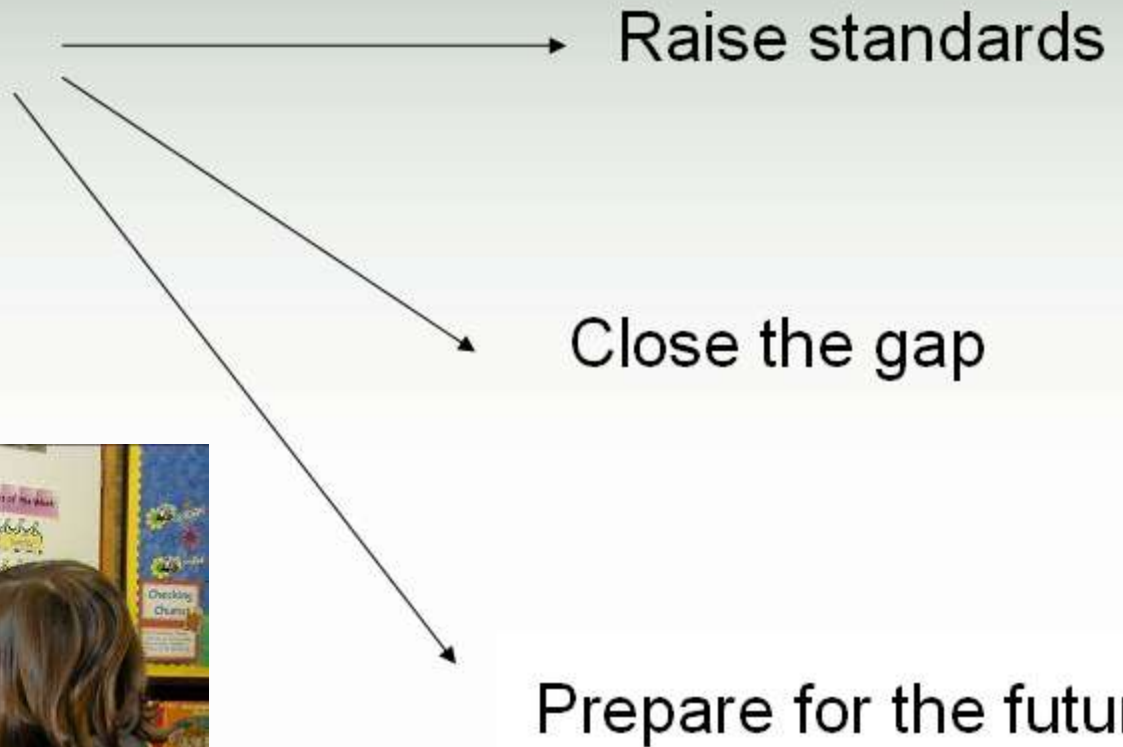
CfE: inspectors' expectations

Teachers are:

familiar with the seven design principles and can talk about how their work contributes to the four contexts for learning and each young person's broad general education

able to talk about actual and planned developments in courses and programmes since August 2010, including the rationale for change and the expected outcomes for all learners

working with increasing confidence with the Es and Os and know how to use these in taking a coherent approach to learning, teaching and assessment.

planning for learning:
learning and teaching approaches

- **AiFL: do young people know what they are supposed to learn; understand how they will get there; and know how far they have got?**
- **variety of activities, including direct teaching**
- **learning by doing**
- **opportunities to learn collaboratively and independently**
- **use of reference materials**
- **meaningful use of ICT**

Education Scotland
Foghlam Alba

Transforming lives through learning

excellent lessons

- **well planned with established routines and systems (e.g. time targets, clearly specified learners' roles in collaborative and group work, effective use of resources and homework, and a lesson structure including starter activities and round-up)**

- **have clear direction of travel and shared purpose**

- **ensure that a high proportion of time is spent on active learning tasks with minimum interruptions or "down time" of any sort**

- **have a level of personalisation to match the range of needs in the class**

Education Scotland
Foghlam Alba
Transforming lives through learning

Higher-order thinking

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognising, listing, describing, retrieving, naming, finding

Education Scotland
Foghlam Alba
Transforming lives through learning

progression

- length and complexity of text and task
- length, complexity and accuracy of response
- level of support
- working with new areas of content and context
- increasing knowledge and use of language rules
- increasing confidence in taking the initiative and in being creative - 'having a go'

Education Scotland
Foghlam Alba
Transforming lives through learning

As teachers use the experiences and outcomes to support their planning, by the end of Primary 7, the majority of children will have learned the skills necessary to:

- give a short presentation about themselves
- take part in simple conversations and transactions
- understand classroom instructions and personal information
- enjoy listening to a story, song or poem
- read aloud a simple text
- read and understand a short text
- write a few sentences about themselves and others.

ML Principles and Practice paper
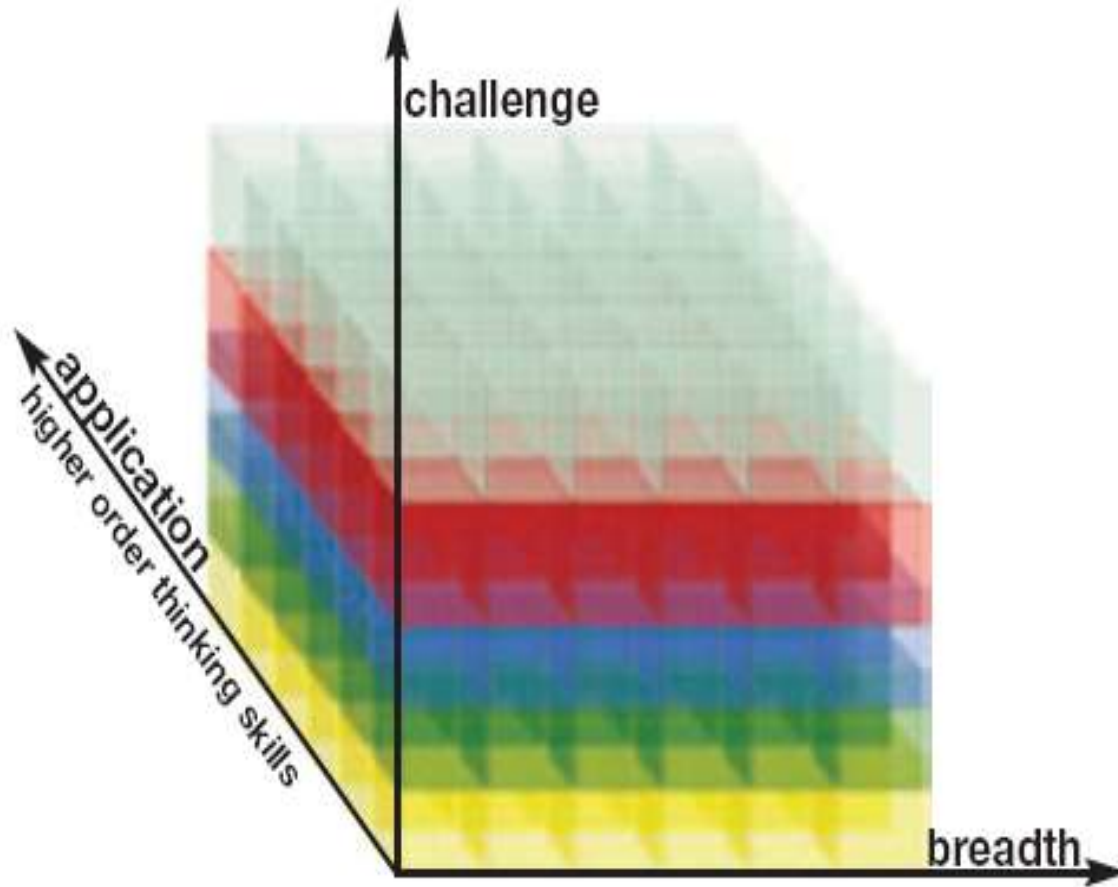
managing the Es and Os

how do we assess?

- planning is essential!
- what do we expect them to achieve?
- how do we support them to get there?

- range of evidence: formative assessment and formal tests
- build up a profile: but it must be manageable!
- gather evidence of progression in language skills from a range of activities over time
- use moderation well to ensure consistency
- assess more than one outcome through one task

reporting on progress

Developing	Consolidating	Secure
➢ **The learner has started to engage in the work of the new level and** ➢ **Is beginning to make progress in an increasing number of outcomes across the breadth of learning described in the experiences and outcomes for the level**	➢ **Has achieved a breadth of learning across many of the different outcomes for the level** ➢ **Can apply what he/she has learned in familiar situations; and** ➢ **Is beginning to undertake more challenging learning and apply this in unfamiliar contexts**	➢ **Has achieved a breadth of learning across almost all the Es & Os for the level including any significant aspects of the curriculum area** ➢ **Has responded consistently well to the level of challenge set out in these experiences and outcomes** ➢ **Has moved forward to more challenging learning in some aspects and** ➢ **Has applied what he/she has learned in new and unfamiliar contexts.**

secure progress – achieving a level

DISCUSSION:
excellent lessons

- Share an example of lesson that got your pupils really well engaged, and helped them develop their skills in the modern language.

- What sort of language-learning activities provide "high-order thinking" experiences?

Education Scotland
Foghlam Alba

Transforming lives through learning

DISCUSSION: programme planning (1)

Discuss how best to ensure relevant and stimulating content in language programmes:

- What themes are of most interest to young people?
- How much use of the core text book?
- What up-to-date resources can supplement the core text book?

Education Scotland
Foghlam Alba
Transforming lives through learning

DISCUSSION: programme planning (2)

- To what extent do our current courses cover the Es and Os?

- To what extent do our current assessments cover the Es and Os?

- What are our priorities for development?

Education Scotland
Foghlam Alba
Transforming lives through learning

DISCUSSION: transition

- How can we ensure that the advice on achievement by the end of primary becomes a reality?

- How can we build on pupils' learning from primary when they enter S1?

DISCUSSION:
setting the standard

- What do listening, talking, reading and writing look like at the Second or Third or Fourth Level?

Curriculum for Excellence design principles

- **challenge and enjoyment**
- **breadth**
- **progression**
- **depth**
- **personalisation and choice**
- **coherence**
- **relevance**

implications for MLs?

curriculum for excellence

Education Scotland
Foghlam Alba
Transforming lives through learning

Curriculum for Excellence contexts for learning

The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

1. **ethos and life of school as a community**
2. **curriculum areas and subjects**
3. **interdisciplinary learning**
4. **opportunities for personal achievement**

implications for MLs?

curriculum for excellence

Education Scotland
Foghlam Alba
Transforming lives through learning