



MfL Subject Leaders

Thursday 10th June 2021

MfL Deep Dive

- Ensure that a) you as subject leader and b) all teachers are familiar with the NC Aims for MfL
- What is 'unique' about the MfL curriculum at your school (i.e. what topics / units / themes have you introduced specifically to meet the needs of your pupils?)
- What is pupils' learning (over the course of their time at your school) building towards (by end of Y2 / Y6), including that of pupils with SEND? (How would you explain that the curriculum is 'ambitious')?
- Are all teachers clear as to what they are assessing re: pupil's learning (what criteria do you use to assess progress)?
- Do have an example (or 2/3) to demonstrate pupil's progress in an aspect of MfL?

New resources

National Centre for Excellence for Language Pedagogy (NCELP)

<https://ncelp.org/hawkes-presents-at-all-webinar-5-december-2020/>

(Culture and cultural capital in the language classroom)

Teacherhead

<https://teacherhead.com/2016/08/28/promoting-cultural-capital-we-are-naming-our-classrooms/>

(Promoting Cultural Capital: We are naming our classrooms.)

Journal of the Chartered College of Teaching

<https://impact.chartered.college/article/drawing-on-linguistic-cultural-capital-create-positive-learning-cultures-eal-learners/>

(Drawing on linguistic and cultural capital to create positive learning cultures for EAL learners)

All Connect Project Team

<https://allconnectblog.files.wordpress.com/2016/01/all-connect-ks2-languages-coordinator-handbook1.pdf>

(Subject leaders handbook)

<https://www.all-languages.org.uk/secondary/reviews/review-transition-toolkit/>

(KS2-3 transition document)

British Council: guidance for Governing Bodies (Re: MfL)
https://www.britishcouncil.org/sites/default/files/information_paper_supporting_modern_foreign_languages_in_your_school_1.pdf

Latest report on MfL from Ofsted

Languages in outstanding primary schools

Posted by: Michael Wardle HMI, subject lead for languages, Posted on: 4 May 2021 - Categories: Curriculum, modern foreign languages

Michael Wardle HMI, Ofsted's subject lead for languages, discusses our language subject inspections.

Languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today's world.

Primary schools have had a legal responsibility to teach languages since 2014. The first cohort of pupils that should have studied languages throughout key stage 2 moved to secondary school in September 2018.

Between October 2019 and March 2020, we carried out 24 languages subject inspections in primary schools. We wanted to identify good practice and strong curriculum management in the subject. We selected the schools at random from schools that we graded as outstanding at their last inspection. Although we chose these schools at random, it was great to see such a range of languages being taught. As expected, inspectors visited many French and Spanish lessons, though the sample also included German, Mandarin and Modern Hebrew. We also saw some schools offering Latin – the key stage 2 national curriculum includes ancient languages.

Variation in quality

Despite the impressive array of languages on offer, we found a lot of variation in the quality of the curriculum in languages. There were some excellent examples. In some schools, curriculum leaders had thought carefully about the phonics of the language being studied, focusing on how children pronounce sounds and how these are represented in writing. Over time, pupils developed their ability to manipulate simple language step by step, doing work that steadily increased in complexity of simple grammatical concepts. When learning new words, pupils were encouraged to focus on a wide range of commonly used words, which included verbs as well as lists of nouns linked to a topic. In the schools teaching languages really well, pupils were clearly having a brilliant time learning to communicate in a different language and learning about different cultures. This was great to see.

However, given that many pupils should have been leaving Year 6 with four years' worth of language study, it was disappointing to see how many schools were barely out of the starting block with their curriculum.

In some cases, this was due to changes in staffing when schools lost their language specialist. In others, it was because leaders were focused on other areas of the curriculum. Sometimes, there was just a simple lack of expertise. Whatever the reason, the result was that several schools were only scratching the surface when it came to matching the scope of the national curriculum. In these schools, pupils were only able to respond to a few pre-rehearsed question-and-answer exchanges, and offer a few nouns, colours or numbers when asked.

Different models

We generally found one of three models operating in primary schools:

- a specialist teacher is brought into school to teach languages
- a teacher in school takes responsibility for its organisation and delivery
- a native speaker member of staff is asked to lead the subject

All three of these models can work. In cases where a specialist teacher visits the school, class teachers practised what has been taught during the week in between languages lessons. In schools where a teacher in school was responsible for organisation and delivery of the languages curriculum, they sometimes used bought packages, recorded sound files and organised good subject-specific continuous professional development; upskilling and supporting staff was seen as essential. In those situations where native speakers lead the subject, they received training linked to understanding and teaching their native language, which was pivotal.

In some schools, there was a misunderstanding of how to make progress in languages, step by step. Rather than focusing on the building blocks of a language (phonics, grammar and vocabulary), some schools were simply increasing pupils' stock of words, through different topics. There was little in the way of linguistic progression. Sometimes, schools had a structure linked to developing listening, speaking, reading and writing. Sometimes, there was a belief in not engaging in written forms of the language at all.

It was interesting to see that some languages were perceived to lend themselves to a more structured approach (Mandarin, Hebrew and Latin) due to inherent features of those languages and their scripts. Here, in these examples, curriculum plans were generally more structured and precise. Each small step for pupils was mapped out, due to the difficulties of the language. Indeed, although pupils had learned less vocabulary and fewer structures, they were expected to 'do more with less'. Potentially, the teaching of languages more commonly seen in classrooms could learn from this.

Assessment

Our inspectors found that assessment tended to be very limited in languages. In addition, the transition from primary to secondary was underdeveloped. The government's ambition is that 90% of pupils study the suite of subjects that make up the English Baccalaureate (EBacc) by 2025 (sitting examinations in 2027), which includes an ancient or modern language. That will include pupils in the current Year 5 and below. While we saw some excellent work in our

inspections, there wasn't much evidence of a joined-up approach between key stage 2 and 3. Sometimes, there was very limited communication between primary and secondary schools, and little sharing or shaping of grammar, phonics and vocabulary between settings. Clearly, more focus on progression across the key stages would likely support the EBacc ambition.

Background

These inspections were carried out under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for a no formal designation inspection of schools. The inspections were carried out to enable Her Majesty's Chief Inspector to better understand the quality of education in specific subjects provided by outstanding primary schools. Twenty-four languages inspections were carried out between November 2019 and March 2020.

As these inspections only looked into one subject, inspectors were not expected to evaluate or infer the quality of education in the school. This is because the education inspection framework methodology requires a minimum of three subjects to be reviewed in order to draw out systemic features. This was not the purpose of these inspections.

MfL deep-dive questions

Resources (to have at hand)

- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning
- MfL self-evaluation report
- MfL development (action) plan

(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)

The following is a plan from a school that experienced a 'deep dive' last academic year:

- *Inspector to meet with subject leader looking at curriculum planning.*
- *Lesson observation with a focus on MfL (possibly up to 4)*
- *Discussions with pupils (from lessons observed) and a focused work scrutiny.*
- *Inspector to meeting with observed teacher(s) to discuss content of lesson, pedagogical choices and sequencing of MFL, with examples of work.*

Suggested questions

- What training / support have you received for your role as SL for MfL?
- CPD provision do you offer to all staff (teachers and LSAs)?
- How do you support new staff to the school?
- How do you ensure that teachers and LSAs have the required subject knowledge?
- What does your curriculum design look like (Intent)?
- What is your method of delivery / how have you planned your SoW (how have you chosen the 'topics' on your SoW (Implementation)?
- How do you ensure progress is part of your implementation focus?
- How have you planned the sequence of learning, for e.g. particularly in regard to writing?
- Is your SoW skills or vocabulary focused?
- How do you diagnostically assess the progress pupil's make (Impact)?
- How is this assessment information used by you / teachers? (e.g. to assess the progress pupil's make).
- What aspects of learning a language (*reading; writing; speaking & listening*) are pupils finding 'tricky' and how are you addressing this?
- What interventions do you have in place for pupils (*e.g. those with SEND, those eligible for pupil premium funding and the more able pupils*) and is the level of challenge appropriate?
- Does the school draw upon any external agencies (*secondary schools; parents; business etc*) to support the teaching and learning of MfL's?
- In what way's does the curriculum contribute to pupils cultural capital / development?
- Pupils:
 - What are you learning in language x?

- How do you find your language lessons (*e.g. reading; writing; speaking & listening*) / what do you find difficult / easy?
- What cultural / international activities are pupils engaged that support their modern language learning?
- How do you give access to authentic French / German / Spanish / etc material?
- How are phonic and grapheme links promoted?
- How do you promote spontaneous speech?
- How often is the target language used? Is this different from class to class and if so why?
- Is grammar taught explicitly / implicitly?
- What order are verb tenses promoted in?
- How are misconceptions dealt with?
- What challenges that are specific to French / German / Spanish / etc do you face? What do you do about these?
- What type of culture is taught about? food / history / geography / music / art...?
- How is vocabulary retrieval taught?
- Is there a progression model from word to sentence level?
- What do you think successful language learning look like?

Cultural Capital

What is **cultural capital**? In educational terms, it refers to the bank of cultural experiences that students can gain from different cultural opportunities. E.g. Gallery visits, historic visits, music lessons, IT skills, dance lesson etc) Families have historically passed down these advantages to their children by providing them with these opportunities. Evidence shows that children with cultural capital do better in school and go on to do better in society, their career and the world of work. Schools can have a huge impact on equipping students with cultural capital.

An e.g.

What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society. **Cultural capital** gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial **capital**. **Cultural capital** is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

Policy Rationale:

At xxxxx School, we recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

The school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a student's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Summary of the key areas of coverage for each area of Cultural Capital Development:

1. **Personal development:**
 - a. Careers and Information, advice and guidance provision;
 - b. Personal Finance Education;
 - c. Employability skills, including work experience;
 - d. Citizenship, Personal, Social and Health Education provision;
 - e. The school's wider pastoral framework;
 - f. Growth mindset and metacognition - Resilience development strategies;
 - g. Transition support;
 - h. Work to develop confidence e.g. public speaking and interview skills;

- a. Activities focused on building self-esteem;
- j. Mental Health & well-being provision.

2. Social Development:

- a. Citizenship, Personal, Social and Health Education provision;
- b. Student volunteering and charitable works;
- c. Student Voice – Year Group and School Council;
- d. Nurture Group Access;
- e. Provisions linked to the school's Healthy Schools' Accreditation;
- f. Provisions linked to the school's accreditation as a Mental Health Champion School and its key role as a pilot school for the NHS Mental Health Trailblazers' programme;
- g. In school and wider community engagement programmes;
- h. Work experience and business engagement programmes;
- a. Access to counselling.

3. Physical Development:

- a. The Physical Education curriculum;
- b. Healthy Eating policies and catering provision;
- c. Anti-bullying and safeguarding policies and strategies, including the student-friendly policy and Student Anti-Bullying Charter;
- d. The Health Education dimension of the CPSHE programme, including strands on drugs, smoking and alcohol;
- e. The extra-curricular programme related to sports and well-being;
- f. The celebration of sporting achievement including personal fitness and competitive sport;
- g. Cycling proficiency training and Cycling to School Safely protocol;
- h. Activities available for unstructured time, including lunch and break times;
- a. Activity-based residential;
- j. The curricular programme related to food preparation and nutrition;
- k. Advice & Guidance to parents on all aspects of student lifestyle;
- xx. The promotion of walking or cycling to school.

4. Spiritual Development:

- a. The Religious Education and Philosophy Curriculum;
- b. Our collective acts of worship and reflection;
- c. Support for the expression of individual faiths;
- d. Inter-faith and faith-specific activities and speakers;
- e. Visits to religious buildings and centres;
- f. Classes and seminars with speakers focusing on spiritual issues;
- g. School-linking activities – locally, nationally and internationally;
- h. The Assembly programme.

5. Moral Development:

- a. The Religious Education and Philosophy Curriculum Curriculum;

- b. The behaviour and justice framework underpinning the school's Behaviour Management policies;
- c. Contributions to local, national and international charitable projects.

6. Cultural Development:

- a. Citizenship Education;
- b. Access to the Arts;
- c. Access to the languages and cultures of other countries through the curriculum and trips and visits;
- d. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.

From: Kapow Education

Wondering where to start with Ofsted's definition of cultural capital? Here's a digestible summary of what you need to know, plus some helpful and practical tips on where to start in helping develop your pupils' cultural capital in primary schools.

Here's what we'll be covering:

- Where did cultural capital come from?
- What's Ofsted's definition?
- Schools of thought: what are people saying?
- Approaches to developing cultural capital
- Free Kapow Primary lessons to help you develop cultural capital in your school
- Free cultural capital toolkit: staff powerpoint and templates

So where did the term cultural capital come from?

The original phrase comes from by the French sociologist Pierre Bourdieu in the 1970s, believing the more 'capital' you had, the more powerful your position was within society. This closely linked with Karl Marx's theory on fiscal capital (and capitalism) – the more capital you had, the better off you were.

D. Hirsch, Jr., Chairman of the Core Knowledge Foundation took this to another level by [developing the idea of 'cultural literacy'](#) – “the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge”. In 1986 he published '[Cultural Literacy: What Every American Needs to Know](#)' which outlines all 'core topics' he believed American children needed to know to prepare them to be a successful adult.

This phrase hit the headlines again in 2013 when Michael Gove, then Secretary of State for Education, [gave a speech](#) where he promised the curriculum would ensure pupils had a “stock of knowledge”. Taking inspiration from E.D. Hirsch Jr, he argued 'cultural capital' would impact children from low-income backgrounds the most as “the accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility”. This belief that cultural capital is 'knowledge' has been controversial amongst the teaching profession.

According to their school inspection handbook, Ofsted's definition of cultural capital is:

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils

need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.”

Schools of thought: what are people saying about it?

There have been mixed views on Ofsted’s mandatory introduction of ‘cultural capital’ into the curriculum.

The thought behind its introduction is to expose disadvantaged children to cultural experiences and background knowledge that will equip them with cultural knowledge to propel them further in their education, careers and social development.

Some teachers at schools in more deprived areas believe this could have a positive impact on their pupils. Developing cultural capital within a school setting can give exposure to children to experiences that they may otherwise not have had. Alan Boyd, a teacher, says that he feels he is “providing opportunities and experiences that our parents can’t pass on to their children. Even simple things like going to a beach or farm that many children take for granted. Our school is in a deprived area so not many of the parents own cars. This stops them from having day trips and travelling away from their immediate area.”

Is Ofsted’s definition too vague?

The [Cultural Learning Alliance](#) has openly stated that the loose definition of ‘cultural capital’ by Ofsted allows schools to develop their own interpretation of what the phrase means in a way that is best for their school and pupils. They believe schools should define ‘cultural capital’ in a way to “celebrate and embrace the different backgrounds, heritage, language and traditions of all the children living in this country”.

Similarly, [Teacher blogger Mrs Beaton](#) argues, “Let’s shift our thinking from cultural transactions to cultural openness and acceptance. That my heritage might be different to yours but neither are ‘less than’ when the comparative financial cost is totted up and someone hands the school the receipt.”

Contributing to [The Guardian](#) newspaper, Professor Diane Reay emphasises this new requirement doesn’t just confuse what ‘culture’ to develop but also the issue of class: “key elements of cultural capital are entwined with privileged lifestyles rather than qualities you can separate off and then teach the poor and working classes.”

Computing: Bletchley park – playing with sound:

Children learn the key features of a radio play before then creating and editing a radio play set at Bletchley Park during the war. [Go to this lesson >](#)