Subject Leader Checklist

Please use this checklist to assist you in your role.

We suggest ticking off as you work your way through.

If you have any questions please do not hesitate to contact us at support@languageangels.com.

1. Website Navigation

Ensure all staff teaching a foreign language have the logins and are able to navigate the website https://www.languageangels.com/schools/ . This short video may be useful to share with staff https://vimeo.com/933623022/0dc246e1ab?share=copy. There are also many help videos on the website pages where appropriate.

2. Lesson Time Allocation

Our 'best-practice' recommended time allocation is weekly lessons of 45-60mins. 30 minutes is sufficient for younger years. Alternate weekly or half-termly provision will not facilitate substantial progression as stipulated in the Programme of Study and is not a delivery model we recommend. Foreign language teaching and learning is not the same as other subjects on the curriculum and requires regular input for the retention and development of language knowledge.

3. Subject Lead Folder

It is recommended best-practice that all subject leaders create a subject lead folder for foreign languages. It should contain the long-term unit overview and other key documents such as the Foreign Languages Policy, DfE PoS Attainment Targets, Intent, Implementation and Impact documents. These can all be found in the Tools > Curriculum Guidance section of the platform. It is also recommended to show an example of planning (long, medium and short-term) and copies of the Phonics Mat, Core Vocabulary Sheet and Grammar Targets Unit Mapping. Examples of Knowledge Organisers, Unit Glossaries, Picture Vocabulary Sheets and Oral Scaffolds can also be helpful alongside a range of desk-based activities showing progression across primary phase (across our three different teaching types). We also recommend including a copy of the Skills Progression Grid documents (Tools > Curriculum Guidance > Learning & Progression) which detail how the units work to create a progressive scheme of work in terms of skills & knowledge.

4. PoS Attainment Targets

The Programme of Study Attainment targets for primary foreign languages is the only government stipulation provided. Language Angels will ensure the targets are met when following our planning guidelines but it is important to show awareness and knowledge of these targets. Note that there are no prescribed lists of vocabulary, no suggested themes or topics to cover and no suggested grammar points or specific phonemes to cover. Language Angels have created their own lists. Our suggested core vocabulary is the minimum requirement in terms of vocabulary. This is the 'Word Mat' located in the 'Planning' section of the 'Curriculum Guidance' area where you can also find the 'Phonics Mat' and 'Grammar Targets Unit Mapping'. https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study

5. Documentation & Curriculum Guidance

All documentation that Subject Leaders will require can be found in this named area of the Language Angels platform. Many of the policy documents are editable to ensure you can adjust them to reflect your own

school setting and pupils. Key documents include the Foreign Languages Policy, DfE PoS Attainment Targets, Intent, Implementation and Impact documents.

6. Long Term planning

A long-term unit planner must be in place and shared with all staff - irrelevant if they are involved in the teaching and learning of a foreign language. All staff must be aware of what is being taught and when across the curriculum. The planner should be tailored to the needs of the pupils in your school setting. For example: Progressive teaching units should not be allocated to older classes when first subscribed to Language Angels if pupils have not had a good mix of Early Language and Intermediate units first. There are sample planners provided in the Unit Planner area of the site (Tools > Unit Planner). These are often suitable, but we also offer a bespoke planning service if required. Six units per year is the 'ideal' scenario offering one unit per half term, but this is only a guide. Four to five units are sufficient if lessons are shorter, and we suggest completing the first four/five units presented on the planner for each year group. **Teachers must complete all lessons within a unit.** It is better to teach fewer units but ensure each unit has been taught thoroughly from start to finish. Individual lesson and whole unit content must be clear for all staff delivering the foreign language. This information is all clearly displayed in the Unit Summary and Lesson Plan documents. Any planning should be dynamic and subject to change based on the needs of the pupils and level of pitch and challenge required.

7. Medium Term Planning

All staff teaching a foreign should be aware of the various planning documents available to support them and their pupils. Pupil Knowledge Organisers, Unit Glossaries and Picture Vocabulary Sheets should be considered for all pupils and Unit Background, Unit Summaries and Knowledge Organiser documents should be made available to all staff delivering lessons.

There are two types of Knowledge Organisers:

1. A more detailed version for staff
2. A simpler, more visual, pupil friendly version.

There are also classroom display materials available for every unit and these should be displayed in class when possible for each new unit taught.

8. Short Term Planning

All staff teaching a foreign language should be aware of the Teacher Support Notes and the individual Lesson Plans provided for every lesson in every unit. Each lesson also comes with a variety of desk-based worksheet activities but it is **not** necessary to complete all of them. Completing a variety across a unit in each of the four skills (listening, reading, writing and speaking) is an excellent idea to ensure progress is evidenced. The priority should be to complete a lesson (the challenge section is always optional). Where a lesson has more slides, feel free to adapt and/or omit activities. Many slides are instruction slides and can be passed through very quickly.

9. Teaching Lessons

Everything required to teach a lesson is on the Language Angels platform. Once teachers have an appropriate unit planner in place they will know which units to teach and when so as to ensure substantial progress across the language learning experience. It is recommended that all staff read the Unit Summaries and Unit Backgrounds to fully understand the unit and lesson objectives. To ensure staff are able to deliver high quality lessons, Support Notes are provided for each lesson that explain grammar points, necessary teaching methodology and sequencing of the slides and activities.

10. Pupil Books

We recommend each pupil has a book or a folder that collates their completed work for each unit. Ideally this should include: the Pupil Knowledge Organiser, the Unit Glossary or Picture Vocabulary Sheet, a couple of completed desk-based worksheet activities and then a form of assessment from the end of the unit.

11. Assessment

Assessment will depend on the type of data required by the school. Diagnostic assessment automatically occurs in each lesson due to the nature of the materials. Summative and formative assessment is always provided in week 6 of every unit. In KS2 (and Moving Up) we recommend alternating the two when time is limited. When formal assessment is completed using our end of unit assessment, scores can be inputted into the Performance area of the website to generate comparative data, measure progression and create pupil profiles.

12. SEND/EAL/PP/Greater Depth

Everything required to cater for all pupils has been provided in the lesson resources with guidance offered in the Teacher Support Notes. Teachers will see SEND tabs containing adapted material where appropriate and our free companion app will also help to support. All lessons (where appropriate) offer challenge slides. Desk-based activities always offer three levels of challenge and are plentiful. Our assessment tools will also provide comparative data on whole school, class and individual pupil performance.

13. Curriculum Drivers

Schools should attempt to ensure their individual school's focus is apparent (when appropriate) in the foreign languages scheme of work. Language Angels can support various curriculum drivers and these are detailed in the document provided in the Curriculum Guidance area.

14. Monitoring

When leading a team of teachers delivering foreign language lessons, it is necessary to monitor the teaching and learning of the foreign language in your school. We have a range of audits and questionnaires in the 'Curriculum Guidance' section of the platform to ensure staff are able to provide feedback and highlight any barriers they may find to teaching a foreign language.

15. CPD

All staff teaching a foreign language should feel equipped and confident with the teaching strategies, knowledge and skills required to teach foreign language lessons. Plan for ongoing CPD activities. Language Angels offer free half-termly CPD which will be advertised on the website but also via emails to the subject leader. Added to this there is an extensive range of more personalised training opportunities that schools can buy into. Contact cpd@languageangels.com for more details and costings.

16. Whole School Approach

Foreign languages should be fully integrated into the school's curriculum by adopting a whole school approach. Involve a link governor (if there is one) and ask for a slot at the staff meeting (termly would be sufficient). We provide foreign language signage to label all main areas of the school in the Curriculum Guidance area, Step 8 'School Language & Signage' should staff wish to make the language more visible around school.

17. Language Days & Assemblies

To continually raise the profile of the foreign language, plan for an assembly and/or foreign language day. Book appropriate day and time into the school calendar well in advance. All required materials for these two events are provided in the 'Extras KS2' tab, in 'Language Days and Assemblies'.

18. Culture

To ensure pupils have the most rewarding language learning experience possible, we recommend using a couple of the cultural lessons found in the 'Extra KS2' tab in 'Traditions & Celebrations'. These are available single 'one off' lessons and guidance on when to teach these lessons has been provided in the Teacher Support Notes. If they have not been included as a full unit in the pre-populated unit planners, staff may like to use these for language days and/or assemblies along with Christmas, Easter etc outside of the allocated curriculum time.

19. Language Angels Apps

To complement the teaching materials, Language Angels have created a companion App so that the pupils can access the foreign language remotely as well as in class. The Language Angels App requires logins and this short user video may be useful https://vimeo.com/917194273/eca5dca03a?share=copy. The Language Angels App gives access to all the karaoke videos and interactive games provided on the platform so the pupils can enjoy this as often as they like when not in school.

If all of the above is in place, everything will be ready for any visit from SLT/inspectors/stakeholders and it will help you be able to articulate the learning and progression taking place in foreign language lessons in school. Most of all, the language learning journey for staff and pupils in school will be enjoyable, exciting and will result in real, measurable progression.