

Outstanding MFL Subject Leadership - Training Outline

Live Feed Training – 9.30am to 12.30pm

On Demand – 3hrs 30mins training (Optional tasks 3-4 hours)

Roles and Responsibilities

1

60 mins

- **Passion** – to lead anything effectively leaders need to be passionate and care about what they are doing. The job of a subject leader is often in addition to class responsibilities. The first part of this session looks at the impact subject leaders can have on children’s life chances and why a wider well taught curriculum is the right thing for every child in the school.
- **Cultural Capital** – an explanation about what cultural capital is and how languages can contribute to the cultural capital in school.
- **Roles and Responsibilities** – an outline of the key roles and responsibilities of a subject leaders under the current Ofsted framework, including curriculum map/plan development, skilling up staff and gathering evidence of progress.
- **Time Allocation** – a look at time allocation from the point of view of the subject leader, children and SLT and how to compromise and be fair to all.
- **Making a Difference** – to round off this session we finish with a discussion about principles and doing the right thing for the sake of the children and not Ofsted.

Raising Standards and Quality in Languages

2

45 mins

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- **Three key Jobs** – this section of training the three key jobs languages subject leaders need to complete including curriculum map/plan development, skilling up staff and gathering evidence of impact.
- **What is an linguist?** – the aim of the languages curriculum is to enable children to work and think like a linguist. This section will examine what skills and knowledge children need to work and think like a linguist.
- **Curriculum Substance and Barriers to learning** – the training will look at the bigger whole school picture of curriculum design in terms of what is the substance behind curriculums and how languages contributes to overcoming the barriers of learning for children in your school.
- **Breadth and Balance** – discussion about what a broad and balanced curriculum means and how to explain how you approach breadth and balance in your languages curriculum.
- **Curriculum Maps/Plans** – every subject should have a well sequenced and progressive curriculum map/plan which contains the key concepts, knowledge, skills and vocabulary you expect children to learn in that subject. This part of the training explains the very best practice and how to create an outstanding curriculum map.
- **NC Statutory Coverage** – schools must provide children with complete coverage of the national curriculum. Explanation will be given about how to ensure subject leaders are doing this effectively.

	Implementation
<p style="text-align: center;">2</p> <p style="text-align: center;">45 mins</p>	<ul style="list-style-type: none"> • Opportunities in languages – this section will begin by examining all of the amazing careers and opportunities open to children who study and enjoy languages. This is to enable languages subject leaders to develop a passion amongst the staff team to teach languages well. • Implementation – Ofsted expectations of teaching, learning and assessment in languages and how to alter practice to ensure consistency across your school. • Subject Knowledge – a simple explanation about the difference between content, pedagogical and content pedagogical knowledge specific to languages. • Basic Pedagogy – how the languages leader can implement simple strategies to improve basic pedagogy in languages lessons. • Best Practice CPD – a very important role of the languages leader is to improve the quality of teaching and learning in languages across the school. This section looks at the best CPD which has the greatest impact on standards. There is also an outline about how to talk about CPD with inspectors for best effect. • Teaching for Long Term Memory – a brief look at the research Ofsted used when compiling the current framework. We look at cognitive theory and the implications this has for how languages is taught in school. • Quick Wins– three very quick teaching hacks, which if every teacher follows in every lesson, will enable children to talk about the curriculum and learning over time, far more effectively.
	<p>Preparing for Ofsted and Accountability</p>

3

60 mins

- **Meeting with inspectors** – an exploration of what inspectors expect to see and hear from subject leaders including how to approach meetings with inspectors and put yourself across in the best light.
- **Knowledge of the National Curriculum** – a discussion about the expectation that languages subject leaders will know the content of the NC in detail.
- **Monitoring and Self-Evaluation** – best practice in lesson observations, work sampling, planning monitoring and gathering pupil voice in languages.
- **Deep Dive in Languages** – a very detailed walk through of the languages deep dive, including potential questions and preparation to complete beforehand, to make the process smoother.
- **Action Planning** – a look at effective action planning for languages subject leaders.
- **Assessment and Record Keeping** – best practice assessment in languages along with how to effectively keep records of progress and attainment, without adding significantly to teacher workload.
- **Focus Children** – a focus on which children Ofsted will pay particular attention to and how to produce case studies which demonstrate how ambitious and well implemented your curriculum has been.
- **Championing Languages** – how to make languages stand out in your school and ensure all stakeholders are aware of your vision, progress and standards.

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| | <ul style="list-style-type: none">• Languages Resources – where to go for the best and most up to date primary languages research and resources.• Leadership Audit – the current inspection framework is all about leaders having an impact on the quality of teaching and learning in their subject. This easy to complete template will enable languages subject leaders to talk about their impact using the most effective language and phrasing.• Ofsted Questions – All of the potential questions languages leaders might face during an Ofsted inspection. |
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