

**ALL-PARTY PARLIAMENTARY GROUP on  
MODERN LANGUAGES**

Chair: Nia Griffith (Lab); Co-Chair: Baroness Coussins (CB)

Vice-Chairs: Paul Maynard MP (Con); Baroness Sharp of Guildford (LD).

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**AGM & Inaugural Election of Officers;  
The successful implementation of primary languages**

**Wednesday 1 July 2015, 4-5pm**

**Minutes**

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**In attendance:**

Nia Griffith MP

Baronesses Coussins; Garden of Frogal; Howe of Idlicote; Sharp of Guildford;

Lord Dykes

**1. Annual General Meeting**

- i. Baroness Coussins welcomed members of the Group to the AGM.
- ii. The minutes from the 2014 AGM were approved.
- iii. There were no matters arising.
- iv. Baroness Coussins presented her Annual Report. There were no questions and the Report was approved.
- v. Inaugural Election of Officers. Lord Dykes took the Chair and proposed Nia Griffith MP as Chair of the Group; Baroness Coussins be elected Co-Chair of the Group; and Paul Maynard MP and Baroness Sharp of Guildford to be re-elected Vice-Chairs of the Group. This was approved.

vi. Approval of income & expenditure statement. It was noted that the first income & expenditure statement will be produced in 2016 according to the rules governing the APPG; therefore no such statement was presented at this AGM.

vii. There was no other business.

Baroness Coussins closed the AGM and continued to chair the meeting.

## **2. The successful implementation of primary languages**

Baroness Coussins welcomed the speakers for this meeting:

- **Dr Marina Dixon, Primary Languages Adviser, Schools' Choice, Suffolk LA.**
- **Lara Townsend, Languages Independent Adviser, Suffolk Lead Key Practitioner.**

**Dr Dixon** began by explaining the background to Suffolk's Linguamarque initiative. She worked for many years building languages capacity in Suffolk primary schools as the county adviser until funding was discontinued in 2010. In the run up to primary languages becoming statutory in 2014, she and Lara Townsend decided to "launch something fresh" to engage schools again and help them achieve the new curriculum requirements.

They started with the work they had done previously, drawing on networks of schools they had already worked with in the past, and built it up to a scheme which offers:

- a structured approach to support the implementation and development of Primary Languages within the curriculum;
- high quality support and CPD programme;
- consistency, rigour and quality assurance;
- the opportunity to gain accreditation in Primary Languages.

The scheme operates on 3 levels of performance: bronze, silver and gold. Schools are able to make use of their own expertise and only contact the adviser when they feel they are ready.

The package provides schools with:

- the *Linguamarque* criteria
- mapping document to support progression across key stage 2
- mapping assessment document

- Pupil Portfolio
- extensive teaching and learning resources

A wide range of further support is available to schools (*see PPT: Appendix 1*).

Dr Dixon showed how *Linguamarque* provides a mapping of the 2014 Programme of Study to elements of the pre-existing KS2 Framework for Languages. She also showed similar mapping for assessment purposes. (*See Appendix 1*).

Dr Dixon explained the accreditation process, which involves a school visit, interviews with teachers, pupils and the Headteacher, lesson observations and evidence portfolios including pupil self-assessment portfolios. (*See Appendix 1*).

The example of Tattlingstone Primary School including quotations from schoolteachers there testifies to the scheme's effectiveness. (*See Appendix 1*). They also welcome an increasing number of supplementary (Saturday/community-based) schools to the *Linguamarque* scheme.

**Jackie Rayment, of Herts for Learning**, spoke from the floor about a similar scheme she has launched in Hertfordshire – the Primary Languages Quality Mark™

The PLQM also accredits “benchmark achievement”. It helps primary schools to audit, embed and evaluate their current level of foreign language provision through a series of incremental stages. (*See Appendices 2, 3 and 4*).

Hertfordshire's scheme has evolved from its many years' experience in supporting primary languages but this mark is tailor made to meet the requirements of the Languages Programme of study for Key Stage 2. As with *Linguamarque*, schools can apply for the Quality Mark at either Bronze, Silver or Gold level by submitting an evidence-based portfolio, although a school visit may sometimes be necessary. Other differences include the requirement that schools have the International School Award from the British Council; and that the PLQM is externally accredited, but quality assured by Herts for Learning.

*Full information about the PLQM, including an overview, the schools Support Pack, and progression and assessment details are available in Appendices 2, 3 and 4.*

**Dr Patricia Driscoll, of Canterbury Christ Church University**, spoke from the floor about the lack of support for teacher development both for pre-service and in-service teachers. She reminded the Group that teacher development is needed alongside curriculum development most particularly in primary languages as there are relatively few primary trained linguists in primary schools. She acknowledged that there are some excellent resources and associated training for teachers in certain areas of the country but that provision is very patchy, and there is no support for student teachers in initial teacher education. She said it was time to develop a foreign languages primary specialism route in initial teacher education, she also recommended

the introduction of bursaries to attract high calibre individuals as well as bursaries for subject knowledge enhancement. Finding linguists will prove challenging but she said that one idea might be to attract native speakers who are graduates from abroad (who cannot currently train in their own country) to train to teach primary languages as specialists in England.

**Janet Lloyd, of the Janet Lloyd Network** spoke from the floor with her experience. Also a former local authority primary languages consultant, she “never went away” in 2010 and consolidated a network of 130 schools who each pay an annual fee to join the network and receive support and CPD.

Janet works with a team of 11 "associate" teachers and language assistants both native and fluent target language speakers. They work in 37 of the network's schools on a weekly basis.

Janet provides a Virtual Learning Environment (VLE) which is accessible to all 130 schools.

JLN are teaching out to 700 schools as part of the DFE MFL project working with Warrington Teaching Schools Alliance. They receive language and pedagogy upskilling and access to bespoke materials. JLN are developing a quality mark service alongside Herts for Learning.

At least 10 JLN schools are trialling the transfer of language skills during last term in Y6 changing languages.

Janet quoted a Headteacher who was “amazed” when she saw the standard of language produced at KS2 by local cluster schools. Six schools decided in 2014 that they now wished to teach a further language. Schools are organising themselves and do not necessarily need a local authority structure.

**Pascale Vassie of the National Resource Centre for Supplementary Education** commented that there are approximately 3000 supplementary schools in England teaching mother tongue. She is encouraged to see Suffolk working with supplementary schools – what can be done to encourage similar links across the country?

She applauds the British Council's International Schools Award but schools should also make full use of the languages and cultures that are on their doorstep. Could similar emphasis be given to partnership with local supplementary schools?

Sheffield's HOLA project (launched Nov 2011) built links between mainstream and supplementary schools, leading to 113 children in Sheffield achieving accreditation in their home language in the first year of the project.

**Baroness Coussins** thanked the presenters and invited questions and comments from the members present and external guests:

### **Which languages are the most popular?**

*Linguamarque* and similar schemes can support any language – as evidenced by the interest among supplementary schools. French is by far the most commonly taught language in primary schools at present (85% in Janet Lloyd Network, for instance).

### **How do we roll this out? Is there interest from other local authorities or groupings of schools?**

Dr Dixon and Lara Townsend have been working with an increasing number of schools (currently over 250) in Suffolk and feel the scheme is providing a meaningful and workable solution for primary schools who now need to teach languages at KS2.

They regularly present at Inside Government and Capita conferences in London. They have established a partnership with Norfolk LA and *Linguamarque* will be rolled out to Norfolk from July 2015. They are also working with Essex schools, and also welcome any school that would like to take this up (from any county/LA).

### **What is the impact on secondary outcomes?**

Primary languages have been statutory since September 2014 and *Linguamarque*, for instance, launched at the same time. It is therefore too early to measure impact on secondary participation and attainment. However Dr Dixon is working with secondary schools on transition and is participating in Headteacher briefings.

### **How do such networks approach the “hard to reach” schools?**

There is an increasing number of “pyramids” of schools working together in *Linguamarque* – this encourages other schools to get involved through word of mouth.

Where there are gaps, Dr Dixon will attend Headteacher briefings, at which she will usually be backed up by a participating Headteacher whose positive experience sells it to others.

In the future if there are remaining gaps in local provision she would need to address this; however at present interest from new schools is sustained.

### **Do any schools use these schemes to deliver a multilingual approach i.e. teaching about language (through several languages).**

Due to past training, not many primary schools in Suffolk use the multilingual approach. However, in Norfolk (with which Dr Dixon has begun working) this approach is common. She will therefore be able to comment on this in a year’s time.

### **Is the fact that languages are not mentioned in the Ofsted inspection manual a hindrance to the successful implementation of primary languages?**

Yes: unless schools mention it, languages can often be left out of school inspections despite their being statutory. Dr Dixon encourages *Linguamarque* schools to show their work to Ofsted and has been collecting Ofsted comments as evidence (three to date).

**Kati Szeless, Primary Languages Consultant**, commented that from recent experience of Ofsted AI training, there are no primary specialist inspectors for languages, which is an issue.

**Nia Griffith, Chair of the APPG, and Baroness Coussins, Co-Chair, agreed that the APPG will write a letter to the Minister to request that languages be included in the Ofsted Manual.**

**Baroness Coussins** thanked everyone for their contributions.

The meeting was closed.

**Further reading:**

Janet Lloyd Network: <http://www.janetlloyd.net/>

Short 'storify' report on training provided by the Janet Lloyd Network:  
<http://janetlloyd.blogspot.co.uk/2015/07/jln-conference-2105.html>

**Appendices:**

Appendix 1: PPT overview of *Linguamarque*

Appendix 2: Primary Languages Quality Mark overview

Appendix 3: Primary Languages Quality Mark Support Pack for schools

Appendix 4: Primary Languages Quality Mark progression & assessment