Northern Ireland
Curriculum

Modern Languages

Key Stage 3 Non Statutory Guidance
for Modern Languages

Contents

Section 01
Purpose of this Guidance

This guidance is part of the support and implementation package for the Revised Northern Ireland Curriculum (hereafter referred to as Northern Ireland Curriculum) already with your school that includes:

• The Statutory Curriculum at Key Stage 3: Supplementary Guidance; and
• The Curriculum Support and Implementation Box.

Both these resources and additional learning and teaching materials are also available at www.nicurriculum.org.uk.

Modern Languages are part of the minimum requirement for every pupil at Key Stage 3. This guidance seeks to build on good practice and to provide heads of department with information and practical approaches to help them plan and roll-out the requirements for Modern Languages in a manageable way. The guidance explains and provides interpretation of the statutory requirements for Modern Languages.

There are departmental questions and activities after each section which can help you and the members of your department to reflect on and evaluate your current practice and identify actions for departmental planning.

The questions and activities follow *The 4A's Model for Planning* as documented in the booklet, *Planning for the Revised Curriculum at Key Stage 3*, in your school's Curriculum Support and Implementation Box. Working through this guidance and its accompanying activities means that your department will be well on course for rolling out the Northern Ireland Curriculum.

Section **02**
Modern Languages in the Northern Ireland Curriculum

The Northern Ireland Curriculum aims to empower pupils to achieve their potential and to make informed and responsible choices and decisions throughout their lives. It is about helping all pupils to prepare for life and work:

- as individuals;
- as contributors to society;
- as contributors to the economy and the environment.

Meeting Curriculum Objectives

Modern Languages **develop pupils as individuals** by:

- helping pupils become more effective and confident communicators with the capability of speaking or using other languages;
- developing a willingness to use and refine their language skills in a variety of situations;
- providing opportunities for pupils to explore their personal sense of place and belonging, in relation to their own locality and the wider world making them aware of the diversity of cultures.

Modern Languages **develop pupils as contributors to society** by:

- helping pupils gain a sense of themselves as social beings and exploring how they relate to one another and negotiate meaning;
- providing a range of positive opportunities to broaden pupils' horizons and understanding;
- preparing pupils who can function, at least partially, in a range of languages.

Modern Languages **develop pupils as contributors to the economy and environment** by;

- helping pupils gain an awareness of place in a changing local and global economy particularly in relation to interdependence of countries;
- helping pupils recognise their role and responsibilities as contributors to the local and global economy;
- preparing pupils to move flexibly and comfortably between a range of cultural environments.

Questions for Departments

In order to contribute to the curriculum objectives during Key Stage 3, what do we want our pupils in Modern Languages to:

• know (knowledge and understanding);

• be able to do (skills);

• be like (attitudes and dispositions)?

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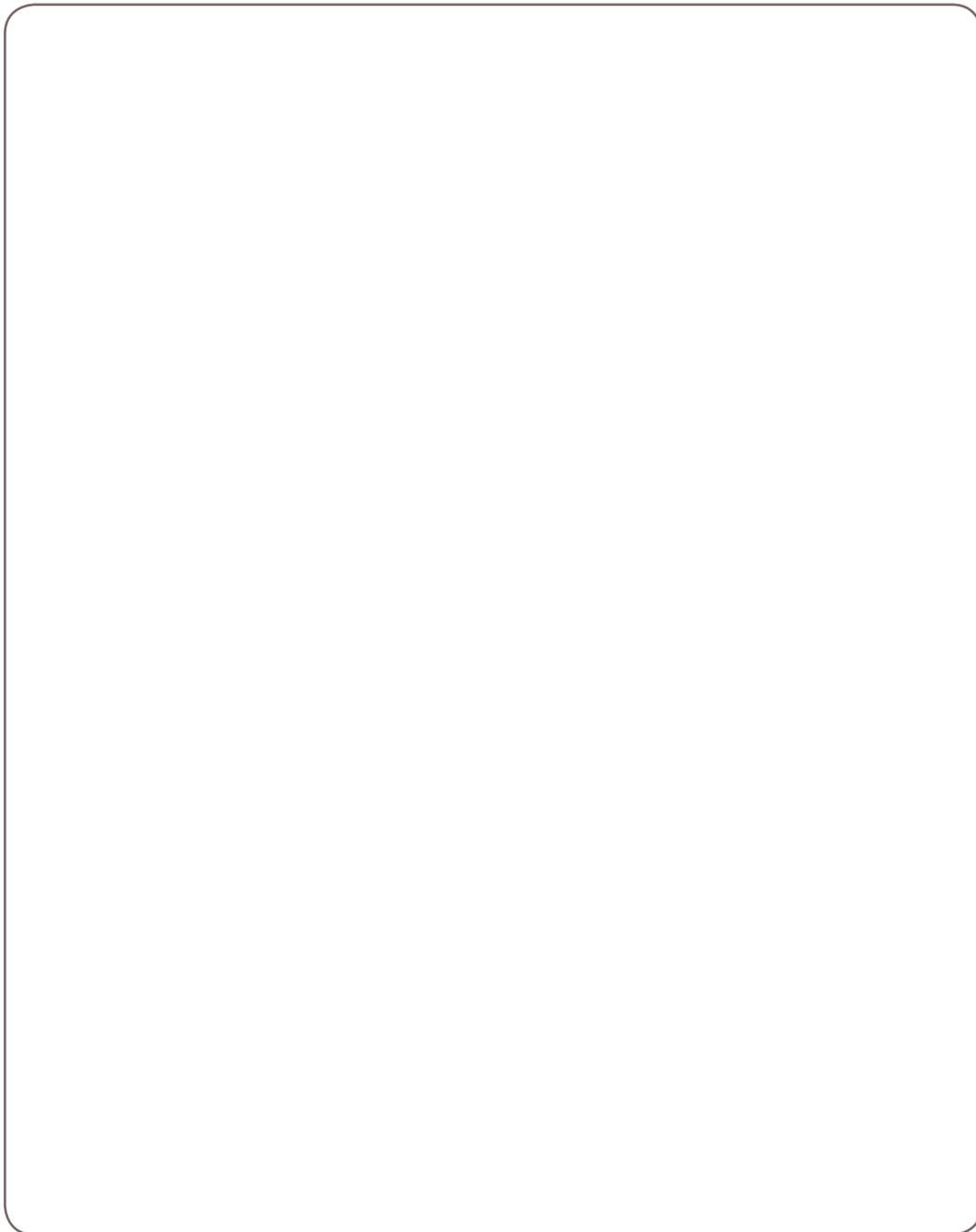
Section **03**
Links to Key Stage 2 and Key Stage 4

3.1   Key Stage 2

This section aims to share with post-primary Modern Language teachers an awareness and understanding of the primary languages initiative and developments within a Northern Ireland context, and explores the challenges which face the post-primary Key Stage 3 Curriculum as a result of primary languages implementation.

Early Language Learning has become a priority within the member states of the European Community as a means of improving linguistic skills as well as facilitating mobility. The achievements of Primary Schools in the Irish-Medium Sector here in Northern Ireland provide yet further evidence of how young children, from Foundation Stage upwards, can benefit from and enjoy success in second language learning.

Primary Modern Language learning:

- aims to build confidence, self-esteem and self-belief;
- offers a window on the world through an exploration of language and culture;
- allows an exploration of cultural richness and diversity before the age when national stereotypes may be accepted or absorbed;
- demonstrates to young children the need to communicate with other cultures and abilities, and their ability to do this through twinning and exchange programmes;
- broadens horizons;
- fosters transferable language-learning skills which pupils will bring with them to post-primary level and beyond;
- encourages positive attitudes to language learning through a ʻcan-doʼ approach;
- may improve later performance and attainment – research studies claim pre-adolescent children often benefit from a lack of self-consciousness about imitating accents and styles of speech;
- nurtures language learning in children at an age when they are naturally receptive and curious;
- offers a powerful role-model for language learning in the form of the class teacher, who also teaches the class most other curricular areas;
- allows language to be acquired in a natural way, through cross-curricular links and through everyday classroom routines such as the register;
- can enhance skills in the childʼs first language, such as basic literacy skills, phonic awareness, inferring meaning, listening for detail, gist understanding, skimming and scanning and drawing conclusions;
- can enhance learning opportunities for pupils with learning difficulties;
- can enhance future career prospects, especially for children who may leave compulsory schooling at age 16;
- emphasises the fun of language learning through active and creative learning strategies such as games, songs, rhyme, story-telling, drama and ICT.

The Northern Ireland Context

The Primary Curriculum for Northern Ireland is deliberately structured to facilitate integrated and connected learning. It is set out under six Areas of Learning, some of which group together particular subjects. It is hoped that Primary Schools will be able to embed language learning within these six areas.

The table below exemplifies how Modern Language knowledge, understanding and skills might be demonstrated through the Learning Outcomes. Languages will be easily integrated into the Areas of Learning and not seen as a bolt-on.

Second language learning at primary level might, for example, be developed through the context of the six Areas of Learning as follows.

Areas of Learning	Second Language Learning
The Arts	Pupils consider their own culture and compare it with the culture of the country of the language.
Language and Literacy	Pupils develop oral, literacy and memorising skills by: • developing understanding of the structure of language; • becoming aware of rules and patterns and comparing and contrasting with English; • providing opportunities for role play and drama.
Mathematics and Numeracy	Pupils count, do simple calculations, tell the time and date in the target language, and learn about other currencies. They create and communicate information using statistical graphs.
Personal Development and Mutual Understanding	Pupils consider their own culture and compare it with the culture of the country of the language. They give simple information and opinions about themselves, their interests and their lives.
The World Around Us	Pupils find out about other countries, their geography, traditions or aspects of their history using authentic materials, including ICT based sources; by comparing aspects of their lives with lives of children in the country of the language, where possible through establishing an international school link.
Physical Education	Pupils listen and respond to instructions given in the second language; they learn and perform folk dances from other countries; they play physical games which reinforce vocabulary from the second language.

3.2   Key Stage 4

The flexible framework at Key Stage 3 allows:

• teachers to establish foundations for Key Stage 4 study by providing opportunities for
  pupils to demonstrate deeper understanding;
• pupils to become more independent learners who will be more adept and experienced
  in managing their own learning.

Key Stage 3 experiences should provide a robust basis for learning at Key Stage 4. The
knowledge, understanding and skills outlined in the minimum requirement for Key Stage
3 Modern Languages provide a framework that enables teachers to tailor the breadth and
depth of coverage to meet the needs and interests of their pupils.

Pupils' experiences during Key Stage 3 should have provided them with knowledge,
understanding and skills necessary to help them engage meaningfully with real and
relevant issues in their world.

At Key Stage 4, there is no statutory requirement to provide Modern Languages discretely
or to provide access to an examinable Modern Languages syllabus. However, it is a
statutory requirement that pupils are given opportunities to build on the Communication
skills developed at Key Stage 3.

Modern Languages at Key Stage 3 provide a good foundation for a range of subjects and
qualifications at Key Stage 4.

Details of Key Stage 4 qualifications are available on the CCEA website and specifically
the languages microsite. At the time of writing, GCSE specifications in all subjects are
currently being reviewed.

Section **04**
Understanding the Statutory Requirements for Modern Languages

This section includes explanation of:

- The Layout of the Statutory Requirements;
- Knowledge, Understanding and Skills;
- Curriculum Objectives and Key Elements;
- The Learning Outcomes;
- Thinking Skills and Personal Capabilities.

4.1   The Layout of the Statutory Requirements

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by: • expressing meaning, feelings and viewpoints; • talking, to include debate, role-play, interviews, presentations and group discussions; • listening actively and reporting • reading and viewing for key ide engagement and empathy; • writing and presenting in differ for different audiences and pur • participating in a range of dram • interpreting visual stimuli incl moving image; • developing an understanding of forms, genres and methods of and an understanding of how meaning is created; • developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;	Pupils should have opportunities to: Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential, for example, discuss what they would have done or how they would have felt when faced with a situation in a novel; produce a digital portfolio highlighting their personal qualities etc. Explore how different cultures and beliefs are ... imagery and emotive language, in posters, leaflets and television etc. Create a campaign to promote a health and safety issue such as dealing with misuse of substances. Improvise a scene demonstrating peer support or peer pressure about a health related issue. (Key Element: Personal Health) Explore issues related to Moral Character : Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, discuss moral choices of real-life and fictional characters; take responsibility for choices and actions. (Key Element: Moral Character) Explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, comment on a film, novel, performance or poem which has stimulated a personal insight. (Key Element: Spiritual Awareness)	Pupils should have opportunities to: Use literature, drama, poetry or the moving image to explore others' needs and rights, for example, consider the needs of a fictional character; participate in a role play involving conflicting rights etc. (Key Element: Citizenship) skills... participate... develop an advertising campaign for a local company or product; investigate jobs in companies in Northern Ireland and elsewhere in which good communication is essential to business etc. (Key Element: Employability) ...lated to Economic Awareness : ...ct of economics on the lives of ...le, debate whether you should ...ed by child labour; consider ...equences of financial difficulties ...literature. ...onomic Awareness) ...n effective communication ...ample, produce promotional ...o-friendly guidelines for a visit to ...heritage site; present the case ...ocal site/building; participate ...assembly/parliament about a ...Education for Sustainable ...evelopment) Explore issues related to Ethical Awareness : Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for young audience etc. (Key Element: Ethical Awareness)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of English and Media Education. Pupils should be able to:	• research and manage information ... and ICT where appropriate; • show deeper understandin... ...blems and making informed decisions, using Mathematics and ICT where appropriate; • demonstrate crea... ...rough; • work effectively... • demonstrate... ...ating and improving own performance; • communicat... ...g image) showing clear awareness of audience and purpose and • attention to...	

NB: Teachers may develop activities that combine many of the statutory re... ...cts highlighted in BOLD (including each of the Key Elements) are met.

Exemplar

See back cover for an A3 version of the Statutory Requirements for Modern Languages with additional guidance and examples

Objectives
The **curriculum objectives** provide the real and relevant contexts in which modern language knowledge, understanding and skills are developed. The objectives should be developed throughout the key stage.

The **Knowledge, Understanding and Skills** to be developed in Modern Languages during Key Stage 3.

The objectives are made up of **Key Elements**. These provide opportunities for subjects to connect with Learning for Life and Work and with other Areas of Learning.

Learning Outcomes
These state the skills and capabilities pupils should be able to demonstrate throughout the key stage in the context of Modern Languages.

4.2   Knowledge, Understanding and Skills

The first column in the statutory requirements for Modern Languages is headed "Developing pupils' Knowledge, Understanding and Skills."

• Everything in this column is a statutory requirement for the key stage as a whole.
• It is intended that schools interpret and develop these requirements as appropriate to their own context.
• The recursive nature of Modern Languages means that the bullet points in the Knowledge, Understanding and Skills column are likely be covered a number of times in each academic year within the Key Stage.

The table below seeks to explain, illustrate and expand on the bullet points from the left hand column.

Developing pupils' Knowledge, Understanding and Skills	Supporting Notes
• developing an awareness of language and how it works, and by improving accuracy; • comparing linguistic features in first and target language; • comparing cultural identity;	Explore the culture of the target language country and to compare and contrast it with their own.
• listening and responding in oral and written form in the target language to a range of stimuli and for a variety of purposes; • talking about experience, feelings and opinions using the target language;	Listen to a range of spoken stimuli with familiar and increasingly unfamiliar language. As they progress through Key Stage 3 should, with increasing independence, be able to understand and respond to such stimuli. They can, for example, select and extract relevant information from a variety of speech, make deductions, and infer meaning with growing confidence.
• reading and viewing a range of stimuli in the target language for key ideas, detail, enjoyment and engagement;	Read and respond to a range of texts on a variety of topics, with increasingly more complex language, more detailed opinions and points of view. Pupils should, with increasing independence, employ a range of reading strategies to develop understanding, such as knowledge of sound and letter patterns and word formation, and awareness of similarities and differences between first and second language. They can, with growing ease, extract key information for a specific need or purpose. They can comprehend the main events and ideas and trace the order in which they appear.

Developing pupils' Knowledge, Understanding and Skills	Supporting notes
• writing in the target language to exchange information and ideas, establish and maintain contact;	Write within a range of familiar contexts, showing an increasing ability to adapt previously acquired language. They can communicate meaning with some clarity using supporting detail such as adjectives and adverbial phrases to enhance meaning. They employ increasing complex grammar as the key stage progresses, including compound sentences and different tenses.
• using a range of techniques, including performance and multi-media, to convey, present and exchange information innovatively in the target language and as a means of creative expression;	Present their work in a variety of ways, including ICT, with the effective use of tables, diagrams, graphs, lists, images and drawings to support meaning.
• using previously learnt language in unfamiliar contexts; • engaging with others including, where possible, partner schools; • applying the language-specific skills and transferable skills acquired through second language learning to real-life situations locally, nationally and internationally.	Apply their language skills and understanding to 'real-life' scenarios. These include, for example, exchange visits, school trips, E-mail contacts, penpals, video-conferencing, the development of authentic questionnaires for a target language audience, etc.

Questions for Departments

• What is the current balance between the knowledge, understanding and skills in our Modern Languages provision?

• What are the implications for future learning and teaching at Key Stage 3?

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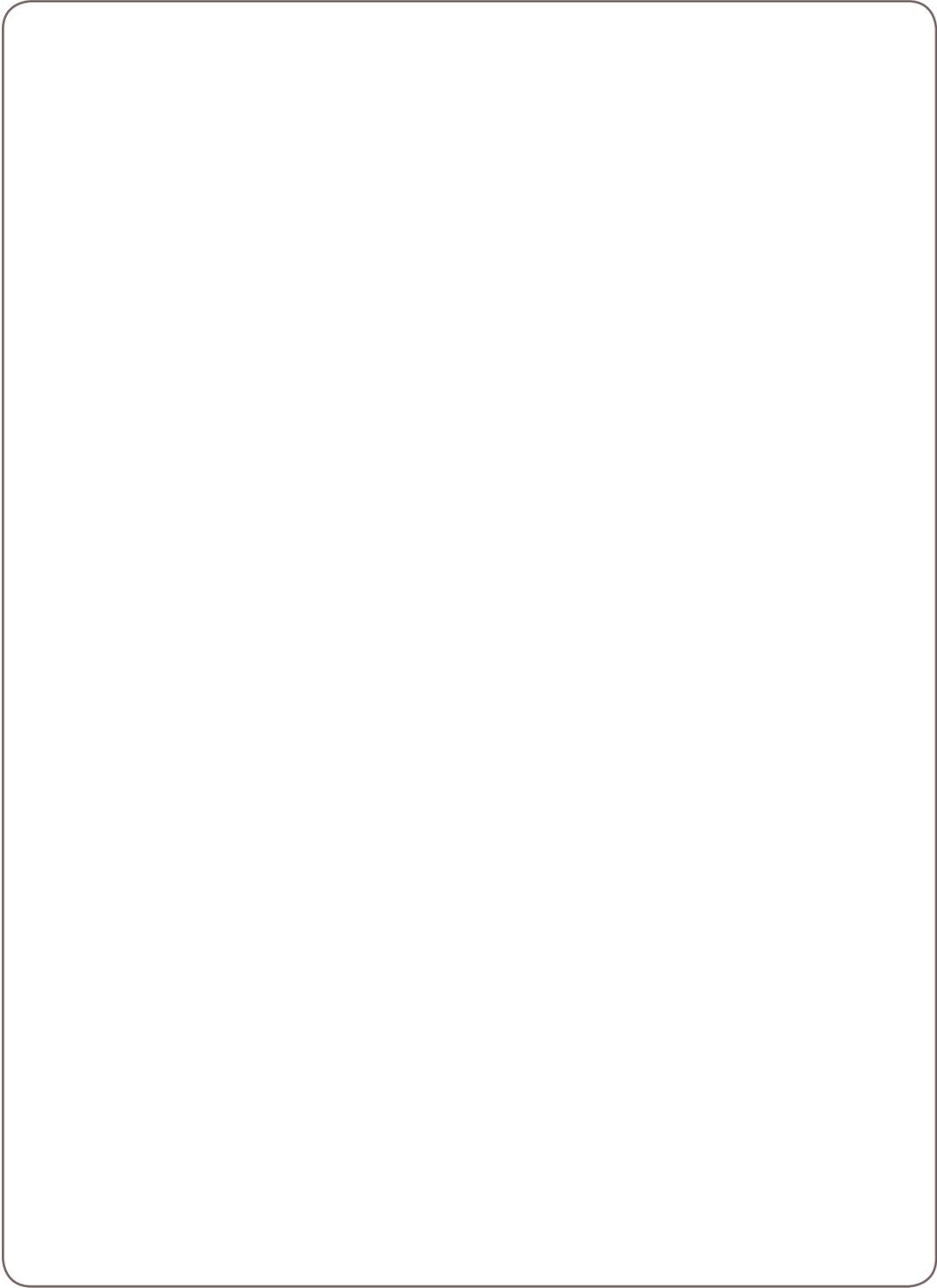
4.3   Curriculum Objectives and Key Elements

The curriculum objectives are broken down into key elements. The key elements are a vehicle for ensuring that Modern Languages directly connect to the curriculum objectives in preparing pupils for life and work. The key elements also provide a means for connecting learning.

The table below shows how each curriculum objective is linked to specific key elements.

The Northern Ireland Curriculum should provide relevant learning opportunities to help each pupil develop as:		
Objective 1 An individual	**Objective 2** A contributor to society	**Objective 3** A contributor to the economy and the environment
Key Elements Personal Understanding Mutual Understanding Personal Health Moral Character Spiritual Awareness	**Key Elements** Citizenship Cultural Understanding Media Awareness Ethical Awareness	**Key Elements** Employability Economic Awareness Education for Sustainable Development

For example developing pupils as individuals (Curriculum Objective 1) will require a focus on the key elements of **Personal Understanding, Mutual Understanding, Personal Health, Moral Character and Spiritual Awareness.**

Each subject must contribute to all key elements across the key stage. Some subjects will have more naturally occurring opportunities to promote key elements. The key elements that Modern Languages contribute to more fully are:

• Personal Understanding;
• Mutual Understanding;
• Citizenship;
• Cultural Understanding;
• Employability;
• Education for Sustainable Development.

For example, Modern Languages will have a leading role in Cultural Understanding. Although every other subject will address an aspect of it, a significant proportion of what is covered in Modern Languages can be looked at through a Cultural Understanding lens. This may add relevance and significance to existing Modern Languages content.

The table overleaf gives examples of some of the questions which may help to explore what is meant by each Key Element in Modern Languages.

Developing pupils as ... individuals	.... contributors to society	.... contributors to the economy and environment
Personal Understanding Who am I? What do I like to do? Why do I like to do that? **Mutual Understanding** How do we view other people and other places? What if I were in someone else's shoes? **Personal Health** What do Modern Languages teach me about health and wellbeing? What if I lived somewhere else? **Moral Character** What do I really think about ....? What makes me think this? What am I going to do about it? **Spiritual Awareness** What in the world inspires me? What in the world makes me think and ask questions?	**Citizenship** What is right or wrong about the world, locally, nationally, globally? Why do people have different opportunities? How can I talk in the target language about issues which affect me (eg school, town life) **Cultural Understanding** What would it be like to live in the target language country? Why do they do that? What would we do if .... **Media Awareness** What information can we get from the media about an event, place or issue? What sort of information is it...fact, opinion? What information can I get from target language media? **Ethical Awareness** Who makes the big decisions? What are their values, motives? What are the consequences of action/inaction? How could things be fairer?	**Employability** What skills do we develop in Modern Languages? What does a "linguist" do? What skills do we need to work, live and 'perform' on the global stage? **Economic Awareness** What do I know about the currency and money matters of the target language country? **Education for Sustainable Development** What is special and unique about this place? What do I know about the environment of the target language country?

Questions for Departments

- Which key elements do we
  - need to focus more on?
  - not address at all?

- Are there any Key Elements that we could develop with another department to promote Connected Learning?

- How could we use the Curriculum objectives or Key Elements as drivers in our departmental planning?

- What are the implications for our resources?

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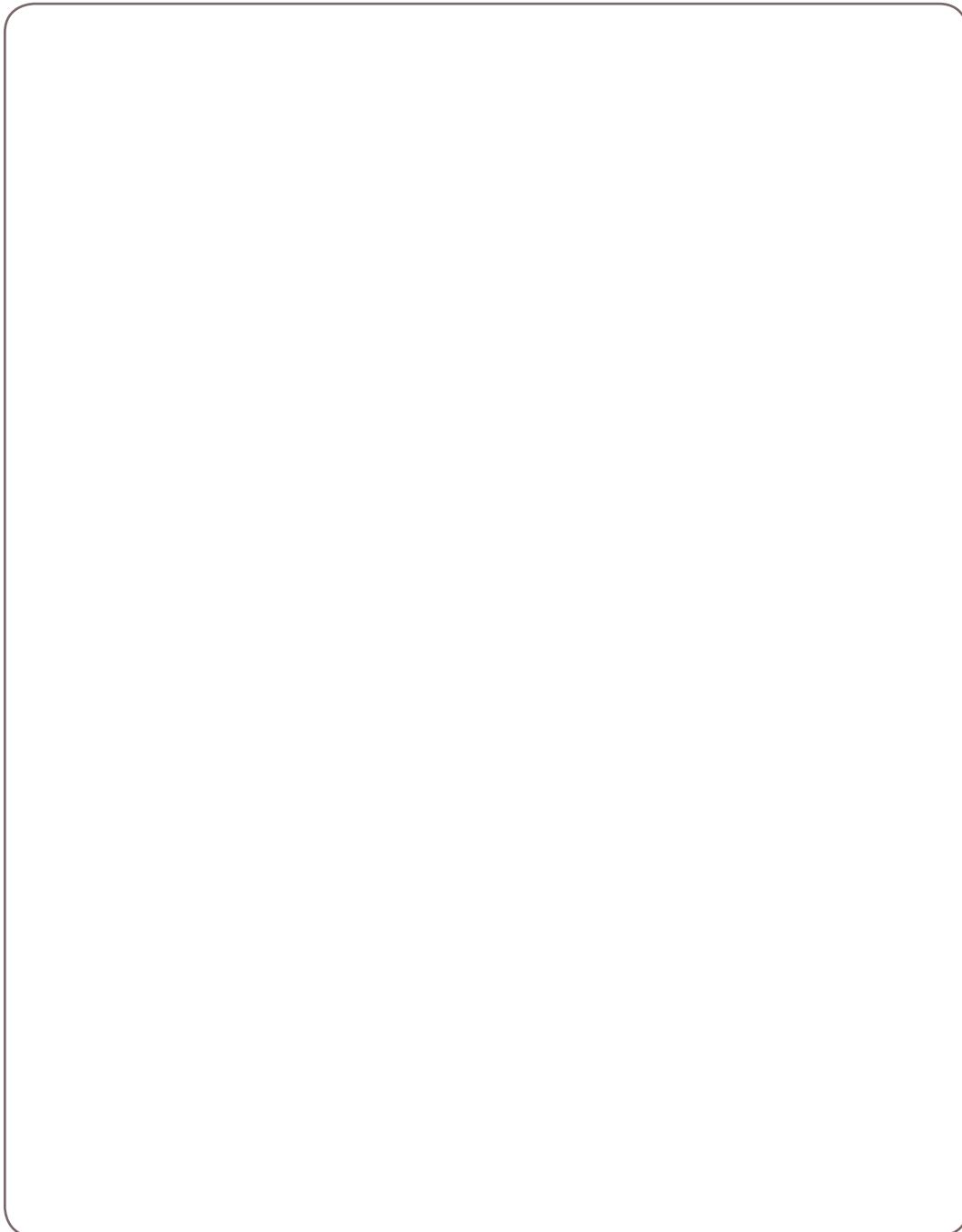
4.4   Learning Outcomes

Learning Outcomes incorporate the skills and capabilities pupils should be able to demonstrate throughout Key Stage 3 in each subject strand. These are similar across each subject strand and promote the infusion of the **cross-curricular skills** (Communication, Using Mathematics and Using ICT) (please refer to Appendix 1 for further guidance on the cross-curricular skills). The learning outcomes also promote the infusion of **Thinking Skills and Personal Capabilities**.

As with all subjects, it is statutory for teachers to provide opportunities for pupils to **acquire** and **develop** the cross-curricular skills and the Thinking Skills and Personal Capabilities in Modern Languages. Pupils should also be given opportunities to demonstrate their skills and application of knowledge and understanding of Modern Languages to meet the Learning Outcomes.

Evidence for Learning Outcomes

Evidence of the application of skills, knowledge and understanding for learning outcomes can be demonstrated at any point in the learning process. Learning outcomes can be based on process or product. They may be evidenced by teacher, pupil or peer assessment of a range of pupils' work and performance, including work generated using ICT. The nature of feedback on learning outcomes can be qualitative, quantitative, verbal or written to suit the purpose of the assessment.

Using and Recording Evidence

The number of occasions when learning outcomes are internally recorded, the system for internal recording and the use made of internal records is at the discretion of departments in line with whole school policy. Learning outcomes can be demonstrated through formal or informal assessment, formative and /or summative assessment.

Evidence of Learning Outcomes can be:

- recorded informally, that is, primarily for feedback to pupils and for teacher reference;
- recorded formally, that is, in line with departmental and internal whole school assessment policy requirements;
- used to inform reporting, for example, in relation to Pupil Profile requirements.

Skills and the Learning Outcomes

The relationship between the learning outcomes and the cross-curricular skills and Thinking Skills and Personal Capabilities is set out in the table below.

Learning Outcomes	Cross-Curricular Skills/Thinking Skills and Personal Capabilities
Research and manage information effectively, including Using Mathematics and Using ICT where appropriate	Managing Information Communication Using Mathematics Using ICT
Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate	Thinking, Problem-Solving Decision-Making Using Mathematics Using ICT
Demonstrate creativity and initiative when developing ideas and following them through	Being Creative
Work effectively with others	Working with Others
Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance	Self-Management
Communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose	Communication Using ICT

Questions for Departments

• How can we plan for Learning Outcomes?

• How can our existing departmental assessment policy be amended to make reference to the Learning Outcomes?

• Which Learning Outcomes will be the most challenging for our department?

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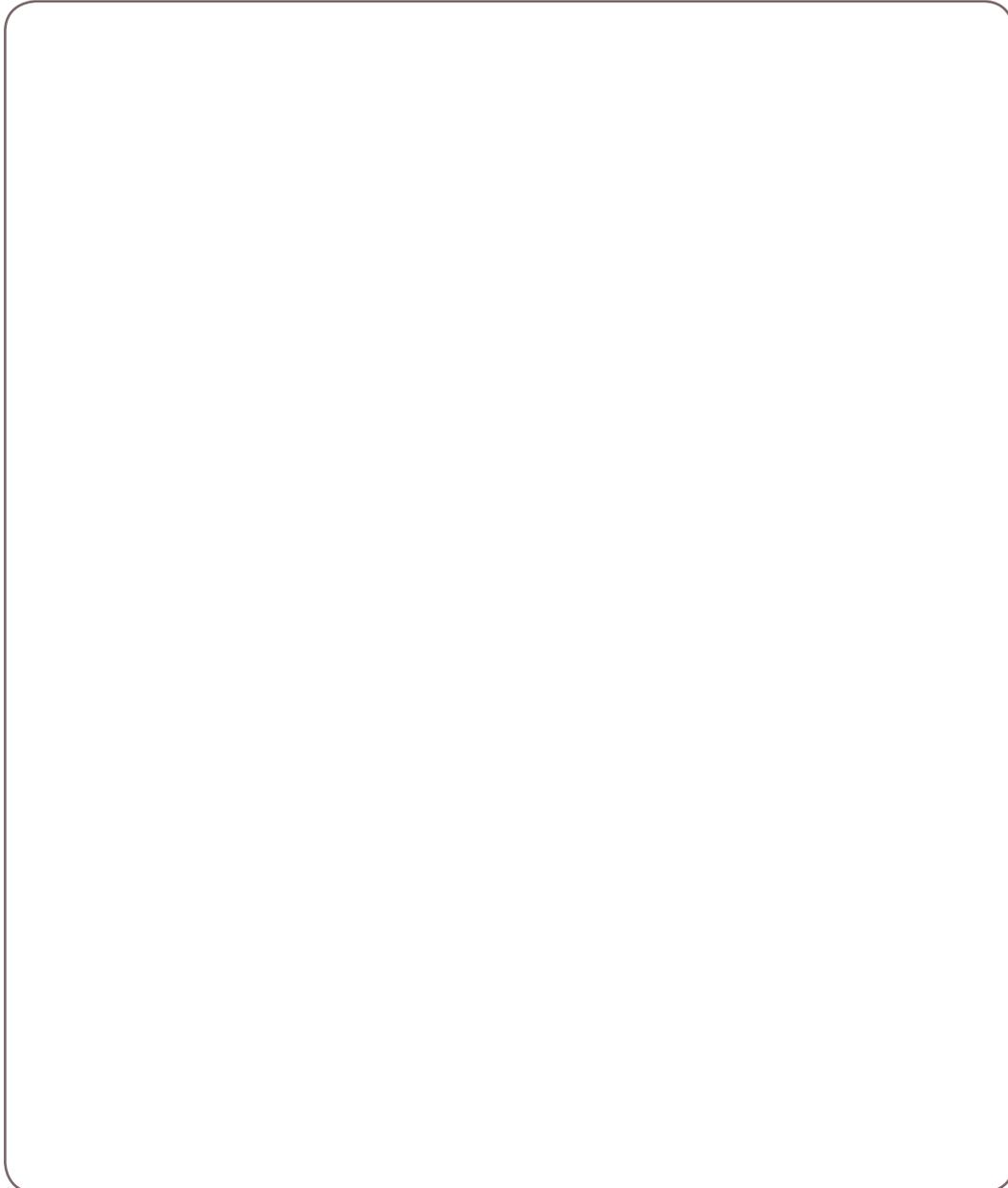
4.5   Thinking Skills and Personal Capabilities

The Thinking Skills and Personal Capabilities Framework consists of five overlapping sets of skills:

• Managing Information;
• Thinking, Problem-Solving, Decision-Making;
• Being Creative;
• Working with Others;
• Self-Management.

Each of the Thinking Skills and Personal Capabilities is broken down into further detail. These can facilitate lesson planning and provide criteria against which pupils' performances can be assessed and reported.

Many of the skills are not new and are currently being developed across a range of subjects. This single framework aims to make the development of Thinking Skills and Personal Capabilities more structured and explicit, to encourage application across a range of contexts and to provide a common language that pupils and teachers can use to talk about their thinking and learning.

There are a number of teaching strategies that will promote the development of Thinking Skills and Personal Capabilities generally; for example: setting open-ended tasks, effective questioning, talking about thinking and learning, providing meaningful opportunities for collaborative learning, etc. Many of these activities also support the principles of 'Assessment for Learning'.

The big shift, however, is to focus on opportunities in Modern Languages where a specific thinking skill or personal capability will help deepen understanding in Modern Languages contexts. The Modern Languages activity in turn provides opportunities for the instruction, development and practice of the thinking skill/personal capability. This promotes lessons where there is the parallel development of subject knowledge and understanding as well as the development of a particular mode of thinking. This approach is referred to as infusion; adding one thing to another to give new significance.

Planning for infusion involves, for example:

(a) identifying the specific skills and capabilities best developed through Modern Languages and setting up activities to introduce and practise them;

(b) looking across a series of units of work in a particular year group and identifying where the most appropriate contexts are to introduce and develop specific skills.

This explicit approach to developing Thinking Skills and Personal Capabilities provides opportunities to observe, record, feedback and report on pupils' strengths and areas for future focus in terms of their development in Thinking Skills and Personal Capabilities. It also enables pupils to transfer particular thinking skills or personal/interpersonal skills to other subject contexts. Progression in Thinking Skills and Personal Capabilities is only made through practice and application in a range of contexts and at increasing levels of challenge and demand.

Continuing Professional Development materials have been developed to promote the infusion of Thinking Skills and Personal Capabilities across the curriculum. These materials are available at www.nicurriculum.org.uk.

Questions for Departments

- How can Modern Languages meaningfully develop the Thinking Skills and Personal Capabilities?

- Where are the key opportunities in Modern Languages for infusion?

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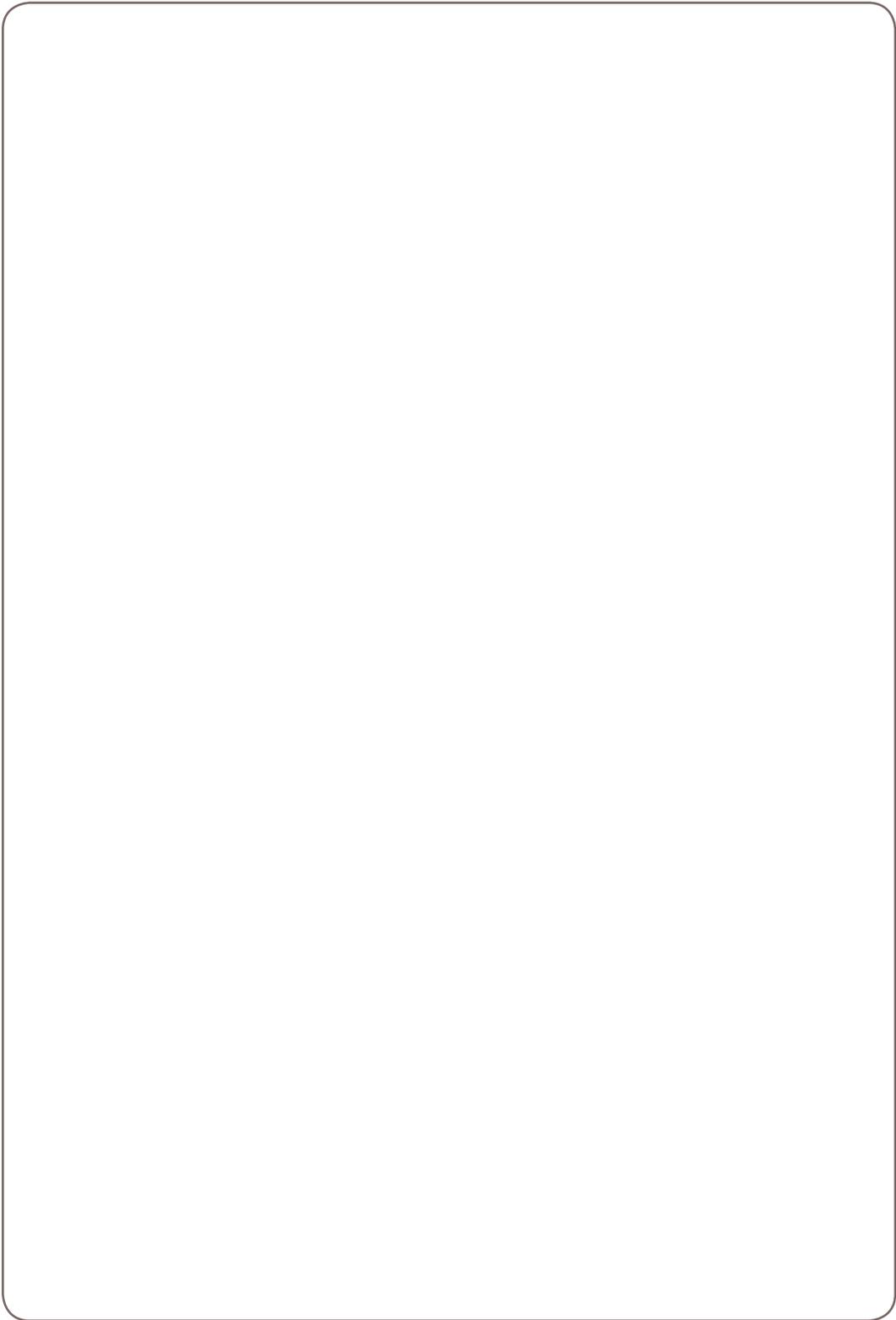
Section **05**
Approaches to Learning and Teaching

5.1 Key Messages

Flexibility

Teachers now have the opportunity to use the statements of minimum requirement to devise schemes and units of work in Modern Languages that follow the needs and interests of the pupil. This does not mean throwing out schemes of work that have been carefully developed over the years. It provides opportunities for teachers to build on those units that best engage and develop their pupils and replace or revitalise those units that did not engage the pupils so much.

Relevance

Teachers have opportunities to look for themes or issues that are real and relevant to the lives of pupils today. The modern language skills and the concepts in the first column of the Modern Languages Area of Learning can be developed through relevant contexts that pupils express an interest in.

Integrated

The statements of minimum requirement for Modern Languages are written to help teachers see alternatives to the teaching of topic based work and to form units of work that integrate the knowledge and understanding from discrete themes to help pupils gain a better understanding of the complexity of how the world around us works.

Values Based

The Key Elements provide opportunities for pupils to reflect on moral, ethical, spiritual, social and cultural etc. dimensions of modern language learning relating to real people and real places and to consider their own views and opinions about them as citizens of this global community and equipping them with the skills to make informed decisions and take responsible actions.

Education plays a vital role in helping children and pupils recognise their contribution and responsibilities. Inclusion of the global dimension in teaching means that links can be made between local and global issues. It also means that pupils are given opportunities to:

• critically examine their own values and attitudes;
• appreciate the similarities between peoples everywhere, and value diversity;
• understand the global context of their local lives; and
• develop skills that will enable them to combat injustice, prejudice and discrimination.

5.2   Assessment for Learning

'Assessment for Learning' is an approach that can support effective learning and teaching. It focuses on the learning process (rather than the end product) and attempts not to prove learning, but rather improve it. It is formative assessment. It is a way to take stock of learning during the process and it can inform teachers on how learning is progressing.

In 'Assessment for Learning':

• there is a high emphasis on *transferable learning*;
• assessment becomes a much more *transparent process* because it is based on critical information that is shared with the learners; and
• learners are able to *take responsibility* for their own learning, and eventually for their own assessment, too.

'Assessment for Learning' is not something extra or 'bolted on.' It integrates with existing classroom practice and involves the following key actions:

Sharing learning intentions	A learning intention is a description of what teachers want pupils to know, understand or be able to do by the end of an activity. It tells pupils what the focus for learning is going to be. It helps both teachers and pupils to focus on the learning rather than the activity, for example: Identify what pupils will be learning (We are learning to…..) Explain the reason for learning (We are learning this because…….)
Sharing and negotiating success criteria	Success criteria are statements that help pupils recognise if they have been successful in their learning. Pupils may be involved in deciding these. They summarise the processes or characteristics needed for success, and they always link directly to the learning intention. They essentially spell out the steps or ingredients required to achieve the learning intention, offering specific guidance on how to be successful.
Giving feedback to pupils	Quality feedback is essential for effective learning and teaching. Feedback can motivate pupils by building self-esteem and reinforcing the positive. To be truly formative the feedback must inform the next steps in the learning process. For example, when offering written feedback: 1.Find two occasions where they have achieved success (symbols can be used); 2.Identify an aspect of their work that they can immediately improve; 3.Provide them with a prompt or strategy on how to improve; 4.Give them time to make this improvement.
Effective questioning	Effective questioning is about asking questions in a way that elicits maximum feedback from pupils, which can then be used to evaluate, plan and extend learning, for example: • **Ask better questions:** ask 'open' questions or reframe questions where there is no single correct answer and pupils are rewarded for exploring options and sharing possible solutions; • **Ask questions better:** provide pupils with time to think; by increasing the wait time to 3 to 5 seconds between posing the question and asking for the answer, teachers can make a significant difference to the question's effectiveness.
Self and peer assessment	Pupil reflection promotes independent learning, communication and support in the classroom. Teachers can develop pupil reflection in the classroom through the use of peer and self-assessment and self-evaluation.

Continuing Professional Development materials have been provided for schools to promote 'Assessment for Learning'.

Questions for Departments

- What are the benefits of Assessment for Learning practice in our classrooms?
- Which of the Assessment for Learning key actions are part of our existing classroom practice?
- Which do we need to give more attention to?
- How do we do this?

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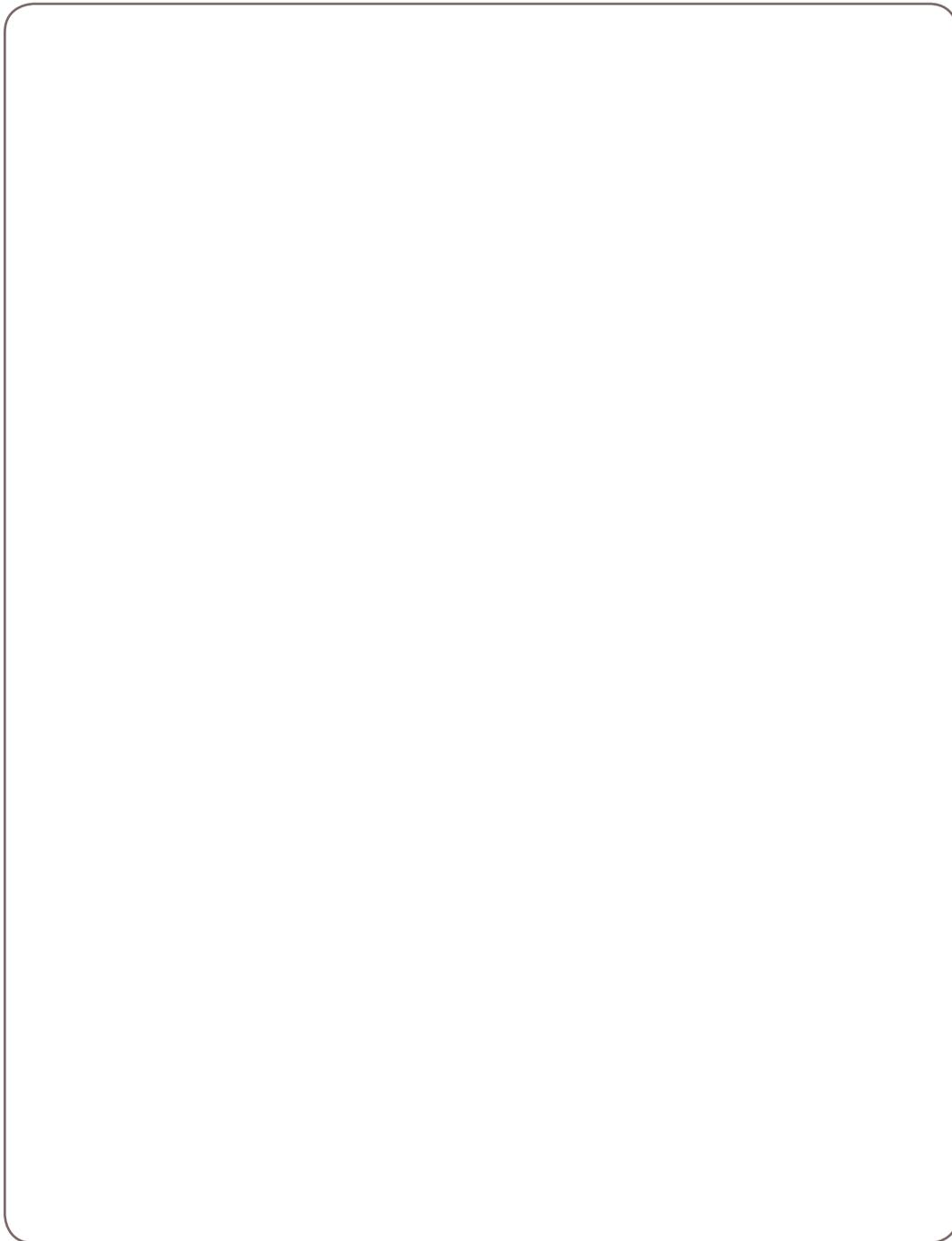
5.3   Connecting the Learning

The Northern Ireland Curriculum is designed to accommodate links across subjects. Many natural links exist although they may be under exploited. Where these links are identified and planned for they have the potential to make learning more meaningful, informed and purposeful. Opportunities to connect the learning can range from small and informal to whole school and formally planned.

Any of the following may be used as drivers for connecting learning, between two or more subjects:

• Skills/Learning Outcomes;
• Key Elements;
• Themes;
• Knowledge;
• Concepts,
• Learning experiences;
• Learning for Life and Work;
• Other suitable approaches.

Questions for Departments

• Which of these could best be used as a starting point to make meaningful connections with other subjects?

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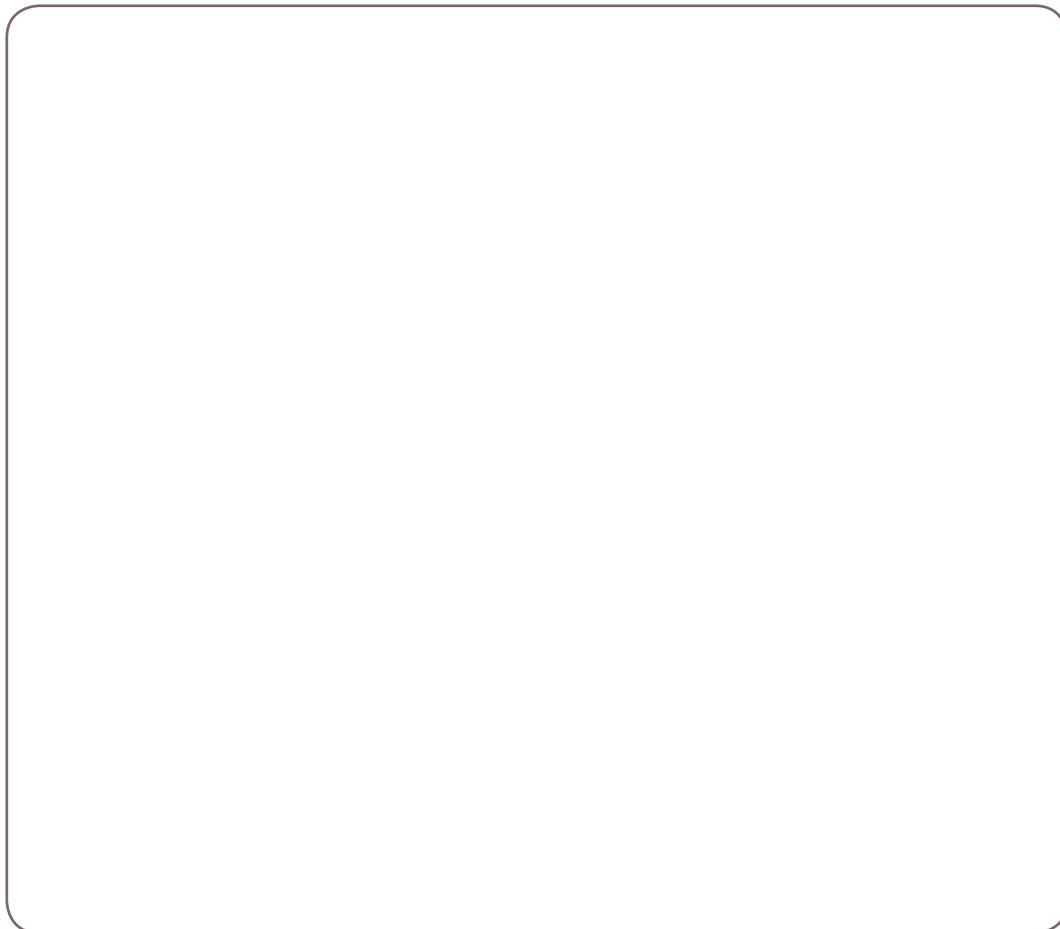
Examples of connecting learning across subjects are available in thematic units and one collaborative unit provided in the Curriculum Support and Implementation Box.

Connecting to Learning for Life and Work (LLW)

One way to begin to make connections is to use Learning for Life and Work. The four subject strands within Learning for Life and Work (Personal Development, Local and Global Citizenship, Home Economics and Employability) contribute directly to the three curriculum objectives. The other Areas of Learning **also** contribute to the curriculum objectives and Learning for Life and Work.

Well planned and organised work within subjects makes a distinctive and natural contribution to Learning for Life and Work and help to strengthen and enrich Learning for Life and Work provision as a whole. Relevant key elements within subjects can support learning related to Personal Development, Local and Global Citizenship, Home Economics and Employability.

Teachers have flexibility to enhance the breadth and depth of their subject's contribution to Learning for Life and Work. Subject teachers can therefore:

• raise awareness about the Learning for Life and Work key concepts;
• develop more detailed understanding about Learning for Life and Work key concepts within their subject context;
• explore particular Learning for Life and Work key concepts. When delivered in sufficient depth an area of Learning Area/subject strand can take full responsibility for a particular statement of requirement.

Questions for Departments

• Which aspects of our current practice promote connected learning?

• What are the issues around the management of connecting the learning?

• How will we know that pupils are learning to make connections?
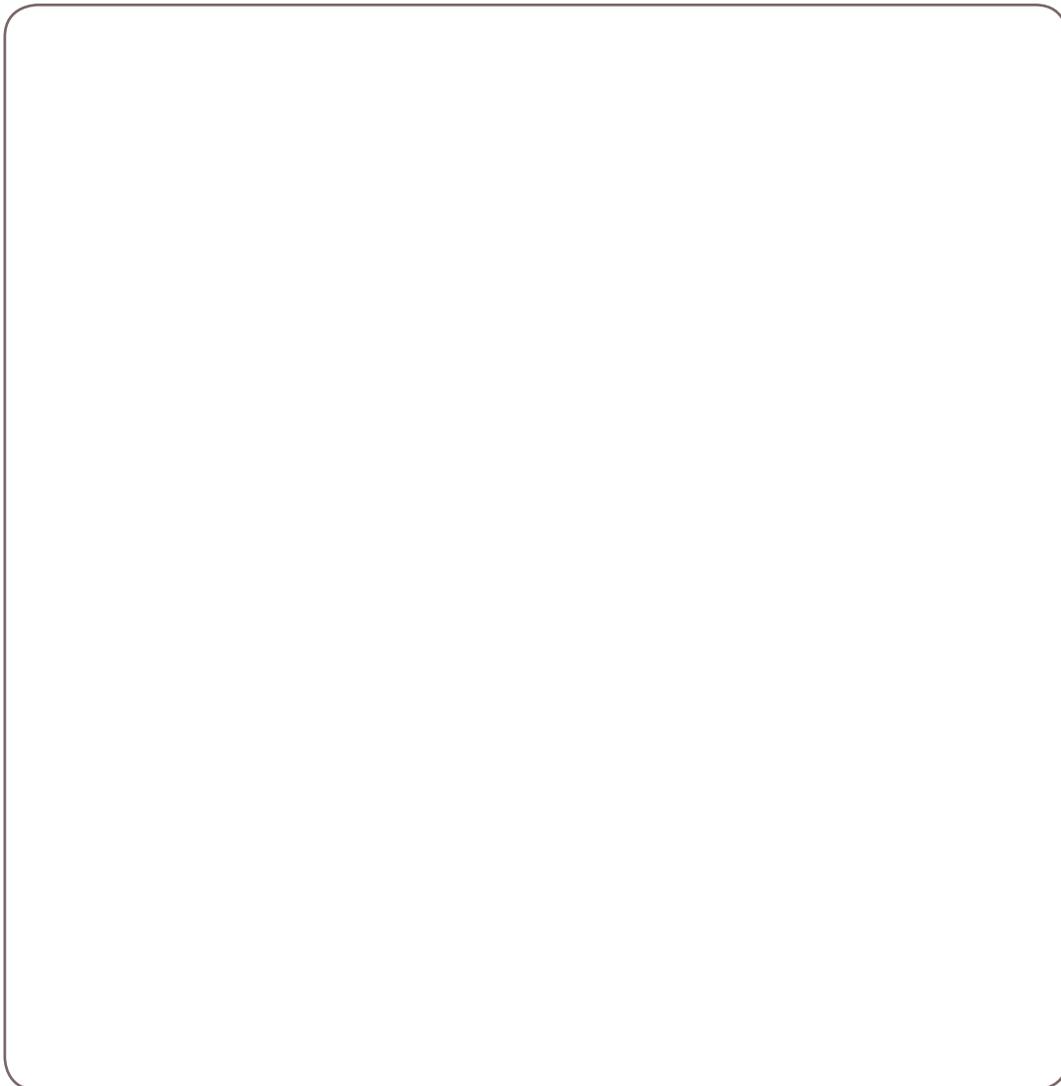
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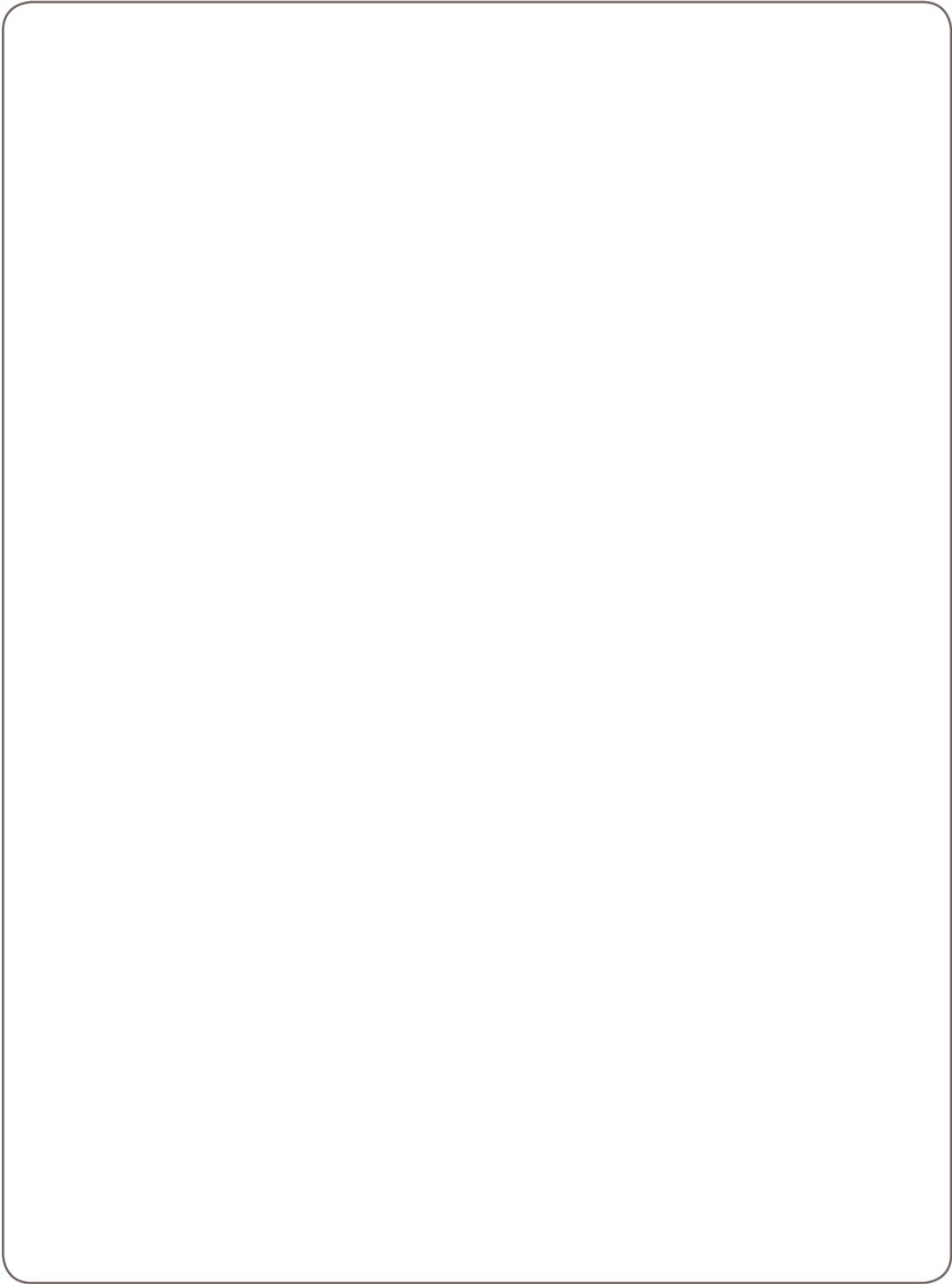
5.4   Active Learning

Engaging pupils more in their learning and providing them with opportunities to demonstrate thinking skills and personal capabilities requires an approach beyond traditional didactic methods.

A glossary *Active Learning and Teaching Methods for Key Stage 3* is available from www.nicurriculum.org.uk and is included in the Curriculum Support and Implementation Box. This resource contains a wide range of active and experiential strategies to promote pupils' participation and engagement.

Questions for Departments

• What active learning strategies might work for us?

• How does the climate in our classrooms support the use of active learning?

• What are the implications for classroom management?

Action

Section 06
Auditing and Planning

It is important to evaluate existing schemes of work in relation to the statements of requirement for Modern Languages. Departmental planning for the Northern Ireland Curriculum should be informed by this process and may result in a completely fresh approach.

6.1   Conducting a Departmental Audit

When planning to carry out a departmental audit, refer to the training materials *Planning for the Revised Curriculum at Key Stage 3*. Used in conjunction with the following guidance, departments can decide how to evaluate existing and planned provision.

Audits are a starting point for the long term planning process. There are a number of possible '*ways-in*' to carrying out an audit. Some of these are outlined in the table below. Further details are available in the *Departmental Audits* guidance document on www.nicurriculum.org.uk.

Starting Point for Audit	Description of Process
Curriculum Objectives	**What** do we teach and **why**? Look at how the topics currently taught address the broad curriculum objectives. The objectives provide a rationale for the topic. The key elements can provide the footholds into the objectives.
Key Elements	Check where units of work contain aspects of the key elements, or could be re-focused to suit. Check for coverage across the key stage. Remove excessive duplication, add material to address any omissions.
Thinking Skills and Personal Capabilities	Starting with current units of work it is possible to audit the provision of Thinking Skills and Personal Capabilities using the statements from the "From – To Progress Map". After completing an audit in this way, gaps in provision can easily be detected and it will then be possible to develop opportunities to ensure overall coverage in a year and progression across the key stage.
Learning Experiences	List the categories of learning experiences from the 'Big Picture' document in a column. Beside each, match the units of work in your scheme which fit with the category. Assess the coverage: is there a good mixture and variety of experience planned?
'Blue Skies'	Begin with aspirations for a completely new scheme of work, and work up details so as to match planned experiences with Northern Ireland Curriculum requirements.

6.2   Long, Medium and Short Term Planning

Long Term Planning

In producing long term plans or schemes of work for Modern Languages you might think about:

• how Modern Languages links with the wider curriculum objectives;
• how statutory requirements for Modern Languages are met during the key stage;
• how and when to develop cross-curricular skills and the Thinking Skills and Personal Capabilities in Modern Languages;
• how Modern Languages can actively link with other curricular areas;
• how progression in Modern Languages is defined across the key stage.

Medium Term Planning

In planning units of work for Modern Languages you might think about:

• how existing units of work in Modern Languages can be evaluated;
• how knowledge, understanding and skills and aspects of the curriculum objectives are covered by each unit;
• the learning and teaching strategies and activities used;
• how existing assessment tasks in Modern Languages can be adapted to incorporate learning outcomes.

Short Term Planning

In planning a Modern Languages lesson or series of lessons you might think about:

• making the learning intentions explicit to clarify what you want the pupils to know, understand and /or be able to do;
• negotiating and agreeing with pupils what success will look like;
• using a range of learning activities;
• scaffolding and prompting pupil performance;
• planning plenary activities to feed back, reflect on thinking and learning, make connections to other learning and set up next lesson(s).

Appendices
Appendix 1
Cross-Curricular Skills

Communication Across the Curriculum

Communication is central to the whole curriculum. Pupils should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Pupils should be given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about communication concepts and skills to real-life meaningful contexts across the curriculum.

The modes of communication include talking and listening, reading and writing. However, effective communication also includes non-verbal modes of communication, wider literacy and the use of multimedia and ICT technologies which may combine different modes. Pupils are therefore encouraged to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

The requirements for Communication are set out below:

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

Talking and Listening

Pupils should be enabled to:

• listen to and take part in discussions, explanations, role-plays and presentations;
• contribute comments, ask questions and respond to others' points of view;
• communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
• structure their talk and speak clearly so that ideas can be understood by others;
• adapt ways of speaking to audience and situation;
• use non-verbal methods to express ideas and engage with the listener.

Reading

Pupils should be enabled to:

• read a range of texts* for information, ideas and enjoyment;
• use a range of strategies to read with increasing independence;
• find, select and use information from a range of sources;
• understand and explore ideas, events and features in texts*;
• use evidence from texts* to explain opinions.
* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

Writing

Pupils should be enabled to:

• talk about, plan and edit work;
• communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
• develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
• write with increasing accuracy and proficiency.

Using Mathematics Across the Curriculum

Using Mathematics is the skill of applying mathematical concepts, processes and understanding appropriately in a variety of contexts. Ideally these should be in relevant real life situations that require a mathematical dimension.

Pupils are likely to acquire and consolidate their mathematical knowledge, concepts and skills within the area of learning for Mathematics and Numeracy. However, they should be given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum. Pupils can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions.

The requirements for Using Mathematics are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- choose the appropriate materials, equipment and mathematics to use in a particular situation;
- use mathematical knowledge and concepts accurately;
- work systematically and check their work;
- use mathematics to solve problems and make decisions;
- develop methods and strategies, including mental mathematics;
- explore ideas, make and test predictions and think creatively;
- identify and collect information;
- read, interpret, organise and present information in mathematical formats;
- use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain way of working;
- develop financial capability;
- use ICT to solve problems and/or present their work.

Using Information and Communications Technology Across the Curriculum

Using Information and Communications Technology (ICT) provides powerful tools and contexts to support meaningful learning and has the potential to transform and enrich pupils' learning experiences and environments across the curriculum. The creative use of ICT can empower learners to become independent, self-motivated and flexible, helping in turn to develop self-esteem and positive attitudes to learning, with which to realise their full potential. It also provides opportunities to collaborate within and beyond the classroom to pose questions, take risks and respond positively to 'what if' questions.

To help develop skills in researching, handling and communicating information pupils should have opportunities, using ICT, to engage in genuine research and purposeful tasks set in meaningful contexts. They should be encouraged to re-work information, exchange and present their ideas and translate their thinking into creative products and productions which show an awareness of audience and purpose.

The requirements for Using ICT are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills to:

Explore

Pupils should be enabled to:

• access and manage data and information;
• research, select, process and interpret information;
• investigate, make predictions and solve problems through interaction with digital tools;
• understand how to keep safe and display acceptable online behaviour.

Express

Pupils should be enabled to:

• create, develop, present and publish ideas and information using a range of digital media;
• create information and multimedia products using a range of assets.

Exchange

Pupils should be enabled to:

• communicate using a range of contemporary methods and tools;
• share, collaborate, exchange and develop ideas digitally.

Evaluate

Pupils should be enabled to:

• talk about, review and make improvements to work, reflecting on the process and outcome;
• consider the sources and resources used.

Exhibit

Pupils should be enabled to:

• manage and present their stored work;
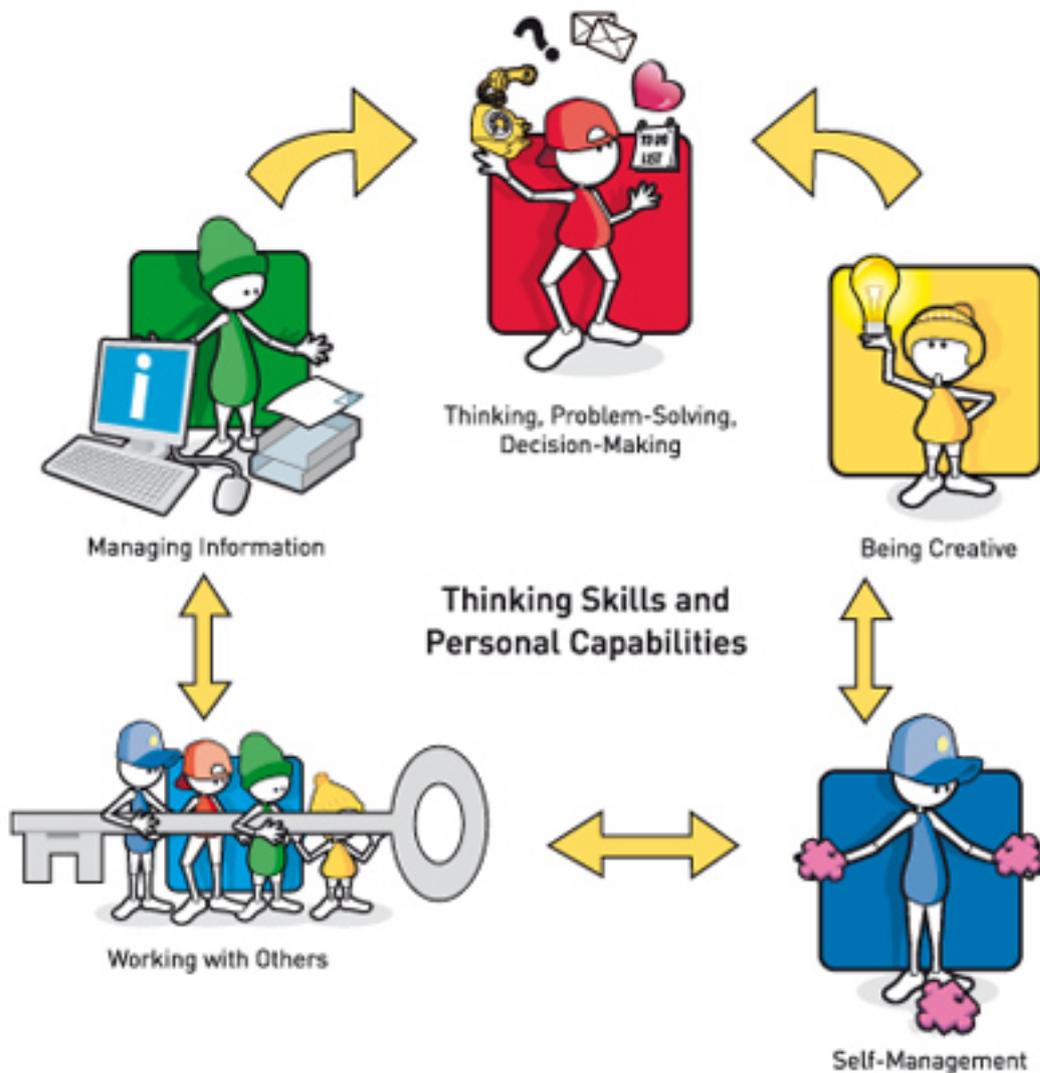• showcase their learning across the curriculum.

Appendix 2
Thinking Skills and Personal Capabilities

Thinking skills are tools that help pupils to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that pupils self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Teachers should help pupils to develop Thinking Skills and Personal Capabilities by focusing on the following areas.

Thinking, Problem-Solving, Decision-Making

Managing Information

Being Creative

Thinking Skills and Personal Capabilities

Working with Others

Self-Management

Thinking Skills and Personal Capabilities in Modern Languages

Thinking Skills and Personal Capabilities strands	Managing Information	Thinking, Problem-Solving and Decision-Making	Being Creative	Working with Others	Self-Management
Purpose	To develop learners' abilities in an information intensive environment	To engage pupils in active learning so that they can go beyond mere recall of factual information and the routine application of procedures	To encourage personal response of the learner by promoting dispositions for curiosity, exploration, experimentation and invention	To enable learners to engage in collaborative activities and to make the most of their learning when working with others	To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term
Examples of processes in which pupils are involved	Asking, accessing, selecting, recording, integrating, communicating	Searching for meaning, deepening understanding, coping with challenges	Imagining, generating, inventing, taking risks for learning	Being collaborative, being sensitive to others' feelings, being fair and responsible	Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self
Examples of contexts in Modern Languages	Generate a range of focused TL questions about a topic or issue, for example, where? Why there? How? When? How much? Use own and others' ideas to identify and access information about the TL country Select appropriate information for the task, identifying relevant from irrelevant information Compare and contrast information from different sources	Infer meaning and draw conclusions from a range of resources including reading, listening and computer-mediated Identify significant similarities and differences, for example, between lifestyles in the TL country and one's own Order and sequence information Deduce grammatical rules via pattern-recognition etc... Appreciate an issue from several points of view	Demonstrate curiosity by asking questions Generate a wide range of ideas, for example, pairing and sharing, mind-mapping, etc. Take informed risks with use of language, using a range of means to negotiate meaning and to inform linguistic output Use a variety of creative processes, for example, role-play, cartoons, animation to explore, communicate and present TL outcomes	Listen actively and share opinions when working in small groups or as a whole class Take responsibility for work agreed within the group, for example, when planning and undertaking role-play work and TL projects Agree and take on a range of different roles in a group, for example, facilitator/resource manager/reporter/presenter Take a lead in demonstrating learning to others, for example peer teaching and learning, mentoring	Plan and set goals for a task, for example, planning, writing, sending and evaluating a questionnaire to a TL partner school Seek out and act on guidance in relation to tasks, for example, using a thinking frame to help organise and structure ideas Show independence, making and organising notes and keeping work up to date Maintain and use a range of helpful strategies to support learning, for example, picture glossary of TL vocabulary, learning diary, list of key questions

Thinking Skills and Personal Capabilities strands	Managing Information	Thinking, Problem-Solving and Decision-Making	Being Creative	Working with Others	Self-Management
Purpose	To develop learners' abilities in an information intensive environment	To engage pupils in active learning so that they can go beyond mere recall of factual information and the routine application of procedures	To encourage personal response of the learner by promoting dispositions for curiosity, exploration, experimentation and invention	To enable learners to engage in collaborative activities and to make the most of their learning when working with others	To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term
Examples of processes in which pupils are involved	Asking, accessing, selecting, recording, integrating, communicating	Searching for meaning, deepening understanding, coping with challenges	Imagining, generating, inventing, taking risks for learning	Being collaborative, being sensitive to others' feelings, being fair and responsible	Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self
Examples of contexts in Modern Languages	Select and combine information from a range of sources relevant to a particular topic, for example lifestyles in the TL country, food, sport and leisure, environment, etc. Select the best strategies for presenting information for a particular purpose and audience, for example, an ICT presentation, drama, collage, graffiti board, etc.			Give and respond positively to feedback from others, for example, when evaluating each other's work/ideas, when generating new ideas	Act on feedback from teacher and peers. Talk about the types of thinking and learning engaged in and how these would transfer in other linguistic contexts and activities

Modern Languages

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom.
Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	[Objective 1] Developing pupils as Individuals	[Objective 2] Developing pupils as Contributors to Society	[Objective 3] Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities, through the contexts opposite, to become effective and creative communicators by: • listening and responding in oral and written form, in the target language, to a range of stimuli and for a variety of purposes; • talking about experience, feelings and opinions using the target language; • developing an awareness of language and how it works, and by improving accuracy; • comparing linguistic features in first and target language; • reading and viewing a range of stimuli in the target language for key ideas, detail, enjoyment and engagement; • writing in the target language to exchange information and ideas, establish and maintain contact; • using a range of techniques, including performance and multi-media, to convey, present and exchange information innovatively in the target language and as a means of creative expression; • using previously learnt language in unfamiliar contexts; • engaging with others including, where possible, partner schools; • applying the language-specific skills and transferable skills acquired through second language learning to real-life situations locally, nationally and internationally.	Pupils should have opportunities to: **Communicate an understanding of self,** for example, by making introductions; conveying information; giving descriptions; discussing habits; stating preferences; justifying opinions; reporting recent events; expressing future intentions. Activities might involve stating leisure preferences; producing a multi-media presentation on a recent or upcoming holiday; producing a digital web log (BLOG) diary. (Key Element: **Personal Understanding**) **Communicate an understanding of others,** for example, by seeking and responding to information; enquiring about habits; finding out attitudes, feelings, wishes and hopes; comparing and contrasting; making invitations and suggestions; negotiating arrangements; accepting and declining. Activities might involve conveying details about family; devising questionnaires and presenting findings; using role-play to make suggestions and arrangements. (Key Element: **Mutual Understanding**) **Explore issues related to lifestyle choices,** for example, by making suggestions; giving and following instructions; exploring positives and negatives; giving advice. Activities might involve following the instructions of a Target Language (TL) recipe; devising New Year's Resolutions; creating a flyer giving healthy eating advice. (Key Element: **Personal Health**) **Discover how second language learning can inspire an awareness of cultural similarities and differences,** for example, sharing common interests or experiences through exchanges such as email, etc. (Key Element: **Spiritual Awareness**) **Explore issues related to Moral Character** Show a willingness to contribute actively to a positive learning environment, for example, by making suggestions; negotiating decisions; describing positive behaviour; empathising; expressing thanks/gratitude/sympathy/encouragement or apologising. Activities might involve negotiating a set of classroom rules in the TL or describing an ideal friend. (Key Element: **Moral Character**)	Pupils should have opportunities to: **Explore social issues which relate to everyday lives,** for example, by describing and discussing issues; expressing and justifying opinions; exploring positives and negatives; comparing and contrasting; explaining options; making suggestions; complaining; reporting recent events; expressing future intentions. Activities might involve exploring positives and negatives of school life; contrasting town and country life; explaining options for young people in local area; creating a diversity map for town; creating a multi-media video in the TL to demonstrate local life. (Key Element: **Citizenship**) **Present an understanding of their own culture and of the culture associated with the language,** for example, by making and understanding greetings; seeking and sharing details; finding out attitudes, feelings, wishes and hopes; reporting findings; enquiring about situations; negotiating meaning; responding to culturally-conditioned behaviour; agreeing/ disagreeing; making requests; asking permission. Activities might involve comparing lifestyles of the TL country with their own; enquiring about traditions/customs and using drama as a creative means of portraying cultural understanding; sharing common interests and experiences with young people in the TL country through e-mail, video-conferencing and exchanges. (Key Element: **Cultural Understanding**) **Develop an awareness of media and a knowledge of media resources in the target language country,** for example, by discussing and describing; expressing interest; stating preferences; reporting information. Activities might involve discussing types of TV programmes; using TL websites to research; skimming and scanning magazines to interpret items of interest (horoscopes, sport, etc.); using IT tools to present research on an issue of interest using material collated from TL media sources. (Key Element: **Media Awareness**) **Explore issues related to Ethical Awareness** Explore media to present ideas in the TL relating to ethical issues, for example, by presenting a fact file or creating a visual display/montage from newspapers or other media. (Key Element: **Ethical Awareness**)	Pupils should have opportunities to: **Investigate how the language-specific skills and learning skills developed through languages will enhance career options and increase mobility,** for example, by expressing interest; justifying choices; explaining options; expressing future intentions; giving advice; enquiring about employment in the TL country; negotiating meaning; presenting and persuading; responding to unprepared situations. Activities might involve stating preferences for the future; justifying career choices; using a production challenge scenario to highlight functional language in business contexts; using telephone role-plays to make requests and enquiries; creating a career database of jobs requiring language proficiency. (Key Element: **Employability**) **Enhance awareness of money matters in target language regions,** for example, by seeking and imparting information; negotiating price; analysing data. Activities might involve investigating prices using the Internet; responding to the price of items in shopping scenarios; planning a budget holiday in a TL-speaking country; analysing and presenting statistics in the TL from surveys and questionnaires. (Key Element: **Economic Awareness**) **Consider local and global environmental issues,** for example, by discussing positives and negatives; making predictions; giving advice; reporting findings; evaluating and presenting. Activities might involve reporting on environmental issues in their own lives; evaluating their own neighbourhood in relation to noise, green space and pollution; creating posters raising awareness of endangered species or a website highlighting the local environment. (Key Element: **Education for Sustainable Development**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of the Target Language. Pupils should be able to:	• research and manage information effectively to investigate target language issues, including Using Mathematics and Using ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written and ICT formats, improving accuracy and showing clear awareness of audience and purpose.		

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that, across the key stage, all of the statutory aspects highlighted in BOLD (including each of the Key Elements) are met.*

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Rewarding Learning