

Reflect, Evaluate, Feedback, Improve...

JohnPaul Cassidy HMI

HMI lead for modern and classical languages



@JPCassidyHMI

For Scotland's learners, with Scotland's educators

- **New, independent Inspectorate of Education (2024)**
- **The recipe for success – the positive messages taken from what HM Inspectors see across the country**
- **A few short messages to leave you with...**

- **The new inspectorate moving towards next year**
- Inspection footprint currently remains as pre-pandemic – LA schools all sectors (short & full models)/ independent & special sectors/national thematic
- **Widening the scope of inspection as new inspectorate established**
- Inspection in modern languages currently – short and full models. What to expect...
 - Primary
 - Secondary

The recipe for success!

- As HM Inspectors, what we see around the country in all sectors where children and young people experience rich, challenging, relevant, deep & progressive language learning:
- Shared expectations across the cluster – everyone's eye on the prize: as many young people as possible experiencing enjoyment & success up to 4th level in their modern languages *
- Course choices that includes deep learning in at least the L2, up until the end of S3
- Regular, robust self-evaluation around the quality of teaching. Teachers as genuine agents and leaders of change and improvement*

- Very robust approaches to moderation. All teachers very clear about the role and purpose of moderation. It's MUCH more than bringing samples of summative assessment to the table...*
- Embedding routines (progressively) using the target language in primaries
- Strong, clear progression at each primary stage and in the BGE secondary – including in the everyday routines!
- The class teacher (primary) leading the learning of the L2 – mixture of focused language inputs balanced with enjoyable opportunities for children to apply their learning
- In secondaries, young people being exposed to consistent, regular, high quality target language
- Relevant, challenging, mature and exciting BGE courses. In the best practice, these articulate very well to senior phase courses. They allow young people to apply their BGE knowledge in increasingly complex, sophisticated contexts. Look at the BGE as 'last chance saloon!' What do I mean by this?
- Sufficient allocated time across the BGE to allow for a healthy balance of language learning inputs AND enrichment through engaging cultural learning
- Teachers who capitalise on digital technology to improve the learning experience...limitless for languages! Lessons/ skills learned from remote learning periods?

Other features of strong languages departments/ strong language provision:

- Clear rationale for language learning*
- Every teacher reflecting on their practice, continuously. PRDs and CLPL hook in effortlessly and naturally to department/ school priorities
- Learners' views shape improvement in their language learning. They are aware of how their opportunities to have their voices heard shape improvement and change
- Opportunities for all children/ young people to experience memorable, enjoyable and relevant cultural aspects of language learning
- Older children/ young people working with younger, to generate and sustain enthusiasm for language learning
- Teachers regularly looking 'outwards' to seek examples of highly effective practice and to work collaboratively with peers to develop a solid understanding of national standards and expectations

Looking inwards, outwards & forwards...

- Inwards: Outstanding schools have a robust , regular, focused self-evaluation that goes well beyond 'monitor, feedback and move on' to the next priority! This is deep, provides regular feedback and helps to ensure challenging, relevant, enjoyable learning experiences
- Outwards: Highly effective schools have a very strong focus on and grip of national standards and expectations. For example, with moderation, expected national levels of achievement and how strong planning for progression ensures relevance and challenge in children & young people's learning experiences
- Forwards: Highly effective schools forge strong, professional networks and community links. Every aspect of professional enquiry and improvement is monitored relentlessly, in a manageable way where no-one is overwhelmed. The positive impacts of these strong professional networks quickly start to emerge and are sustainable

Questions?

 @JPCassidyHMI

JohnPaul.Cassidy@educationscotland.gov.scot