



Llywodraeth Cymru
Welsh Government

Global futures: two years into our plan

Annual report

December 2017



Global futures: two years into our plan

Audience

Primary schools; middle schools; secondary schools; governing bodies of maintained schools; local authorities; diocesan authorities; regional consortia; national partners; Estyn; teaching unions; national bodies with an interest in education; and members of the public.

Overview

This document sets out the progress made to date against, and should be read in parallel with, *Global futures: A plan to improve and promote modern foreign languages in Wales from 2015–2020*.

Action required

None – for information only.

Further information

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This document can be accessed from the Welsh Government's website at www.gov.wales

Related documents

Global futures: A plan to improve and promote modern foreign languages in Wales 2015–2020 (2015)

Global futures: a year into our plan – Annual report (2016)

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Ministerial foreword

Learning languages doesn't just equip our young people with qualifications for the future, it broadens horizons, it deepens cultural understanding, and it provides additional linguistic skills.

Now more than ever, I want our young people to understand and appreciate their own and other cultures; enabling them to access a wide range of opportunities both here and across the world. Since becoming Education Secretary, this is part of our national mission to ensure that all young people have an equal opportunity to reach the highest standards.

It is vital that learners recognise the importance of modern foreign languages and the significant life and career opportunities they can provide. This is why, in 2015, the Welsh Government published *Global futures: A plan to improve and promote modern foreign languages in Wales 2015–2020*.

Global Futures was developed with key partners from within the education sector. It sets out how we intend to collectively achieve our vision for all learners in Wales to become global citizens, able to communicate effectively in other languages and to appreciate other cultures. Global Futures is a five-year plan and two years in we recognise that we still have work to do in order to achieve our aims.

I am delighted that this report demonstrates a continued commitment to improving attitudes to language learning and a commitment to raising both attainment and uptake of languages in Wales. I owe thanks to our Global Futures Steering Group who have driven a programme of learner and teacher engagement. I also want to recognise the dedication and ambition of our teaching profession without which we would be unable to succeed in our aims. Working together we are starting to make a real difference.

Kirsty Williams AM
Cabinet Secretary for Education

Introduction

Global Futures is our long-term strategy to encourage learners to extend their knowledge of other cultures by studying English, Welsh and at least one modern foreign language from primary to examination level.

Two years on, this report provides an update on progress made to date against the three strategic objectives set out in the plan. At Annex A, there is a summary of the key activities undertaken by the four regional education consortia; Central South, ERW, EAS and GwE.

Our aims

The *Global Futures* plan set out our aims to promote and support modern foreign language learning in Wales. The three aims are:

1. To increase the number of young people choosing to study modern foreign language subjects at Level 2 (GCSE level or equivalent), at Level 3 (A level or equivalent) and at higher education level;
2. To improve the teaching and learning experience of modern foreign languages for learners from 7-19, with the intention of building towards a 'bilingual plus 1' system where the formal teaching of an MFL will begin at year 5 as part of the 'Languages, Literacy and Communication' Area of Learning and Experience;
3. To maintain and improve on the attainment levels presently being achieved in modern foreign languages subjects.

Progress – two years into our plan

We achieved significant success in year 1 and year 2 is no different.

We have strengthened relationships between schools, regional education consortia, Higher Education Institutions and Language Institutes in order to promote and raise the profile of languages in Wales.

The plan and the objectives that underpin it take into account and support the development of the new Curriculum for Wales and the six new Areas of Learning and Experience that will shortly shape our curriculum. In addition to aligning our activities to the new Area of Learning and Experience for 'Languages, Literacy and Communication', the programme of work under *Global Futures* is linked to the three cross-cutting curricular activities of: literacy, numeracy and digital competency.

Strategic action 1

We committed to: “promote and raise the profile of modern foreign languages as an important subject not only at Level 2 (GCSE) but also as a longer term choice which can lead to exciting and valued career opportunities”.

Through the Global Futures partnership of schools and colleges, regional education consortia, Higher Education Institutions, and language institutes, there has been increased support for languages and the promotion of languages as an opportunity for young people to progress and open up career opportunities. Collectively, we have put in place the following:

Mentoring scheme for Key Stage 3 pupils

- A modern foreign languages undergraduate mentoring scheme in partnership with Cardiff University, Swansea University, Aberystwyth University and Bangor University was launched in November 2015. The first phase of the project (November 2015-April 2016) provided undergraduates with specialist training to act as mentors to inspire small groups of Key Stage 3 (KS3) pupils to choose to study at least one modern foreign language at Key Stage 4 (KS4) – GCSE level or equivalent.
- 27 schools participated in phase 1 of the project and over half of these reported increased numbers for GCSE classes, including one school where a MFL GCSE class ran for the first time in three years. In phase 2 (September 2016-April 2017) demand for student mentoring increased substantially; 52 student mentors were trained and 47 schools took part. In phase 3 (September 2017-April 2018), 44 schools are currently scheduled to take part, with other schools requesting project engagement, including expressions of interest from schools in England.
- The participating schools are partnered with university mentors for 6 weeks of intensive mentoring. The rationale for the schools being selected is based on ensuring a variety of demographics and Welsh-medium schools are involved. Schools with particularly low uptake or no uptake in KS4 are also targeted. The cycle of intervention ends with pupils coming to their partner university for a regional award and recognition ceremony, which provides opportunities to showcase the success of the scheme, e.g. in 2017, CSC, Coleg Cymunedol y Dderwen has a class for the first time in 3 years with 12 opting for French, and Cantonian High School has a 50% increase in uptake of Spanish.
- External evaluation has confirmed that the mentoring scheme is having an impact. In phase 1, uptake at GCSE following mentoring was 57%. In phase 2, this was 50%, but with a far larger cohort of mentees. These figures are a substantial increase on the national average of under 20%.
- On the evening of 7th November 2017, the MFL mentoring project was awarded the prestigious Threlford Cup by the Chartered Institute of Linguistics (CIOL) as an outstanding project supporting languages in

schools.

- A MFL Mentoring Project website is being set up, which will allow for wider dissemination of activities taking place and an increased profile for the project as a whole. Production of a body of resources for the digital platform – Digi-Languages, hosted by the Welsh Government's digital online learning platform, Hwb, will be rolled out to 10 or more digital schools in the February-March 2018 period. This is centred on generating mentee thinking about the self as a global citizen. Collaboration from external educational consultants has enriched this work. The digital aspect of the project will also be subject to external evaluation.

Development of Football Association of Wales (FAW) Euros 2016 language resources

- Teachers continue to download the free language learning resources for KS2 and KS3 pupils, produced as part of the Euro 2016 tournament and in partnership with the FAW, Arsenal Double Club, the European Commission, the British Council and language institutes. The resources are available bilingually on Hwb in several languages - French, German, Spanish, Italian and Portuguese. A Welsh version is available which supports Welsh language learning. Positive feedback has been received from schools and, to date, there have been over 19,080 hits on Hwb.

Language ambassador scheme and Pupil Language Ambassador events

- A partnership was established between ERW, the International Development Office and the Swansea Employability Academy at Swansea University to train students to be language ambassadors in schools. The role of the Pupil Language Ambassadors (PLAs), who are usually in Year 9 at secondary school, is to support and raise aspirations of language learning by raising the profile of the department in the school, share information about the importance of foreign language skills for work and life, and to encourage fellow pupils to continue studying modern foreign languages. The partnership has proved to be successful with positive feedback from both teachers and pupils.
- ERW hosted its second Pupil Language Ambassador (PLA) Conference at the Swansea University Bay Campus in February 2017. The conference trained 280 pupils from 46 schools, in partnership with Routes into Languages, See Science, Swansea University, Alliance Française, the Goethe-Institut, the Spanish Embassy Education Office Wales-Programme (SEEO-WP), the British Council and the European Commission. The trained Pupil Language Ambassadors have since visited primary schools in the Consortium to provide language taster sessions.
- *Routes into Languages Cymru*, working in partnership with the regional education consortia and the Language Institutes, delivered their annual training sessions to PLAs. The *Routes into Languages Cymru* network is funded by 5 Welsh universities, third-sector organisations and the four education consortia. The language workshops supported by *Routes into*

Languages Cymru is having a positive impact on building capacity for MFL, with PLAs visiting primary schools to provide language taster sessions. An example of this work in practice is the transition project trialled by Blackwood Comprehensive last academic year, which culminated in PLAs arranging engaging activities for year 6 pupils. EAS reported that this has fostered strong links between the MFL department and the feeder schools and the speed of language acquisition amongst KS2 pupils has improved.

MFL events/STEM events

- Events to promote language and STEM subjects have been arranged across Wales. In the GwE Consortium, for example, 3 very successful STEM and MFL days were hosted by Ysgol Aberconwy, Flint High School and Ysgol Uwchradd Caergybi in December 2016 and January 2017, to incentivise Year 9 pupils to study a language. The Alliance Française de Cardiff delivered workshops at the Ysgol Uwchradd Caergybi event, concentrating on the role of French in different industries, including aerospace, cosmetics and new technologies.
- Each of the four regional education consortia has hosted events to raise the profile of MFL and provide support to MFL teachers. Schools have had the opportunity to receive career talks (including from STEM ambassadors) to raise awareness amongst learners about the range of career and life paths that studying a MFL can open up, with regional leads reporting that the majority of schools engaged with the initiative.
- Questionnaires issued by one of the MFL Lead Schools/Curriculum Hub schools indicated that pupils who had opted for a MFL thought it was important to take a language at GCSE because of their employment prospects and to support their university application.

Strategic action 2

We committed to: “build capacity and support the professional development of the education workforce to deliver modern foreign languages effectively from Year 5 onwards, enabling all learners to benefit from the bilingual plus 1 strategy via: Professional Development for the education workforce, review of the Initial Teacher Education or training (ITET) and pioneer schools network”.

We have developed school-to-school support for the provision of languages and provided a range of professional learning opportunities for teachers of modern foreign languages:

MFL Lead Schools/Curriculum Hub schools

- In addition to continuing school-to-school support to partner primary and secondary schools, the MFL Lead Schools/Curriculum Hub schools and MFL Regional Coordinators, have provided professional opportunities to address the recommendations for teachers and school leaders in Estyn’s recent subject review of MFL. The professional learning opportunities have supported with preparation for the new GCSE and AS/A level examinations, WJEC Global Business Communication qualification, KS2 primary MFL and digital competence.

Professional learning opportunities provided by the consortia

- The regional education consortia have provided a broad and varied range of professional learning and development opportunities for MFL teachers. These are held as workshops with the content and aim of each of these workshops driven by the 3 strategic aims of the *Global Futures* plan. Workshops have been delivered by a range of language partners including Consortia Lead Schools/Curriculum Hub schools, Business Language Champions, Language Institutes, the British Council, Routes into Languages Cymru, STEM partners, Universities and ITT providers. See *Annex* for some specific examples of professional learning opportunities provided by the regional education consortia.
- Consortia also continue to hold networking events and Continuing Professional Development (CPD) workshops for MFL heads of department and teachers, providing support for Digital Learning and the new GCSEs.

Erasmus+ Project

- In addition to the funding received to support Global Futures in 2016, Cardiff Council successfully secured a further €71,000 to support an additional 38 teachers to study a language abroad. In total Cardiff Council’s International School Linking department has secured funding for 129 teachers across Wales to learn a new or improve an existing, language in a European partner country over a 3 year period. The extensive Erasmus+ Key Action 1 programme of language learning, to improve linguistic competences and cultural knowledge, has enabled teachers to study in the country where the language is spoken.

- The funding has also enabled schools to host teachers from abroad again in this academic year. Teachers from Spain under the Spanish Embassy Education Office Job-Shadowing Programme, and from Poland, will be taking part in job-shadowing and language learning opportunities in Cardiff schools.
- Following successful applications, the funding awarded to schools in Wales has increased substantially. Cardiff Council's International School Linking department is currently coordinating 8 Key Action 2 and 7 Key Action 1 projects, bringing current funding levels in 2016-2017 to €3.

New MFL resources

- A range of MFL resources have been created and shared on Hwb including; online MFL materials from the Spanish Embassy Education Office, teaching resources developed by the Lead Schools/Curriculum Hub schools, and, virtual MFL networks for each of the regional education consortia. Themes for the resources are covered within the 4 key skill areas and there are specific vocabulary and assessment sessions available.

BBC Learning has digital resources to help learners and teachers with MFL:

- *BBC Teach* provides curriculum-linked resources to help teachers deliver their lessons. There are primary level resources for French, Spanish and German and French, Spanish, German and Mandarin at secondary level. The resources can be found at bbc.co.uk/teach
- *BBC Bitesize* has MFL content aimed at learners with the latest substantial launch of resources being GCSE German. The resources feature study guides covering themes such as work, family and travel across the language skills of listening, speaking, reading and writing. There are grammar revision sections, which include high quality animations, as well as a huge bank of audio clips, recorded with native speakers to help with the linguistic skills of speaking and listening. These resources can be found at bbc.co.uk/bitesize

Language institutes

- Language institutes have provided training, resources and materials to Lead schools/Curriculum Hub schools and partner schools:
 - Over the past year, numerous workshops have been delivered by the language institutes to: up-skill teachers, promote language career links, provide support with the new GCSE, AS and A level specifications, train Pupil Language Ambassadors and generally promote their offer to schools.
 - Due to the language institutes' level of support in taking forward the *Global futures* programme's aims and initiatives, the Goethe-Institut and Spanish Embassy Education Office have worked with Cardiff

University to set up a presence at the University's School of Modern Languages to allow for easier sharing of resources and improved communications.

- The launch of the Goethe-Institut and Spanish Embassy Education Department presence at the University of Cardiff's School of Modern Languages took place on 21 September, and was attended by the Cabinet Secretary for Education, Kirsty Williams AM. She said: 'I am delighted to have provided funding for the Goethe-Institut and Spanish Embassy Education Office to physically set up offices in Cardiff University. I recognize that having the institutes present in Cardiff will enhance provision for both teachers and learners, as has been the case with the Alliance Française office in Cardiff, which also opened with Welsh Government funding recently.'
- The Goethe-Institut started its blended learning CPD course "Deutsch Lehren Lernen" at the School of Modern Languages, in September. It has opened a new Digital German Network at Ysgol Gyfun Cwm Rhymni, Blackwood, and will continue its Digital German Network in Monmouth until 2020.
- The Goethe-Institut supported German in all parts of Wales at 13 events during 2017 and reached over 1300 students and teachers. Last year they reached around 900 students and teachers.
- At the German Teacher Awards 2017, 2 of the 3 winners, recognized as having made an outstanding and dedicated contribution to German teaching, were teachers from the EAS Consortium in South East Wales. In a ceremony at the German Ambassador's residence in London the teachers were presented with their awards by the German Ambassador, Dr Peter Ammon, at an event that also featured a keynote speech by celebrated writer John Le Carré.
- The Spanish Embassy Education Office (SEEO-WP) has continued to provide support and workshops to MFL teachers in Wales during 2017, working closely with the consortia and Cardiff University. The Education Office has also provided free teaching resources and ideas and opportunities to refresh teachers' subject knowledge, as well as providing support in implementing the specifications of the new GCSE.
- The Spanish Embassy Education Office Wales-Programme (SEEO-WP) in collaboration with the Spanish Regional Authority Castilla y León and Cardiff University delivered and sponsored the Spanish Workshops attended by 36 teachers of Spanish based in Wales.
- SEEO-WP has published articles to disseminate Global Futures in the online magazine TECLA.
- The Alliance Française de Cardiff had nine volunteer interns from Cardiff University's School of Modern Languages in Spring and

Summer 2017 (February-August). The Alliance Française de Cardiff continues to provide professional development opportunities for MFL teachers and to promote French from the Foundation Phase onward.

- Until October 2017, the Alliance Française de Cardiff created a selection of around 10 resources that are ready to use in the classroom and available online including news articles, videos, podcasts, games each month. Each of the resources is presented with a short rationale. A new format is being reviewed.
- Since March 2017, The Alliance Française de Cardiff has produced a free monthly newsletter to learners and members of the public regarding their cultural events (agenda culturel).
- The Education Department of the Italian Consulate General continues to collaborate with many schools in Wales providing Italian lessons, free of charge, in primary and secondary schools. They are keen to add more schools to their project. In addition the department is now starting a new project aimed at creating a team of expert and qualified teachers who can be contacted by other schools interested in help to prepare their students for Italian GCSE or A level exams.
- The Education Department of the Italian Consulate General's website contains freely accessible resources suitable for students and teachers. Schools and their students will soon be able to visit a specific section on the website containing: an online speaking guide that takes students through the main aspects of content and assessment; materials and modules to help students prepare for the qualifications, covering all compulsory themes and; contact details of a pool of Italian teachers trained as GCSE and A level examiners.
- Cardiff Confucius Institute (CI) organises a free intensive Mandarin immersion course each year to all Primary School and Secondary school teachers in Wales, using Hanban tutors from Cardiff CI to deliver the course. This unique opportunity allows teachers to become familiar with basic Mandarin so that they may help to further promote Mandarin in their schools and support the running of Mandarin clubs. Through this immersion course the Confucius Institute aims to encourage a sustainable growth in the numbers of teachers in Wales who can support and encourage pupils to learn Mandarin. This year the course was held on 13-15 November and 9 teachers from across Wales registered to take part.
- The Confucius Institute provides two teaching forums per (financial) year, for all primary and secondary schoolteachers in Wales to facilitate networking, up-skilling and sharing of good practice. On 28 February 2017, 40 teachers and Modern foreign language practitioners gathered at Venue Cymru in Llandudno to attend the 11th Wales China Schools forum and engage in workshops provided by colleagues from the Confucius institute for Scotland's Schools. On 17th October, the 12th Wales China Schools forum was held attended

by 47 Primary and secondary school teachers and MFL practitioners from across Wales. Feedback from both forums was excellent and participants welcomed the opportunity to hear about different ideas and techniques for engaging pupils in language learning, as well as welcoming the time to speak to, and network with other schools engaged in the teaching of Mandarin.

- 17 Chinese tutors from across Wales attended a two-day interactive training event on the 18th and 19th February 2017 hosted by Cardiff Confucius Institute on behalf of the CIs in Wales, designed to equip Chinese language assistants with a range of tools for teaching in Welsh classrooms.
- In addition, Cardiff Confucius Institute organises QCF (Qualifications and Credit Framework) training, provided by the WJEC, to be delivered to all Hanban tutors to enable them to deliver and assess the QCF language qualification to those pupils who have studied around 20 hours of Mandarin. This year the training was held on 21 November in Bangor.

MFL and digital literacy

- The development of digital literacy in the MFL classroom has been key in increasing pupil confidence and independence and is being credited with helping to improve attitudes to languages in schools. Lead schools are continuing to provide school to school classroom based training in Digital Literacy, which has improved teacher confidence in using tablets and other technology in the classroom, for example, ERW organised a digital day in January 2017, attended by over 50 MFL teachers and including some Welsh teachers to encourage collaboration within schools.

Visit to Ontario, Canada

- With support from the British Council and Welsh Government, a delegation from ERW visited Ontario, Canada, to research what is being done on a strategic and practical level to address issues associated with their French as a second language programme. This followed the identification that lack of confidence in language learning was a barrier to year 8 and 9 pupils choosing a MFL at KS4. The visit included: an overview of school improvement by the Ministry of Education in Ontario; observing how a District School Board have implemented the provincial language policies; and meetings with principals, teachers and pupils in French immersion and core French schools. Following the visit, strategies will be developed and implemented to enable more confident use of the language to prepare learners for the challenges of using languages for study, work and travel.

Strategic action 3

We committed to: “providing enhanced learning opportunities to engage and excite learners”.

We have developed new approaches to improve engagement with learners, which will enable them to experience different ways of studying languages and therefore providing a more exciting learning path. By offering a range of languages and learning via different methods and in different environments, we have promoted language learning as a viable and exciting option to study. Through our Global Futures partners, including the language institutes, the British Council and Confucius Institutes, we have provided opportunities for languages which aim to increase uptake, improve engagement, and raise attainment:

Language institute initiatives

- To promote the teaching and learning of Italian in Wales, the Italian Consulate has been providing Italian teachers to schools in two of the consortia for trial language lessons. This provision has continued in 2016/17, with selected schools benefiting from 10 hours of free Italian.
- The Alliance Française de Cardiff has a cultural centre in Cardiff that aims to engage learners and promote the French language and Francophone culture to schools, children, adults and businesses. Working in collaboration with a range of partners, the Alliance supports schools in raising the profile of MFL and provides opportunities for teachers' professional development. Further information is available on the following website:
<https://www.afcardiff.com>
- The Goethe-Institut and Spanish Embassy Education Office have established a physical presence in Cardiff University's School of Modern Languages. Their presence within Cardiff University will enhance provision as it will allow for further professional learning and training, and will provide a centre for learners.
- The Spanish Embassy Education Office-Wales Programme provides support and advice on CPD to teachers of Spanish and through Spanish workshops for pupils. They have also collaborated in the last edition of the Spelling Bee contest with Aberystwyth University and the consortia.

The British Council's music and languages project

- British Council Wales are continuing into a second pilot year of the *Cerdd Iaith/ Listening to Language* project, which aims to encourage and support teachers in primary schools to deliver language learning using music as the driving tool. It is being delivered in eight primary schools across South West Wales, with partners BBC National Orchestra of Wales, Ein Rhanbarth ar Waith/ Education through Regional Working (ERW) and Yr Athrofa at the University of Wales Trinity Saint David. The *Cerdd Iaith – Listening to language* resources are available on the Hwb website.
- The Paul Hamlyn Foundation has awarded a further £80,000 to enable the

consolidation of the research in the first year. The focus will be on teachers planning, delivering and assessing their own lessons, supported by musicians and linguists, and creating a community of learning by bringing new teachers from the existing schools into the project to work alongside current teachers. By the end of a second year, it hoped that the new pedagogy will be rolled out to more schools in Wales.

Mandarin in Wales

- The Confucius Institute has continued to promote and raise the profile of Mandarin learning. Through the Wales China Schools Project a total of 3,768 hours of Chinese language and culture teaching have been delivered in Wales to 6941 school pupils. Since last year, the number of Confucius Classrooms in Wales has increased from 13 to 19. Each Confucius Classroom has feeder schools and acts as a hub to other schools in their area to provide progression in learning Mandarin.

Provision of Youth Chinese Test (YCT) to pupils

- In May 2017, 60 pupils from Ysgol Cwm Rhymni sat the YCT test, of which, 59 pupils passed. 4 extra pupils from Millbrook Primary sat the YCT test on 20 November 2017.

School trip to China March 2 – 16 April 2017

- 21 Pupils from Ysgol Aberconwy Confucius Classroom and Argoed High School Confucius Classroom took part in a two week trip to China where they visited Nan Pu Tuo temple, Gulangyu Island and then Botanic Gardens. Pupils also visited Xiang' An No 1 Middle school.

Chinese New Year activities

- Celebrations to mark the Chinese New Year took place in schools around Wales, providing pupils with an opportunity to engage in various activities including Chinese themed assemblies, Chinese cooking, Tai Chi, calligraphy, paper cutting and mask painting.

Mid-Autumn Festival Celebrations

- 10 Pupils from Confucius Classroom, Ysgol Cwm Rhymni performed and narrated the Mid-Autumn Festival story in English, Welsh and Mandarin in front of key stakeholders from Cardiff University and the Welsh Government.

China weeks/Days

- China weeks/Days were held at Rhydypennau Primary school, Sully Primary, Ysgol Plas Mawr and Ysgol Gwent Is Coed involving 446 pupils.

Turbo-Tutoring: Supporting Attainment in AS Level MFL

- This pilot project was aimed at supporting learners studying AS Level French, where there was recent evidence of challenges to learners both in terms of resilience and attainment. It supported learners with a 10-week programme of intensive support delivered by experienced French teachers and WJEC examiners. Fifty-four learners in schools and colleges participated. Its project aims were to:

- Improve attainment of those tutored, against a benchmark group;
- Improve numbers of learners progressing to A level, against a benchmark group
- The project has been externally evaluated to impact on learners in the following ways:
 - Learners in the intervention group achieved on average 0.28 of a grade better than teachers had predicted. Their grades were lower than the national average for examination performance across Wales. This can be explained partly by the fact that the intervention group was not representative in terms of cohort ability.
 - The impact on oral grades was an average of more than one grade per learner, compared to teachers' predictions, and also positive when compared to pupils' target grades.
 - The intervention group performed around one third of a grade higher than their teachers predicted on the written component.
 - Learners in the intervention group were more likely to continue to A2 than the national average, with a drop-out rate of 30% compared to 41% in Wales.
 - Feedback from participants shows that the support was highly valued by both learners and teachers.

GCHQ Language Outreach

- GCHQ Language Outreach continues its work to encourage the learning of languages in schools in Wales. Earlier in the year it was involved in visits to promote languages at schools in Colwyn Bay, Anglesey, Newport, Monmouth and Flint. At some of these events as many as ten different schools were involved. In the course of school visits GCHQ Language Outreach has explained what the organisation exists to do, why language work is a crucial part of their work and given insights into the role of professional linguists at the organisation. They have encouraged pupils to keep studying languages in their schools and to consider learning a less commonly taught language at some stage in their education. Specifically GCHQ Language Outreach has provided Persian, Arabic and Urdu taster lessons, and intend taking other offerings such as Russian, Mandarin and Korean into Wales in future.

What are our key actions for the next 12 months?

To date we have focussed on raising the profile of modern foreign language teaching and learning at Key Stages 2 and above. In addition to continuing and strengthening these efforts, over the next 12 months we will put a stronger focus on exploring, through pilot and cluster work, how we will achieve 'bilingual plus 1' and on improving uptake at Key Stage 4, and from AS to A level. This will include creating better awareness of the advantages of learning additional languages and how they can lead to more varied opportunities.

Estyn's report into Modern Foreign Language teaching and learning, published in July 2016, will be used by the *Global Futures* Steering Group as part of its monitoring process to mark progress over the next academic year.

The *Global Futures* plan sets out three main aims which can be split out into three broad objectives. These are: to increase uptake, increase and improve professional development opportunities for teachers of languages, and improve attainment. Over the next 12 months, to further these objectives, and to address the recommendations in the Estyn Report on Modern Foreign Languages:

- Regional education consortia will provide evidence of engagement with secondary schools to the Steering Group on a quarterly basis. These reports will include a focus on the schools with a high eFSM proportion, to better understand the reach of the *Global Futures* project.
- We will continue to collaborate with the British Council in order to support the professional development of the education workforce and enhance the opportunities offered to pupils to support our ambitions for Modern Foreign Languages in Wales.
- We will build on positive work to raise awareness among pupils at all levels of the importance of languages and the career opportunities that could be available to them should they decide to continue learning a language.
- Through the *Global Futures* Steering Group we will develop pilots for modern foreign language learning in key stage 2 and analyse which initiatives provide successful models which will allow modern foreign languages to be introduced to the primary curriculum in line with the Curriculum for Wales area of learning (AOLE) for 'Language, Literacy and Communication'.
- We will communicate the importance of a broad and balanced curriculum and disseminate MFL success and models to schools through formal channels.

- The Global Futures Steering Group will work with the national network of Pioneer schools taking forward the development of the new curriculum, and in particular the Languages, Literacy and Communication Area of Learning and Experience ensuring that MFL is appropriately considered.

Impact and reach of activities

The number of schools participating in the MFL Student Mentoring project increased to 47 in 2016-17. 50% of all pupils mentored have continued their learning to GCSE compared to a national average of under 20%.

Figures for those learning Mandarin in Wales have risen from 5,261 in 2015/16 to 6,941 school pupils in 2016/17. The number of Confucius Classrooms in Wales has increased from 13 to 19.

The Italian consulate has been providing Italian teachers to schools in two of the consortia regions for trial language lessons. This provision has continued in 2016/17, with selected schools benefitting from 10 hours of free Italian.

Language events and workshops held across Wales have been well received with engagement as high as 88%, an indication of positive engagement overall.

In 2016-17 Routes into Language Cymru delivered 4 Pupil Language Ambassador training events in ERW, CSC, GWE and EAS where 442 pupils from 82 schools were trained to promote language learning in their schools.

The Erasmus+ programme funded 7 International school Linking projects in 2017 at a value of €1.66m of which €71,000 was specifically for teachers to study foreign languages abroad.

Annex

To support the Strategic Objectives in the plan, each consortium has undertaken activities over the past 12 months to promote and raise the profile of modern foreign languages in Wales.

EAS

(Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen):

- Over 80% of the region's secondary schools were represented at professional learning (PL) workshops facilitated by the MFL lead schools Blackwood Comprehensive and Ysgol Gyfun Cwm Rhymni, with all evaluating the PL as 'good' or 'better'. The workshops focussed on the new modern foreign languages GCSE specification. In addition, the number of teachers in attendance at teach-meets has increased, with a majority of secondary schools in attendance at each termly teach-meet. 6 teachmeets have been held to date.
- In April 2017, an additional two schools (Caerleon Comprehensive and St Joseph's RC High) joined Blackwood Comprehensive and Ysgol Gyfun Cwm Rhymni, to form the EAS MFL learning network schools. These schools are now providing PL workshops and school to school based support for EAS MFL departments. The learning network schools have also contributed to cross-consortia PL with activities posted on Hwb and available to all consortia to access. Lead schools and the EAS regional lead attended the Association of Language Learning workshops and disseminated relevant research and classroom ideas.
- In March 2017, EAS held its first modern foreign languages conference to showcase the PL, projects, activities and support provided since the launch of *Global Futures*. The event was attended by 88% of the region's schools and teacher evaluations were very positive "A superb event! I'm leaving positive and hopeful and enthusiastic about the future of MFL in Wales. Thank you!"
- EAS is piloting five key stage 2 projects, two lead by Ysgol Gyfun Cwm Rhymni and Blackwood Comprehensive, and two lead by Caerleon and Monmouth Comprehensive Schools (following a successful bid for funding from the Goethe-Institut Digital Network Project).
- Ysgol Gyfun Cwm Rhymni has continued to pilot its multi-literacy transition project involving its feeder schools and more able and talented pupils. Its transition model based on Multi Lingual Literacy has been undertaken with more schools within the cluster this year. Possible external evaluation of the project will be undertaken if an ESRC post-doctoral bid by Cardiff University is successful.

- Pupils who have participated are very engaged and seem to have a better understanding of literacy, the foreign language and language patterns. A recent ESTYN report said this was “innovative practice” and “had a very positive effect on the numbers who choose modern foreign languages courses in KS4”.
- Blackwood Comprehensive and Caerleon Comprehensive are trialling the Power Language platform resources with their primary clusters for a year. Representatives from Powerlanguage (funded by the Scottish government) visited Blackwood Comprehensive to train 12 primary teachers.
- The MfL Regional Lead, has been in contact with Estyn, regarding a potential visit to Scotland to speak with Powerlanguage stakeholders (Powerlanguage team, LA leads, headteachers, teachers, pupils), in Edinburgh to evaluate primary MFL provision through the Powerlanguage platform (in particular its responsive dossiers and how they could work with the new curriculum for Wales).
- Blackwood Comprehensive’s Pupil Language Ambassadors are this year’s winners of the Routes into Languages Cymru PLA award 2017. Pupils have lead on numerous activities, including providing Year 6 pupils with a carousel of activities and enrichment days, Year 7 ‘Francovision’ song competition, Routes into Languages Cymru ‘Spelling Bee, with most of the primary feeder schools involved intent on continuing the programme of enrichment sessions. Pupil Language Ambassadors have also visited the primary feeder schools as part of their Welsh Baccalaureate Community Challenge, which has improved the speed of language acquisition.
- Monmouth and Caerleon Comprehensive schools were awarded grants from the Goethe-Institut’s Digital Network to work with primary schools on a German literacy project. The project used the ‘Gruffalo’ book to introduce language topics to learners and was enhanced by the use of iPads and relevant apps, which enabled dissemination of best practice examples via digital media. The author Julia Donaldson and Malcolm Donaldson were surprise guests for the performance of ‘Dër Gruffalo’ by pupils from Osbaston and Charles Williams CiW primary schools.
- Cwm Rhymni and Blackwood comprehensive have been awarded a Digital Networking grant from the Goethe-Institut to establish a German club at the school, following pupil demand.
- Jill Snook, Head of Languages Faculty at Monmouth Comprehensive and Chloe Samuels, Head of German at Caerleon Comprehensive were recipients of the German Teacher Award 2017.

- 75% of EAS schools that participated in the student mentoring project reported an increase in uptake, with a 100% return on all pupils mentored in Lewis Pengam opting for MFL as a GCSE option. At Ysgol Gyfun Cwm Rhymni approximately 80% of the participating pupils opted to follow a GCSE in MFL.
- At least 7 schools within the EAS have introduced the new WJEC Global Business Communication qualification in September 2017 as an alternative to MFL GCSE. Teachmeet evaluations indicated increased interest to meet with SMT to put on the curriculum for next year.
- The Italian Embassy continues to provide free Italian sessions for Newbridge School GCSE pupils, as well as two of Blackwood Comprehensive's cluster primary schools.
- Ceri Griffiths, Ysgol Gyfun Cwm Rhymni, attended the WJEC cross consortia resourcing working group on behalf of EAS schools. The group will meet again in January 2018 to select and peer review the best of GCSE resources to be uploaded on HWB and signposted to HWB by WJEC.
- In Ysgol Gyfun Cwm Rhymni, three year 10 classes study compulsory GCSE French, which is ongoing this year and a Global Business Communication qualification is being offered in the German language at the school.
- Ysgol Gyfun Cwm Rhymni took part in the Chinese Mid-Autumn festival in October. The school was awarded Confucius classroom status last year and in summer 2017, 60 year 9 pupils sat and passed the Youth Chinese Test (YCT) Level 1 exams. A group of year 10 students are continuing with their Mandarin during a lunchtime club with the aim of sitting HSK exams.
- Blackwood Comprehensive have been successful in obtaining a free Chinese language assistant through a British Council initiative
- EAS continues links with Routes into Languages Cymru. The third EAS PLA training day was held on the 29th of November 2017. A 'how to hold an effective STEM MFL day in your school' CPD has also been arranged for spring term 2018 to help schools develop closer links between MFL and sciences, following project evaluations from EAS schools.
- Following the success and impact of last year's 'Languages in careers' talks, Tim Penn has visited 12 early opting EAS schools in October/ November, and will visit again in February 2018 for another round of talks before options are taken in spring term. Last year, Risca Comprehensive numbers rose from 4 to 20 pupils at GCSE/GBC, and at St Martin's, among the year 11 groups who

received the talk, 13 pupils (9 girls and 4 boys) opted for AS Spanish.

- Digital Literacy in the MFL classroom handbooks were disseminated at the EAS Digital Literacy Professional Learning event and learning tools and examples of Digital Competency Framework tasks in the classroom have been posted on Hwb.
- Lead schools and the MFL Regional Lead continue to facilitate PL and other opportunities with Global Futures stakeholders, e.g. Alliance Française and Spanish Embassy Education Office cultural GCSE workshops; Cardiff University film workshops and master classes in conjunction with Routes into Languages Cymru; translation workshops with Cardiff University staff; and, opportunities for EAS schools to engage with Goethe-Institut events.
- Two EAS schools worked with Cardiff University on the Turbo Tutoring initiative for KS5 pupils.
- Ten EAS schools (2 digital), have been selected to participate in phase 3 of the student MFL Mentoring Project with Cardiff university.
- Following the impact of STEM MFL events on uptake at Monmouth Comprehensive and Caerleon Comprehensive in 2015-2016, three additional schools are trialling STEM MFL events and tracking the impact. Monmouth comprehensive held a Science with MFL carousel afternoon in July 2017. Pupils were enthused by the activities and pupil evaluations were very positive: "I really enjoyed today! I found it very interesting ...I have expanded my knowledge. Thank you!" "I think learning languages in science was easier as it made it more memorable..." "I will consider taking languages and sciences together".
- Of the schools that were engaged in Global Futures activities between April 2016 and September 2016, 86% saw an increase in the number of pupils taking MFL at KS4.

The Global Futures programme has gathered pace and traction during the second year and has reached **71%** more schools than during the first year (from 17% in the first year to over 88% in total to date). This takes the total number of schools engaged in Global Futures activities to over 30 out of 34 schools (88%). For further information on the activities undertaken by the EAS, please contact: Sioned.Harold@sewaleseas.org.uk

ERW

(Carmarthenshire, Ceredigion, Neath Port-Talbot, Pembrokeshire, Powys, Swansea)

- The model for implementing Global Futures in ERW has been to appoint a full-time Regional Co-ordinator who works with 1 Lead School in each Local Authority to support schools across the region.
- The Regional Coordinator and the Heads of Department of the Lead Schools meet at least three times a year to decide on a plan to implement and monitor the development of Global Futures in the region.
- The Regional Coordinator is also a member of the team of Leaders of Learning within ERW, therefore all support and training is logged on the consortium's Intranet for school leaders and Challenge Advisers.
- As Vice-lead of the Languages, Literacy and Communication AoLE, the Regional Coordinator is being invited into schools to participate in related Pioneer School activities.
- MFL meetings, opportunities and events are advertised on the ERW website and school activities and successes celebrated - Ysgol Gyfun Ystalyfera, for example, featured on the website's homepage as 'School of the Fortnight', following their successful Lefèvre exchange with a school in France.
- Maes y Gwendraeth primary cluster has undergone PL to upskill teachers to introduce French in years 5 and 6. This model is now ready to be introduced to other schools.
- 300 primary pupils from 3 LAs are involved in the arts-based Spanish through Music programme in partnership with BBC NOW, British Council Wales and UWTSD, and with the support of the Spanish Embassy Education Office.
- Primary teaching resources have been uploaded to be shared across the region on the ERW MFL Hwb network.
- Information about ERW's primary support package is to be disseminated via the ERW website.
- Pupil Language Ambassadors (PLAs) trained in the Languages Conference held in February 2017, have been visiting primary schools to provide language taster sessions.
- The ERW Languages Conference was attended by the Cabinet Secretary and trained 280 pupils from 46 schools in partnership

with Routes into Languages Cymru, See Science, Swansea University, Alliance Française, Goethe-Institut, Spanish Embassy Education Office, British Council and European Commission.

- Training on Successful Futures including a presentation by Prof Mererid Hopwood on Languages, Literacy and Communication was provided for ERW Challenge Advisers on the same day so that they may see the pupils working together with our partners.
- The Routes into Languages Cymru PLA national competition was won by Bryngwyn School and the video of their work was used in the PLA training.
- Several schools offered further In-school training, e.g. in Llangatwg School, which was identified by the Challenge Adviser as a practice worthy of sharing.
- The activities of the PLAs in the schools are discussed and shared in networking meetings.
- 7 International students were trained by ERW and the Swansea University Employability Academy to work in Swansea / NPT schools with Year 8 in summer term, receiving excellent feedback from all parties involved.
- ERW has targeted schools to join International School of Languages (ISL), with a view to developing partnership with schools and receiving PL in other countries. Many teachers have applied for Erasmus+ funding to attend language courses abroad.
- All secondary schools have attended networking meetings, which include updates on Global Futures, new qualifications and sharing of good practice. Existing school-to-school support and new partnerships are continuing to develop.
- 20 schools across the region have been involved in the MFL Student Mentoring project.
- 2 ERW schools worked with Cardiff University on the Turbo Tutoring initiative for KS5 pupils.
- 8 schools attended the awarding ceremonies for the Welsh Government's student MFL Student Mentoring Programme in March held at Aberystwyth and Swansea Universities.
- 57 teachers across ERW attended the two Digital Days, provided by the ERW Digital Leaders and University of Wales Trinity St David (UWTSD).
- Resources are shared across the region via ERW's MFL Hwb network.

- Lessons on Multilingual Literacy are being written, trialled and shared in collaboration with UWTSD. They have been presented at the WJEC Welsh Second Language conference and an application for funding from the AHRC has been submitted to research its impact on learners. The Ysgol Gyfun Gŵyr primary cluster has appointed a teacher to use this approach to language learning from year 3 – 6.
- The ERW lead schools won the application for the MFL research visit to Ontario, Canada. The findings have been disseminated on a regional and national level, and the Action-oriented method of teaching adopted there is currently being trialled in our Lead Schools.
- Gowerton School won the Arsenal Double Club national competition and a trip to the Emirates stadium. Pupils were challenged to come up with a new learning activity for the Arsenal Double Club Languages programme, for use by primary school pupils. Pupils at Gowerton took first place with 'Aaron Ramsay Uno' – a card game that combines learning French with Welsh.
- Schools have organised careers days to include talks from businesses, STEM and Student Language Ambassadors. The ERW languages conference in February was attended by the Cabinet Secretary, 280 pupils from 46 schools and partners, including: Routes Into Language Cymru, See Science, Swansea University, language institutes, British Council and European Commission.
- 14 teachers visited Languages Live London and attended workshops on collaborative learning in preparation for the new GCSE, Digital Competence and new approaches to reading. Contacts were made for careers events.
- 5 training days were held in ERW's 'MFL summer meetings, attended by over 100 teachers from over 40 schools in the region.
- 34% (14 out of 35) of schools have seen an increase in uptake in MFL numbers at KS4.
- There are 4 networking groups within ERW, which meet twice a year and include updates on Global Futures, new qualifications and sharing of good practice by schools. Resources are shared on Hwb after the meetings.
- Existing school-to-school support and new partnerships are continuing to be developed e.g. Gŵyr and Bishopston, Tasker Milward and Dyffryn Taf, Morriston and Cefn Hengoed.

For further information on the activities undertaken by ERW please contact:
Anna Vivian Jones - anna.vivianjones@erw.org.uk

Central South Consortium

(Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan)

- Enquiry Lead Programmes (ELPs) have been lead by the MFL Curriculum Hub schools 2016-2017 in CSC. Y Pant, Treorchy and Bryn Hafren and focused on: use of digital technologies within the MFL classroom; multilingualism and triple literacy; new A level and GCSE specifications; and, teaching of MFL in Key Stage 2.
- Building on the action research from the ELPs and linked with the 3 strategic aims of Global Futures, case studies and accompanying resources have been uploaded to HWB to be shared across the CSC region.
- There is now in place a digital toolkit for all CSC MFL teachers to access on Hwb.
- The GCSE Development Group facilitated the creation of high quality learning and teaching resources designed and produced by MFL teachers to support their colleagues with the new GCSE specifications.
- 8 schools in the CSC took part in the MFL Student Mentoring programme provided by Cardiff University, with all schools subsequently reporting an increase in uptake in GCSE at KS4 by as much as 23%. Schools are selected to ensure that there is a varied demographic, which includes Welsh-medium schools. Schools with a particularly low uptake or no uptake in KS4 are also targeted. Involvement in this project has been very positively received by schools in 2016-17 as they felt that this was a high-profile project that supported pupils-up take and helped raise the profile of MFL departments amongst both pupils and parents. Feedback has been extremely positive and both teachers and pupils have enjoyed being part of the programme.
- 3 CSC schools are currently working with Cardiff University on the Turbo Tutoring initiative for KS5 pupils.
- Pupil uptake events, which were also focused on sharing good practice, were held in Cardiff City Stadium, with 25 schools represented and 323 pupils in attendance. 90% of teachers rated the impact of the events as either 'excellent' or 'very good'.
- Curriculum Hub schools have received training in offering support and challenge to red/amber schools.

- Innovation grants have been awarded to 6 schools within the CSC region to carry out action research in learning and teaching linked to the Global Futures strategic aims.
- CSC has been working closely with the British Council by fully funding 3 French Assistants to work with Y Pant, Treorchy and Pen-coed in teaching all of their cluster primary schools. All 3 schools worked on transition projects for years 5/6 and 7 to then share with all CSC MFL teachers via HWB and regional meetings during Autumn 2017.
- CSC is continuing to work with the Italian Institute to offer 12 hours of free Italian to Ysgol Gyfun Gymraeg Glantaf, Bishop of Llandaff High School, Sully Primary, Trelai Primary, Llansannor Primary and Jenner Park Primary.
- CSC have also been working with the Confucius Institute and Bryn Hafren Comprehensive in developing a Mandarin teaching and learning project of 6 sessions focusing on Chinese culture and traditions through fun and interactive sessions. This project will now be offered to all schools across the CSC region both primary and secondary. Sully Primary is also working with the Confucius Institute and hosting events such as a China week with sessions including Chinese cooking and Tai Chi. Sully have also received full funding from the British Council for a Chinese assistant. As a result, Sully Primary is working closely with Stanwell Comprehensive on a Mandarin Transition Project in 2017-18.
- CSC's first regional meeting took place in November. Dr Russel Griggs, Head Executive of Research in Trinity Saint David, delivered a session on Action Research in MFL linked to the new Teaching Standards. Lead schools outlined the CPD workshop sessions that they will be delivering within the region and discussions were held outlining applications to join CSCs MFL GCSE Development Group 2017-18.
- CSC's first regional meeting took place in November. Dr Russel Griggs, Head Executive of Research in Trinity Saint David, delivered a session on Action Research in MFL linked to the new Teaching Standards. Lead schools outlined the CPD workshop sessions that they will be delivering within the region and discussions were held outlining applications to join CSC's MFL Development Group 2017-18.
- The annual free CSC year 9 Pupil Uptake event was held at Cardiff City Stadium on the 4th and 5th of December. 300 pupils attended with 30 teachers from across the CSC region. The event featured workshops in French, Spanish, German and Mandarin in collaboration with the Language Institutes: Spanish Embassy Education Office, Alliance Francaise, Goethe-Institut and Confucius Institute, along with sessions from Routes into Languages Cymru,

Language Ambassador and inspirational speaker Tim Penn and the British Council.

- For the first time, a Key Stage 2 event to celebrate language learning is planned for February 8th 2018. The event will follow the successful format of the Pupil Uptake events for Year 9 in Cardiff City Stadium.
- There have been 2 MFL Co-ordinator KS2 grants awarded, one to Llansannor Primary school, working on developing a whole school approach to the teaching of French and Spanish from Nursery to Year 6, and the other to Pontygwaith Primary school, who are developing a MFL transition project. Llansannor Primary School is aiming to become a trilingual school. This initiative will be launched for parents, pupils and stakeholders in March 2018 and will be attended by Cabinet Secretary for Education, Kirsty Williams AM.
- The MFL Curriculum Hubs 2017-18, Y Pant Comprehensive School and Treorchy Comprehensive School, will be offering free action enquiry MFL CPD workshops this academic year. These programmes have been developed in response to regional needs highlighted by HoDs. These workshops were well attended last year and the feedback was extremely positive.
- School to school support projects, led by Ysgol y Pant and Treorchy both focused on delivering MFL to KS2 pupils. Y Pant trialled interactive software so that all schools could start teaching languages, even without a dedicated member of staff; Treorchy focused on up-skilling year 6 teachers and creating an audio resource. The initial response has been very positive.
- The CSC data indicated that there is evidence to support an increase in pupils opting to study MFL at KS4, with most schools reporting an increase of between 10 and 14%.

For further information on the activities undertaken by Central South Consortium please contact: Amy Walters-Bresner - AWalters.bhcs@valelearning.com

GwE

(Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey)

- Every secondary Head teacher in the consortium has been reminded of the aims and objectives of *Global futures* and Estyn's recommendations (letter- September 2017). GwE's objectives and expectations in terms of supporting MFL departments were clearly outlined.

- The Consortium MFL Lead and coordinator ensure that Global Futures actions are implemented effectively across the Consortium.
 - They share their vision and expectations with the Lead Practitioners through regular team meetings.
 - They also ensure that each Lead practitioner has a good knowledge of the MFL departments in their hub including good practice in specific areas of teaching and learning MFL and in provision as well as support needed.
 - Feedback from a recent departmental Audit will provide updated data for each school (uptake in year 10 / 11/ 12 and 13) as well as detailed information regarding good practice and aspects needing to be developed within each MFL department.
 - This helps target effective support and plan appropriate training for departments.
 - They track GCSE data for schools within the Consortium and prepare a support programme for schools who are under-achieving or whose numbers have fallen. The support programme includes a visit from the MFL coordinator or Lead Practitioner, sharing resources or receiving a visit from one of the language institutes.
 - They work in collaboration with the Challenge Adviser if and when needed.

- The Lead practitioner working in each hub (Gwynedd/ Anglesey, Conwy/Denbigh, Flintshire/ Wrexham) ensures more effective networking across the region and provides MFL support to individual departments, usually at the Head teacher's request. They facilitate hub meetings between MFL Heads of Department.
 - Hub meetings are taking place on a regular basis (at least once a term, twice during the autumn term 2017), chaired by the Lead practitioner.
 - The aim of these meetings is to share good practice, disseminate information (training, WJEC courses, resources, etc.) and to encourage cooperation between departments. Departments are encouraged to share one example of good practice (tasks, schemes of work, resources, etc.) during each meeting - this contributes to professional development.
 - An increasing number of schools are attending these meetings. 62% of departments attended the meeting in October

GwE Developmental Projects:

- Many of the region's departments consist of one or one and a half members of staff only. The aim of the GwE Developmental Projects was to encourage departments to work cooperatively on a specific aspect of teaching and learning MFL. Possible topics have been suggested, related to *Global futures* actions and Estyn's recommendations. Interested departments were requested to submit an action plan to their Lead Practitioner. Each successful

department receives a grant to help release teachers, to ensure effective School to School collaboration.

- By now, 18 departments are working collaboratively on a number of projects.
- One MFL department is working with a cluster of primary schools. See further details below.
- One MFL faculty is working on a common project involving their three MFL departments as well as MFL departments from other schools. The aim of the project is to improve the quality of teaching and learning MFL through collaborative lesson planning, lesson observation & evaluation.
- All other projects involve 2 or 3 departments working collaboratively. Topics include : Languages for communication at KS2; Fluency and Confidence at Speaking; Effective use of the target language; Promoting a balance between oral confidence and grammatical accuracy at KS3; Planning for the new Global Business Communication qualification; Developing speaking skills GCSE; Using drama and fairy tales to promote MFL at KS2 and to facilitate transition.
- All resources will be shared on GwE's website and on HWB.
- Resources:
 - GCSE resources (French, German and Spanish) produced by schools in the region have been quality assured and uploaded onto HWB. Resources are being selected to add to WJEC resources.
 - A Level film resources have also been uploaded onto Hwb.
 - Lead practitioners have received Hwb training. They can confidently show the resources available during the hub meetings and encourage MFL departments to use them. This will contribute to developing good practice at KS4 and KS5. They can upload resources on Hwb.
- MFL teachers in Gwynedd had the opportunity to attend a very successful training day (29/9/17). One of the guest speakers (Greg Hornton presented ideas and resources to develop confidence and fluency in speaking as well as effective use of the target language. The second guest speaker (Wendy Adeniji) focused on effective teaching and learning of grammar, and through literary texts. All resources have been uploaded on the MFL Hwb network.
- The same training opportunities are being planned for MFL departments in the Consortium.
- A conference will take place in the summer term. This will be an opportunity to share outcomes of the developmental projects and to offer training to all MFL departments.
- Primary-secondary partnerships are continuing to take forward KS2 projects.
 - Eirias School is working with feeder primary schools to take forward a German project.

- A number of secondary school MFL specialists provide opportunities for KS2 learners to learn MFL. For instance, Ysgol Morgan Llwyd is delivering MFLs to all primary schools in its catchment area. Ysgol Argoed & Ysgol Emrys ap Iwan, are working with the Goethe-Institut, to deliver German lessons to primary schools within their catchment area.
- Ysgol Dyffryn Conwy is working collaboratively with a cluster of primary schools in their catchment area on a common project. The aim of the project is to develop a common language scheme (primary- secondary) in preparation for Successful Futures (AOLE Communication). The objectives are to develop and plan effective learning experiences for year 5 and year 6 pupils, which will support language learning (focus on identity, developing language to communicate, knowledge of grammar and cross-linguistic skills). All resources and schemes of work will; be shared on HwB.
- A questionnaire has been sent to all primary schools to assess present opportunities in terms of foreign language learning and to identify good practice and support needed. Appropriate training, resources and opportunities will then be planned for KS2.
- Promoting and raising profile of MFL in the Consortium:
 - 3 very successful STEM and MFL days were held to incentivise Year 9 pupils to study a language in December 2016 and January 2017. These were hosted by Ysgol Caergybi, Ysgol Aberconwy and Flint High School. Pupils from 20 schools attended one of the 3 STEM days. Links with local businesses and organisations have been established. Participants will be happy to be involved in similar events in 2017/18.
 - 9 schools across the consortium have taken part in the Students mentoring project in 2016/17.
 - 10 schools within the consortium are taking part in the MFL Student Mentoring project this year, provided by Bangor University. 6 schools are also piloting the digital student mentoring scheme, to work towards ensuring equality of access across Wales. Unfortunately, a number of schools had to be turned down, as demand had increased significantly this year.
 - 5 schools have been participating in the Pupil Language Ambassador scheme, supported by Routes into Languages Cymru, following a successful day held at Bangor University, when Pathways to Language presented the programme to pupils.
 - 9 schools have benefited from the Foreign Language Assistants scheme, provided by Bangor university.
 - A number of schools across the consortium used Students Language Ambassadors.

- 3 GwE schools have been part of the Turbo Tutoring initiative for KS5 pupils.
- There has been an increase in the number of schools using MFL Guest Speakers to increase uptake at KS4 targeting Year 8 and Year 9 pupils. GwE is funding a one day visit for each school in the region, by Routes into Languages Cymru Language Ambassador and inspirational speaker, Tim Penn. Each department is expected to analyse impact of these visits on uptake at KS4 and send results to their Lead practitioner, so that we can eventually measure impact across the Consortium.
- Communication:
 - Heads of Departments receive a termly newsletter from the Regional Lead Practitioner.
 - A GwE weekly bulletin informs departments of hub meetings etc.
 - MFL GWE Twitter has been set up.
 - GwE MFL HwB : The number of users has been increasing. We now have 152 users.

For further information on the activities undertaken by GwE please contact:
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