

Password CPD

Unlocking Multilingual Learner Potential: Multilingualism as an Asset (14th March)

password

Venue: Society of Antiquaries of London, Burlington House, Piccadilly, London W1J 0BE

Getting there: the venue is easily accessible by public transport. The entrance to Burlington House, also home to the Royal Academy of Arts, is on the north side of Piccadilly, half-way between Green Park and Piccadilly Circus underground stations. The Society of Antiquaries of London is at the north-west corner of the Burlington House courtyard. There is signage on the exterior of the building.

Buses 9, 14, 19, 22 and 38 stop outside Burlington House.

Programme

09.30 – 10.00 Registration and Welcome (coffees/teas, pastries and fruit)

10.00 – 11.15

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| Multilingualism as an asset: what does the research show? (new CPD participants only) | The CEFR in academic English language assessment and feedback (returnee participants) |
| This first session focuses on the research on students learning in a second/additional language, and what we know about key factors in positive academic, linguistic, and socio-emotional outcomes. This will help us understand the evidence base on working with multilingual students, and give us insight into the unique challenges of learning a language while learning through a language. | This session explores key differences between assessing academic language and general English proficiency and the challenge this represents for schools. By examining Pupil English tests to understand their design, we'll consider how language teachers could leverage Password results to enhance feedback and target interventions. We'll also consider how schools can help learners 'look ahead' to the linguistic demands of higher-level study when moving across Key Stages. |

11.15 – 11.30 Mid-morning break (coffees/teas/biscuits)

11.30 – 13.00 Multilingualism as an asset: From pedagogy to pastoral

In this session we will build on the research base we explored in the first session to explore what it would look like to develop a more linguistically inclusive approach in our classes and schools. This will cover all aspects of school life, from classroom conversations to extra-curricular activities and how to enhance the boarding experience of students from linguistically and culturally diverse backgrounds.

13.00 – 13.45 Networking lunch (light sandwich buffet)

13.45 – 14.45 Improving whole school practices for languages: an integrated audit

A progressive approach to languages in schools recognises and embraces similarities rather than focusing on the differences between language of instruction, language acquisition, home language, world languages etc.,. This is achieved by bringing all language teaching into harmony in terms of administration, curricula and pedagogy. A strong languages team with a designated leader will be able to deepen the knowledge base about languages and combine forces to bring about whole-school improvement for all language learning. Doing a language audit will help you consider the whole range of provisions in place for your multilingual learners, and how they connect to your overall mission and vision for education.

14.45 – 15.00 Mid-afternoon break (teas, coffees, biscuits)

15.00 – 16.00 WoLLoW: World of Languages and Languages of the World

In this session, John Claughton, the co-founder of WoLLoW joins us to introduce this languages programme for KS2 and KS3 which aims not to teach a language, but about languages, how they work, where they come from, why they are similar and different and how they relate to other subjects and many other issues. The WoLLoW course aims to encourage exploration and dialectic rather than teaching and, in particular, to give a voice to the rich language knowledge of all our pupils.

16.00 – 16.30 Plenary discussion and feedback