



Collaboration, creativity, and collegiality – What we have learnt and how it can help YOU!

Presented by:

*Lucy Wicks
NPP and SLN Coordinator*

Aims:

- What are the 3 strands of NCLE work?
- What have NCLE networks been up to?

- How could you get involved in future?
- How can any teacher plan for 'action research'? What would you do?

Funded by:



Delivered by:



In partnership with:



In partnership with:



Continue your professional learning with NCLE



National Consortium
for Languages Education

Language Educators Online

Empowering professional learning



Register now



Sign up to LEO today

- ✓ 100% free, funded by the DfE
- ✓ Self-paced — fits around your busy schedule
- ✓ Available on any device — phone, tablet or desktop
- ✓ Practical, not prescriptive — find what works for your classroom
- ✓ Strengthens your curriculum and improves learning outcomes
- ✓ Builds your teacher agency and subject confidence

Recordings of our past webinars are available in 'La Médiathèque' on LEO!



AI & EdTech with Joe Dale

Edited by B. Holmes

Explore Courses

The Expert View

Edited by B. Holmes

Explore Pathway

Introductory Pathway Curated by Goethe-Institut

Explore Pathway

Languages Leadership

System-led change, mentoring, and developing communities of practice

Explore Courses

Foundations for Learning

Phonology, vocabulary and grammar - meaning making and meaning seeking

Coming Soon

Effective Transitions

Transitions and transfer: KS2 into KS3

Coming Soon

Task-Based Learning

Develop powerful knowledge through integrating the four skills

Coming Soon

Languages Leadership Courses

View course

Engage: The Principles of Languages Leadership

70 minutes

View course

Explore: Mentoring models to promote system-led change

80 minutes

Enrol Now

Explain: Languages Leadership in Practice

40 minutes

Enrol Now

Elaborate: Languages Leadership

130 minutes

View course

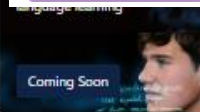
Languages Leadership: Spotlight on Tech and AI

25 minutes

Enrol Now

Evaluating Languages Leadership and Actions Moving Forward

TBC



National Priority Projects

Explore Pathway

La Médiathèque NCLE

View Resources



What do our Language Networks do?

- Connect local and regional networks of primary and secondary schools to develop and support their language teaching.
- Deliver stimulating co-constructed National Priority Projects (NPPs) driving change through research-informed action in classrooms, addressing DfE national priorities and schools' local/regional needs.

Learn more about these projects and how to connect with your local Language Network on our website here!





Talk with a colleague..

What would YOUR top three priorities to improve language teaching in your school?

What are the 'problems' you would like to fix?

To what extent are these issues:

- Pedagogical?
- Structural?

Where would you start?

Tips:

- Don't re-invent the wheel!
- Start with research
- Get SLT support

- ▶ 1. Languages leadership
- ▶ 2. Reducing barriers to language learning
- ▶ 3. Motivation and Engagement
- ▶ 4. Curriculum Innovation
- ▶ 5. Intercultural learning
- ▶ 6. Transition KS2 to KS3
- ▶ 7. Progress across key stages
- ▶ 8. Assessment
- ▶ 9. Integrating the four skills
- ▶ 10. Teacher professional learning
- ▶ 11. Civic Engagement
- ▶ 12. Home, heritage and community languages



AI and Speaking/Target Language

Beeleigh Language Network

Enhancing Self-Efficacy through Formative Assessment (AI) and Feedback in MFL Cate Peeters

Kinder Language Network

Sing to Speak: Using Music to Empower Vulnerable Learners for the GCSE Speaking Exam

Catherine Woodward and Michelle Massey

Etherow Language Network

Innovating the language curriculum to increase student motivation and engagement

Tom Coltman

The Lakes Language Network

Talking Classrooms: stepping away from the textbook

Sophia West

- ▶ 1. Languages leadership
- ▶ 2. Reducing barriers to language learning
- ▶ 3. Motivation and Engagement
- ▶ 4. Curriculum Innovation
- ▶ 5. Intercultural learning
- ▶ 6. Transition KS2 to KS3
- ▶ 7. Progress across key stages
- ▶ 8. Assessment
- ▶ 9. Integrating the four skills
- ▶ 10. Teacher professional learning
- ▶ 11. Civic Engagement
- ▶ 12. Home, heritage and community languages

AI in the MFL Classroom: Cracking the Speaking Assessment "Nut"

AI chatbots like Mizou and Flint are transforming time-consuming, high-pressure MFL speaking assessments into efficient, high-quality feedback experiences for students.



The Two-Lesson Burden
Traditional speaking tests typically require two full lessons per class to complete individual assessments.



Rushed and High-Pressure
Teachers must manage entire classes while conducting individual dialogues, often leading to rushed results.

85% Despite nerves, the vast majority of students believe AI tools make learning more enjoyable.



THE TRADITIONAL ASSESSMENT "NUT"



Student Sentiment (Pre-Intervention)



91%
Believe AI tools will be helpful



85%
Believe AI will make learning more fun



47%
Already used AI (e.g., Duolingo)



The 80/20 Rule for Teachers
AI handles 80% of routine tasks; humans provide 20% critical judgement and thinking.



THE AI SOLUTION: EFFICIENCY & ENHANCED FEEDBACK



Superior Feedback Detail
AI-generated feedback provides bespoke, granular insights that exceed what a teacher can manually provide.



Halving Assessment Time
Using AI allows teachers to conduct full-class assessments in a single lesson.



Beeleigh References

Barrow, E. (2025). *Test Taker Perspectives: Pearson Test of English*.

Black, P. (2006). *Formative assessment and the learning and teaching of modern foreign languages*. In J. Gardner (Ed.), *Assessment and learning* (pp. 119–138). Sage.

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

Education Endowment Foundation. (2021). *Teacher feedback to improve pupil learning*. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

Luo, H. (2024). *Foreign Language Anxiety: Theory, Methodology, and Practice*. Springer.

Zhang, A., Gao, Y., Suraworachet, W., Nazaretsky, T., & Cukurova, M. (2025). Evaluating Trust in AI, Human, and Co-produced Feedback Among Undergraduate Students . <https://arxiv.org/abs/2504.10961>

Sing to Speak: Empowering Language Learners Through AI-Generated Music

THE PROBLEM: ANXIETY & BARRIERS



Vulnerable students face significant anxiety and affective barriers in GCSE speaking exams.

THE STRATEGY: AI-GENERATED MUSIC



TAILORED AI SONG CREATION

Teachers use Suno to generate target-language songs specifically tailored to GCSE role-play themes.



MULTI-MODAL ACTIVE LEARNING

Lessons integrate karaoke, games, and Microsoft Teams Reading Progress for home practice.



KARAOKE



SPOKEN PING-PONG GAMES



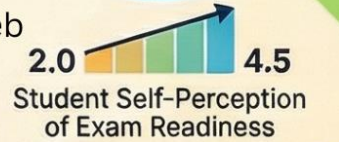
LOW-STAKES ENGAGEMENT:

Music transforms stressful oral practice into a creative, collaborative, and low-stakes environment.

THE IMPACT: MEASURED GROWTH & CONFIDENCE

+2.3
CONFIDENCE BOOST

125%
INCREASE IN EXAM READINESS

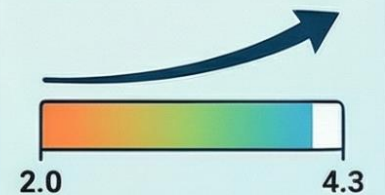


MASTERY OF EXAM FORMATS

Structured musical exposure helped students better understand complex Edexcel role-play requirements and vocabulary.



Role-Play Understanding





Civic Engagement and HHCL

Solent Language Network *Connecting, collaborating and celebrating*

Rebecca Britti, Aamir Kohli and Liz Lord

Brayford Language Network *Languages and your future: explicit links between learning a language and careers*

Naomi Eglinton, Marie-Claire Holman, Caroline Ertmann

Swanswell Language Network *Celebrating Multilingualism in Coventry*

Steph Azarpey

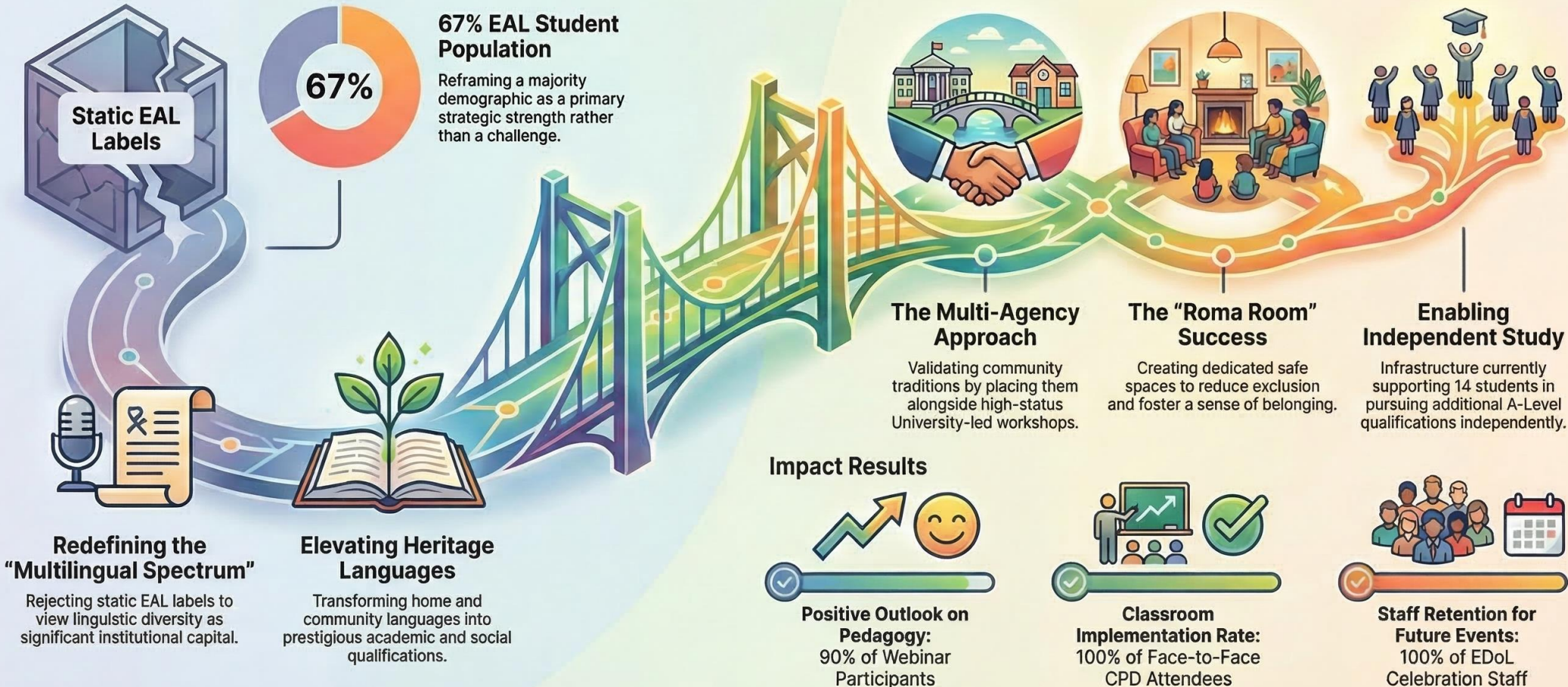
Adur Language Network: *Home/Heritage/Community Languages, and intercultural cohesion across schools*

James Sandford

Celebrating Multilingualism: The Swanswell Language Network Model

Strategic Vision: From Deficit...

...to Capital: Implementation & Measurable Impact



Delivered by:



In partnership with:




In partnership with:





Swanswell References

Bell Foundation. (2023). *EAL and educational achievement in England: Analysis of publicly available data*. Cambridge: The Bell Foundation.

 <https://www.bell-foundation.org.uk/our-work/with-schools/research/eal-and-educational-achievement-in-england-an-analysis-of-publicly-available-data/>

Education Endowment Foundation. (2022). *Foreign language learning: Rapid evidence assessment*. London: EEF.

 <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/foreign-language-learning>

Huckle, C. (2022). *Equity and English as an Additional Language: Looking beyond deficit and asset lenses*. *Impact (Chartered College of Teaching)*.

 https://my.chartered.college/impact_article/equity-and-english-as-an-additional-language-looking-beyond-deficit-and-asset-lenses/

Parrish, A., et al. (2024). *Multilingualism and motivation in England's schools*. *Journal of Language, Identity & Education*.

 <https://www.tandfonline.com/doi/full/10.1080/15348458.2024.2328178>

Szymczyk, L. (2022). *English as an Additional Language in England's schools: Language, identity and inequality*. *Studies in Ethnicity and Nationalism*.

 <https://repository.essex.ac.uk/40200/>



Transitions between Key Stages

Thames West Language Network (KS2) *Building strong foundations at KS2 MFL*

Josie Lyon, Eve Althaus, Catherine Lyon

Trent and Tame Language Network (KS2-3)

Transition: Developing a compelling narrative about the value of language learning in KS2 and KS3.

Tracy Williams

Isbourne Language Network (KS3-4) *Harnessing Parent Power*

Lorna Blacklock

Derwent Language Network (KS4-5)

Combining careers, culture, authentic resources and a real world focus to continue learning German beyond GCSE

Dawn Piper

Language Learning for Life: Bridging the KS2–KS3 Gap

THE TRANSITION CHALLENGE

Two-thirds of secondary schools offer language continuation for 'some' pupils in Year 7 with **only 2%** reporting that 'all' pupils continue the same language.



Most pupils do not continue the same language from primary school, leading to lost motivation.



Low cross-phase collaboration.

Only **9%** of secondary schools provide language teaching support to their feeder primaries.



Disconnect in perceived value. Learners struggle to connect classroom language skills to their current or future lives.

Super Linguist Characters: Guiding younger learners with superpowers like problem-solving & resilience.



THE CORE SKILLS SOLUTION

KS2 Primary

KS3 Secondary



CHARACTER

Developing bravery, resilience, and kindness through new challenges.



OPEN-MINDEDNESS

Fostering a global mindset and curiosity about other cultures.



RESPONSIVE COMMUNICATION

Listening carefully and using non-verbal strategies effectively.



ENGAGED THINKING

Solving problems, spotting patterns, and understanding how we learn.

47%
increase in
skill awareness.



Nearly half of KS2 learners can now identify specific skills developed through languages.

More outputs...



Tejus
The thinker



A problem solver, and flexible thinker, Tejus enjoys spotting patterns and making links, understanding that doing this supports him to know more and remember more.

Kian
The communicator



An excellent communicator, Kian actively listens and responds appropriately. His ability to communicate makes him a great person to work with in a team.

Athena
The enthusiast



Curious about sounds, words, and grammar, Athena embraces the unknown. She understands that learning a new language takes time, but that it also opens doors to amazing adventures.

Bella
The brave



Determined and resilient, Bella is always willing to try new things, to have a go (even when she's not sure) and to persevere when things get tricky. She embraces new friendships and prides herself on always being kind.

Gio
The global citizen



Always curious to understand other people, their lives and their cultures, Gio seeks out and takes every opportunity to develop his knowledge and understanding about the world around him.

Copyright Arthur Terry School in collaboration with

Learning another language develops your ability to solve problems and think flexibly. Linguists develop their ability to:



Solve Problems



Spot Patterns and Make Links



Understand what helps us to learn

Learning another language develops your ability to communicate effectively. Linguists develop their ability to:



Listen carefully



Speak clearly and confidently



Use non-verbal communication strategies

Learning another language develops your linguistic knowledge of the TL and your own language. Linguists embrace:



The value of learning new languages



The uniqueness of each language



The unknown

Learning another language develops your character. Linguists are:



Brave



Resilient



Kind

Learning another language gives you the opportunity to explore other cultures and countries, developing a global mindset. Linguists are:



Respectful



Proactive



Curious and culturally aware

<https://tln.org.uk/transition/>

Copyright Arthur Terry School in collaboration with



Trent and Tame References

European Commission: (2018). *Council recommendation of 22 May 2018 on key competences for lifelong learning*. Available at: <https://education.ec.europa.eu/focus-topics/improving-quality/key-competences> (Accessed: 4 March 2026).

Jubilee Centre for Character and Virtues: (2024). *A framework for character education in schools Third Edition..* Available at: <https://www.jubileecentre.ac.uk/wp-content/uploads/2024/12/The-Jubilee-Centre-Framework-for-Character-Education-in-Schools.pdf> (Accessed: 4 March 2026).

Newby, D. (2022). *Transversal competences in foreign language education: ECML think tank 8-9 February 2022 report*. European Centre for Modern Languages. <https://www.ecml.at/Portals/1/6MTP/project-hilden/documents/report-transversal-competences-EN.pdf>

Skills Builder Partnership UK. (n.d.). *The Universal Framework*. Available at : <https://www.skillsbuilder.uk/file/universal-framework-review-2025-final-report> (Accessed: 4 March 2026).

UNICEF. (2022). *Global framework on transferable skills*. Available at: <https://www.unicef.org/lac/media/32441/file/The%2012%20Transferable%20Skills.pdf> (Accessed: 4 March 2026).

Woll, B., & Wei, L. (2019). *Cognitive benefits of language learning: Broadening our perspectives (Final Report to the British Academy)*. The British Academy. Available at: <https://www.thebritishacademy.ac.uk/documents/287/Cognitive-Benefits-Language-Learning-Final-Report.pdf> (Accessed: 4 March 2026).



Curriculum Models and Languages Leadership

Grand Union Language Network *A deep dive into curriculum models*
Esther Woodburn and Georgina Jackson

West Midlands Supra Network
Impactful Language Leadership - Developing strategic thinking
Tracy Williams

North West Supra Network: *Language Fest North West*
Michelle Massey

Wells Language Network: *Every Learner a Language Learner*
Gaby Hernandez and Donna Kane

Every Learner a Language Learner: Broadening Access Through Translanguaging

IMPLEMENTATION: From Invisible to Asset-Based

Translanguaging as Enrichment

Using all linguistic and cultural tools to deepen conceptual processing and problem-solving.



Phase 1: Visibility & Confidence

Building staff awareness through CPD and assemblies to “invite languages into the classroom”.



Student Language Ambassadors

Year 12 students lead “taster” sessions for staff in languages like Yoruba and Tamil.



EVIDENCE OF IMPACT: A Whole-School Shift

Metalinguistic Breakthroughs

Students move from intuitive language use to explicit reflection on grammar and structure.



Increased Staff Confidence



Staff report reduced anxiety about “getting it wrong” when engaging with diverse student languages.

Normalised Multilingualism

Languages once “Invisible” are now celebrated as a core part of the school’s identity.



COGNITION

Deeper conceptual processing and better problem-solving.



LITERACY

Stronger academic English through cross-linguistic comparison.



IDENTITY

Students feel recognised, valued, and more motivated.

Every Learner a Language Learner: Breaking Barriers with Alternative Accreditation

THE CHALLENGE: STRUCTURAL BARRIERS TO ENGAGEMENT

Disproportionate Risk of Disengagement



SEND Cohorts
Pupil Premium found traditional GCSEs inaccessible.

Languages as a 'Site of Failure'



Traditional high-literacy demands led to persistent absence and higher behaviour risks.



Low Cultural Relevance
Students and parents often questioned the career relevance of standard language specifications.

THE SOLUTION: THE AQA Unit Award PATHWAY

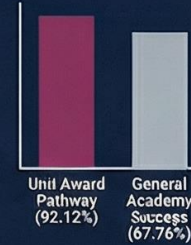


The 'Can-Do' Assessment Model

Replaces high-stakes exams with accredited units that celebrate immediate, tangible success.

EARLY IMPACT: PROVEN RE-ENGAGEMENT

92%
Attendance on Project Days



99% Positive Behaviour Ratio



Yr 10: 96%

Year 11 data shows near-perfect engagement and a massive reduction in classroom disruption.

100% Accreditation Success

Every participating student has already achieved at least two accredited units.



Delivered by:



In partnership with:



In partnership with:





Wells References

Translanguaging

Education Policy Institute (2025). *Annual Report 2025: English as an Additional Language*.

Forbes, K., Evans, M., Fisher, L., Gayton, A., Liu, Y., & Rutgers, D. (2025). Willingness to identify: an exploration of the factors that influence secondary school students' willingness to identify as multilingual. *The Language Learning Journal*, 53(5), 589–604.

<https://doi.org/10.1080/09571736.2025.2549114>

Li Wei (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, 39(1), 9–30

Strand, S., Lindorff, A., & Au, I. (2025). *EAL and Educational Achievement in England*. Oxford: University of Oxford & The Bell Foundation.

Tracey, L. (2024). *EAL in the Mainstream Classroom: Evaluation Report*. Challenge Partners / Education Endowment Foundation.

Alternative Qualifications

Faez, F., Majhanovich, S., Taylor, S. K., Smith, M. and Crowley, K. (2012) 'The power of "Can Do" statements: Teachers' perceptions of CEFR-informed instruction in French as a second language classrooms in Ontario', *Canadian Journal of Applied Linguistics*, 14(2), pp. 1–19.

Moeller, A. J., Theiler, J., & Wu, C. (2012). *Goal setting and student achievement: A longitudinal study*. *Modern Language Journal*, 96(2), 153–169.

National Association of Language Advisers (NALA) (2020). *The languages curriculum and disadvantaged students: Report on socio-economic deprivation and modern foreign languages in the UK*. London: NALA.



Are there any questions about what you've heard so far?

Returning to your original idea, is there anything here that you could use to avoid reinventing the wheel?

**What do you want to find out more about?
(on LEO platform soon...)**

Want to know how you can get involved?

Be part of one of our National Priority Projects



National Consortium
for Languages Education

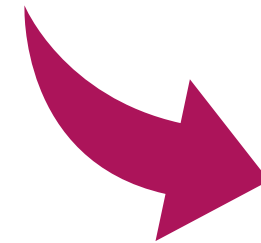
We are offering schools the opportunity to take part in National Priority Projects focused on the themes of:

- **Human-Mediated AI**
- **Intercultural Learning.**

These structured projects will be led and supported by the NCLE with a small amount of funding for schools available.

Discover and co-construct new teaching approaches and develop them in your classroom with NCLE's support and guidance.

Express your interest in being part of one of these projects here!





Intercultural Learning

Your project might aim to answer one of these questions:

- How can language teaching move beyond fixed or stereotypical views of culture?
- How shall we teach and assess culture?
- How can teachers and pupils draw on their linguistic and cultural knowledge through co-learning and shared expertise?
- How can language education motivate more pupils to take up languages and encourage engagement and inclusion through intercultural learning?

Human-mediated AI in Language Learning

Your project may explore:

- How can schools develop both teacher and pupil AI literacy while preserving critical judgement and human agency?
- What AI capabilities and limitations do pupils need to understand in order to use AI responsibly?
- How do pupils interpret and respond to AI-generated feedback, and how can teachers help them evaluate it critically?
- How can chatbots increase opportunities for speaking rehearsal while preserving teacher-led assessment?



- 1) Start with the 'problem' - what kind of problem is it?
- 2) Consult research and/or LEO platform to see what has already been learnt by schools
- 3) Talk with colleagues, HOD/SLT to make sure of support (time?)
- 4) Plan a realistic, time-bound intervention, including how you will evaluate.
- 5) Data collection – consider timing, response rate, avoiding bias, phrasing questions, ethics etc...
- 6) Don't forget to share your findings/learning - even the fails are interesting!



Join the 
NCLE mailing list



Follow us 
on LinkedIn



Follow us 
on X @ncle_ioe



Funded by:



Delivered by:



In partnership with:



In partnership with:

