

WoLLoW webinar

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Dramatis personae:

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Steffan Griffiths

Hello, and welcome to this webinar. I'm Steffan Griffiths and I'm the Head of Norwich School. It has explored the way in which languages work and make use of the languages that pupils know. It has also linked the languages curriculum with history and geography and culture. But the idea of open-ended curiosity and the inculcation of fun is very much what we are trying to do. As you will have gathered from a programme that seeks to operate in Key Stage 2 and Key Stage 3, it certainly seeks to solve some of the problems of transition that we know exist as languages learners move from a primary setting into a secondary setting. And we hope that by giving them a strong platform in multilingual approaches and multicultural approaches, they will be enthusiastic and informed when they make choices as they go through the secondary system. So that's what we are trying to do.

The only other thing I want to say, by way of introduction, is to explain a bit of its history and to give you a couple of other headlines about what we think WoLLoW does really well. It started as a linguistics project. It started as an exploration of connections between modern languages, English and classical languages. But, as we have developed the resources, which is all Abbie's work, two things emerged that we hadn't spotted in the origin. They have become real jewels in the WoLLoW crown as it has developed. The first of those is SEND: because it's curious and because it's open-ended and because it is positive in its intent, it celebrates what children have already got and asks them to explore from there. It seems to work very well with SEND pupils. And I know that there are some people on the webinar who can speak with real experience and passion about that dimension.

And the other one is the intercultural learning that is possible, by celebrating home and heritage languages, by celebrating what pupils bring to the lesson. We have been really excited that it has brought parents into the learning journey and certainly increased

understanding between pupils in the same class, in the same school about the different multilingual and multicultural perspectives. And that has broadened what was a languages project into a project that also brings in PSHE and some of the wider aspects that we would want for our pupils from their learning journey. So that will be enough for my introduction. I can take questions on that at the end. But let's go into some detail, Abigail.

Abbie Dean

Thank you very much, Steffan. Okay, so let's start at the beginning. We wanted to think about what was needed in schools and of course then we thought about the National Curriculum. The National Curriculum asks us as language teachers to build pupils' curiosity, to really get them interested in the world and understanding the world around them. It wants us to give them new ways of thinking and an access to not just one other language, but an interest in all languages. As a languages teacher for the past 17 years, I felt that sometimes I didn't have the opportunity to do that. And so, through WoLLoW lessons we aim to fulfil what the National Curriculum asks us to do.

And then we thought about the reality of the pupils sitting in front of us. I work in Norfolk. Now I work in the middle of Norwich, which is a multilingual, multicultural city. But before that I was in deepest rural Norfolk, which wasn't particularly multilingual or multicultural at all. WoLLoW works well in both settings. For people working in a city, it's important that we recognise and value and talk about the languages of the pupils that are sitting in front of us. And for those that are in a setting like my previous school in Norfolk, it's important to think about England itself in a wider context: we are multilingual people and the monolingual setting isn't actually the normal experience for the vast majority of people in this country.

We also paid regard to exam entries and how pupil uptake of languages was declining at GCSE and then unfortunately at A level, which then has an impact on the tertiary sector. And again, we thought we need to be doing something. Steffan has already mentioned this issue of transition. I teach from Year 3 all the way through to Year 13. So, I know that transition issue really well and I can see that languages are particularly problematic because we start all over again at Year 7. This is often mentioned as a problem by teachers, primary and secondary, across the country and in the British Council Language Trends survey. This is one of their frustrations. If the kids are learning French, German, Spanish in primary school and then they move to secondary school and start a different language, or maybe they're with people who haven't done any of that language before, then everybody appears frustrated. So, we wanted WoLLoW to be able to bridge that gap, that transition time, so they start in secondary school, ready and raring to go.

So, I am always thinking about who is sitting in front of us in our classes. This slide shows a whiteboard in a Year 7 class in Birmingham and these are the dozen languages that the pupils speak. I've done a similar thing with the classes that I teach here at Norwich School.

We don't have any Zulu speakers, I must say, but we do have speakers from a range of countries and pupils may know two or even three different languages. So, just getting an idea of what's spoken by the pupils sitting in front of you and then responding to that, valuing that, talking about that through WoLLoW gives space to really get to know our pupils well.

So, that's the background. Then we come to our aims. The first of our aims is that we wanted to really get them curious about language. We want them to be excited about language. One of my bugbears is when I hear people say, 'Oh, languages are boring'. They aren't and, through WoLLoW, we feel that we bring the joy, the engagement, the fun back into language learning. We look at why languages are as they are, why they are similar, why they are different, how they are linked, and pupils really enjoy that understanding and that type of learning. We also look at structural understanding. We think about not just vocabulary, but why we have languages in which the sentence structure is the same, how they work, why there are these rules. Today I taught a lesson on Persian, and collectively we look at groups of languages, language families, and that's really powerful. It gets pupils really understanding where language fits within the geography, within their school lives. So, this is a powerful strand.

The second is about the importance of languages, their relevance in their global, 21st century lives, and how relevant languages have always been. So we go back to classical languages, we look a lot at history, we look at empire, we look at how languages have spread. The third strand is to link these languages not only into literacy but also to other subjects, science, maths, history, geography. Often this enables them to decipher complex Tier 2 vocabulary. And then, finally, we come to the last strand, which, we feel, has become the most powerful strand, even though it isn't where we started: getting to know our pupils, the cultural quotient, pupils getting to know each other and really celebrating that linguistic diversity within our classrooms.

So, these are our four main aims. Now let's look at how that appears when you see our resources. Well, we've got a course for Key Stage 2 – Years 3 to 6 in the UK - and a course for Key Stage 3 – Years 7 to 9 – although we think these lessons can work at almost any age. And it's not just one or two lessons, there are hundreds. I think I'm now up to about 150 lessons for KS2 and KS3. This is ongoing – there are always so many languages to look at and ideas to pursue. Each lesson has a PowerPoint presentation. Each lesson has a crib sheet, which gives you the answers and background information, some hints and tips as to how to approach the lesson. And each lesson has a worksheet, as well.

Okay, here's an example. We are famous for our grids and it's a language grid, very simple, days of the week. We have a famous WoLLoW saying, 'What do you notice?' The gift about a question like this is that there is no right answer and no wrong answer. I'm simply saying,

‘What do you see? What stands out? What interests you?’ And people come up with the most interesting things. For a child looking at this, they may not have seen Hindi written down before, they may not have seen the Mandarin, and they spot the oddities, they spot the interesting things. They recognise that for German and English we've got capitals but they don't appear elsewhere. They recognise in Norwegian there's a little symbol over the O that they haven't seen before. And then we can probe further. What's the German word for day? And then they look and they think, ‘Oh, actually, it could be tag.’ And then, ‘What's the Norwegian word for day? And what's the English word for day?’ And they start to build those links themselves. We're not giving them the answer. We're getting them to find it within the grid, looking for similarities, looking for differences, looking for curiosities, looking for oddities. Finally, we can really get a bit closer. So, have a close look at Chinese. ‘What do you think could be the number four?’ And then the observant ones might think, ‘Well, that might be a one to three at the end of those Chinese characters.’ And they blow my mind how clever they are, how perceptive, how observant the pupils sitting in front of me are. And I've done this with pupils that are in year eight, and I've also done it with pupils that are in year four, all of whom are able to answer, show interest, and get something meaningful out of an exercise like this.

So, here's another grid, numbers. And again, we're looking for patterns and this takes us into different areas of the curriculum, numbers. This is fascinating. Some of them haven't even heard the word numeral, or maybe they have with Roman numeral, but they don't know what the word numeral means. And we can start talking about that, we can look for similarities between European and Arabic numerals. The other day, there was a girl in my Year 3 class from Sri Lanka and she spoke Sinhala. She had never seen her language written on the board. Her face was a picture. She was so pleased to see her language represented up there in front of everyone. She became the star of the show. She went home and told her parents. That's memorable for her. That's very powerful. So, you can add to these grids. If you know that you've got a speaker of a particular language who is in your class. Or you can get them to add to it in front of the class, which they often really love doing and now multilingualism becomes a superpower rather than a problem.

We also look at non-European languages. We were very keen to take language learning out of Europe, so we travel around the world. We look at languages in Africa, we look at languages in India, for example. And here we've got something that I did between Arabic and Persian. Now, obviously, I'm not an Arabic or a Persian speaker, but I do have friends who are. So, I've called on for help from people that I know and also from people who use WoLLoW who say, ‘Actually I've got this language and I would very much like to help you.’ If you would like to get involved and you've got something that you could add to our provision, please do get in touch. We'd love to hear from you.

Here we can look that we've got the numerals that are the same in two languages, but the

words are different. The kids find that concept hard. And so, I explain it: it's like English and French, different languages, but the same alphabet, the same numerals. We look at different scripts and we do some transliteration for switching letters from one language to another. And we go back to look at ancient languages as well. So, here we've got the Greek for telephone, so we are trying to help them decode some ancient Greek. They can spot some letters very easily but then there are two types of 'e'. And what could that symbol be in the middle with the circle and the line through it? And then if they start thinking about how we spell telephone, then we can see that we've got 2 letters for the 'ph' in English, but one letter for it in the Greek. And that's an important thing for them to understand as well. Not all alphabets have the same number of letters.

We also think about where we live: one of our early developments was 'Multilingual Manchester' at Cheadle Hulme School. We're going to hear later from Donna Horspool from Hamstead Hall Academy in Birmingham. She is going to talk to you about how WoLLoW works in her school. So, the pupils at Cheadle Hulme went out into their local area, went to the shops, to the news agents, and found articles, menus, bits and bobs with different languages, languages that represent where they live. And I know that if I go out of my school and turn right and walk down the road, I can see so many different languages represented. And it's about getting the pupils to really tune into what they can hear and what they can see with the languages all around them that they might not think about before.

We also want to hear about the pupils' own experience. This slide is written by a boy called Feroz in a primary school in Birmingham. He has links to Pakistan, the Philippines, Spain, and he's got some Spanish, Urdu, and he's given us examples. He's also learning Portuguese, French, and German. This is a real opportunity for this boy, Feroz, to show off his experience, his knowledge, and his skills. Even if he doesn't speak these languages fluently, even if he can't read them, he can understand them. If we are able to start celebrating all these language lives that our pupils have and showing them that they have more language experience than they think, then I think we're on to a good thing.

I'm going to stop talking now because it's all very well me talking about my experience in Norwich School because I've created this. Of course, I am going to say that it works well. I'd like to invite Donna from Hamstead Hall Academy in Birmingham to talk to you about her experience.

Donna Horspool, Hamstead Hall Academy, Birmingham

So, a little bit about me. I'm a senior leader at Hamstead Hall Academy. We're a diverse school in inner city Birmingham and I line manage modern foreign languages. I stumbled across WoLLoW, at an ALL conference. I came and visited Steffan and Abbie at Norwich and John Cloughton is in Birmingham. We explored what it might look like in our setting and I've

summarised that in a very few slides for you to read through at your leisure. However, I thought I'd go from a lived experience. For us, we were trying to tackle stereotypical career-based destinations for our students. Lots of our students stay local in Handsworth and we wanted to broaden their understanding of the global job market, making them more employable in the future and raising their aspirations for future success. We also want to improve students' spoken confidence and social confidence. 46% of our pupils are categorised as EAL and we have 69 different languages spoken, and so we've got a lot of children that don't want to speak in class when they arrive in Yr 7. We are trying to unpick how what we offer in WoLLoW can help bridge that gap from Year 6 into Year 7 to support this. We want to improve academic self-concept and raise their aspirations in our education system. And, ultimately, I know you touched upon it earlier, Steffan, the home and community language element of it at GCSE will be a by-product of this success later down the line.

We have committed to WoLLoW for the last two years. We requested a review from a school improvement partner. They said that we were being really brave and ambitious. It's not on the National Curriculum! It's something different and I had to convince the senior leaders and the curriculum leader to allocate some time. They actually took time from English, not from languages. They took time from English to offer us one lesson a fortnight of WoLLoW. And so, it's a brave and bold move because we're so passionate about the context of our school and helping our students. It does offer our students an enriched experience. Its lessons are typically characterized by regular dialogue, thought sharing, preparing confident speakers for the future. And I'll talk a little bit about our assessment and how it's adapted from where WoLLoW originally started. It certainly has been an adaptation. We are broadening the exam offer. We've got 11 students, 11 different students being assessed for year 11 currently in home and community languages, whereas before we wouldn't have so many. That will grow year on year. This is a whole school priority and I thought that it would be a smart move to align this with a whole school priority. So, it's going to have a bit more clout and people are going to listen to it, which is what has happened. So, our basic whole school drive is oracy: how can we develop spoken language before we ultimately get better written results? So, a lot of our WoLLoW lessons are around oracy and the Voice21 partnership that we've got and the journey that we're on with them. A lot of lessons are characterized by debate: students are encouraged to talk and spoken language is really important within lessons. Students assess each others spoken language using the Voice 21 framework.

When I was talking through with other leaders, I was thinking, how could it work for our school? So, we have a small delivery team. They have one lesson a fortnight. We use lessons for grammar, literacy and oracy to improve engagement across school. It has a bigger impact across school because our children are more confident speakers when they are talking about their home and cultural background. We use it as part of the transition, so it's only taken

place in year seven now, originally it was in 7, 8, and 9. So from year six to seven it's a big opportunity to talk about identity, value and voice within the classroom. It's been really powerful. We've got parental engagement including cultural celebrations. We're looking at linguistic clubs and trips for future, in collaboration with other schools. So, yes, it's been a very important part of our curriculum.

In terms of adaptation, Abbie's shown you a few of the resources. We've definitely used some of the resources and then we've put our whole school spin on it in terms of oracy. And obviously we're a secondary school that's governed by Ofsted and therefore we have to follow and jump through a few hoops in terms of how is this assessed, to show how are students making progress. We've smartly linked that to the oracy framework. We track progress through students' physical and linguistic skills, their cognitive skills, and their social emotional ability to talk in front of an audience, which is setting them up for life. Quite a few of our resources have got Voice21 stamps on them too. So, it's very adaptable. It's an inclusive curriculum. Now, Ofsted's new inspection framework talks about enabling schools to make decisions on their curriculum, based on insight from within and beyond school. So, I'd argue with any inspector that we are looking at our school context and we're able to adapt. WoLLoW is forming part of that and our students' insight into their experience of Birmingham and their perspective on Birmingham is quite interesting. That's why we've added a unit on Birmingham and multilingual Birmingham. The inspection framework talks about EAL students having opportunities to talk in lessons too and how important that is. And so, as I mentioned originally, students grow in confidence when they are talking about their own backgrounds. When they are providing a speech on who they are, they come to life and the students who don't normally speak in a geography lesson or history lessons suddenly have this voice and this sense of purpose. That adds real value to our curriculum.

As for assessment, many of you on the call might be interested in how it is assessed. It's assessed linked to the oracy framework or Voice21. I'd recommend exploring that. We have added a unit on Birmingham, so they do they study 3 units in Year 7. We have adapted the resources from Abbie to make it work. Many of the slides are similar, but with a whole school spin. And we're developing writing skills, speech making, performance skills. We have to report on WoLLoW and we link it to their ability to talk more confidently using physical skills, but their cognitive skills, the level of vocabulary they choose to use and we build that into our lesson sequence.

Abbie alluded to being a Birmingham school. We're inner city, big school. We've made a unit around Birmingham. When our school improvement partner came, she did a bit of student voice and the children talked about the bin strikes, they talked about crime, they talked about racism and they had an unfriendly perception of where they live. And so, we wanted to change that perspective. We wanted to talk about the roots of where people have come from and how people arrived in Birmingham. So, we've got a really good multilingual unit,

but we're challenging, negative perceptions of their local area, which is based on insights that we've got from students. So, you know, in terms of the focus of oracy, Ofsted would look favourably on that.

The biggest thing is what the students say. Here are just some quotes that I thought I'd share with everybody. It gives value for the languages that are spoken. It celebrates the diversity which the children speak about. They think they live in an unfriendly city which made us adapt our curriculum to challenge that. That has been very successful. Students enjoy presentations about their own language. Students want to perform it in their own language. They want parents to get involved. We've got the alignment to the lessons in geography. They can see links, cross-curricular links between what they do in WoLLoW and what they do in, for example, in geography. And lessons provide thinking time, discussion and making sense of the world around them, which is important.

I've talked a lot about the oracy debates and kids are excited about coming to lessons. The lessons feel different. There's a vibe in the room and they're excited about a cultural day that we've got coming up where parents are coming in and they're going to either perform, do a poem, play an instrument, dress in cultural clothing, cook, bake, share a recipe. It's just been a really nice finish to the Year 7 curriculum.

We've got a small group of staff that deliver, but the message has been positive. Pupils reflect on the etymology, the roots of language, which certain students wouldn't necessarily get in a normal curriculum. Students are growing in confidence, sharing memories and sentimental things about their culture and their identity. Students are asking inquisitive questions. It's developing respect and tolerance which relates to our strapline about hard work in harmony. I know John's visited the school quite a few times. Hopefully he'll vouch that we're a really pleasant place to be, very diverse, but a very pleasant place to be. Students are proud of their community languages and it's a holistic curriculum that touches upon many parts.

So, this is a key message. Our improvement partner talks about people's own languages as a resource, not as a secret code. And I think that that's going to be a key takeaway from me, in that many of our schools are diverse and students are sitting there with this wealth of knowledge and breadth of opportunity. They can talk about themselves in WoLLoW whereas they never get that opportunity previously. Language shouldn't be a secret code. So be bold, be brave, because it does validate their importance in society and in our school community. It gives them a voice to speak out, and therefore they're more likely to be successful moving forward in any area of life, not just school. That's it from me.

Abbie Dean

Thank you so much, Donna. I don't feel like I need to say anything else, really. That was just so lovely to hear about your experience. What I love hearing is that you have taken the WoLLoW resources and adapted them. All of our stuff can be adapted freely – and for free. You can change them to suit the pupils in front of you and the teachers who are teaching it and where you are geographically. Thank you so much, Donna.

I've seen here in the chat somebody has said that this could also work with PSHE. Absolutely. And we have a lot of schools that do use WoLLoW lessons for PSHE particularly for the citizenship, the cultural understanding of one another. You can use it in your curriculum, wherever you feel it would fit in.

We are going to hear now from Sophie Vauzour. You've heard about what the resources look like. You've heard what lessons can look like in school. Sophie is an Associate Professor at the University of East Anglia and she has completed our first academic research on WoLLoW.

Sophie Vauzour

Thank you so much, Abigail. Thank you for inviting me. It was so exciting to hear from Donna, but we're in a different context. The University of East Anglia is based in Norwich, which is not very diverse, but it's more diverse than rural Norfolk and Suffolk, where I operate. My day job is to train PGCE MFL teachers. So, I'm really passionate about language and languages and having an opportunity like WoLLoW on our doorstep was great. We have worked very closely with Norwich School and WoLLoW in recent years. We wanted to find out about what pupils thought. Abbie and I decided to explore pupils' voice on WoLLoW in Year 9. We did some semi-structured focus group with very young pupils. 31 of them were interviewed. We asked them questions, but really they led us where they wanted to go. They were really passionate and keen to talk about WoLLoW. So, there was a lot of enthusiasm here. So, to analyse the data collected, I've used a reflective thematic analysis. The main organizing concepts were self-determination theory, which is psychological concepts around relatedness, competence, and motivation. Another one was culturally and linguistically responsive practice. So, what we wanted to check is, were pupils getting what WoLLoW wanted them to get? Was, is it really motivating? Is it going to give them a better understanding of the world? Is it going to support further study and so on?

The study was very small scale: 31 pupils interviewed out of the many thousands around the UK. But it was a convenient sample. So, we did the study in Norwich with the limitations that it implies. There's a link to the article on the slides. Otherwise, if you just Google WoLLoW and Language Learning Journal, you will find the study.

So, what did pupils tell us regarding WoLLOW and languages? First, it was really clear that WoLLOW is a meaningful and motivating experience that goes far beyond preparing for future work and travel. It was quite interesting that, as young as Year 5, they'd say 'I guess languages could help me on holiday when I go to Greece if I ever go, but that's not going to happen, is it?' So, they were quite insightful in their understanding of how much bigger languages are and actually how small the chances were to use the language you've studied in the classroom in a different country.

Something that came out strongly about WoLLOW was the expression of wonder, curiosity and excitement about exploring. And they talked about secret codes, the people and cultures behind them and the connections to own sense of self. So, what was really interesting, even in regions that are less diverse, like Norfolk, they find something in languages that speak to them. And if they are from a multicultural background, they can connect to this background in the classroom, where unfortunately, not many other opportunities are there for them to do so. What was also interesting is a lot of them expressed an enhanced motivation to learn languages: 'We want to know more languages', or 'I've started learning a language on Duolingo outside the school.' or 'I was talking to my parents about learning more languages.' So, there really was this motivation. 'Okay, we can see how exciting this learning is and now we want to do it, which is really interesting for secondary school teachers to build upon in the language studies.

On the other side, it was clear and is problematic for all sorts of reasons that they all had unrealistic expectations of linguistic competencies at school level. And this was true for both monolingual and multilingual children. The only reference they had to measure their performance in languages was native speakers. So, if they were not able to have a conversation or to understand something in the language, they will think that they were not good. And this need for competence is key motivation. So, they were pretty much all saying, whether monolingual or multilingual, that they were not good enough in languages. And that's something that did not come across in WoLLOW because there wasn't the need for performance at the same level. And it was a need that was much more realistic. The fact that there's no right or wrong answer and that they can explore languages was really key here.

So, they said things such as, 'Well, I like my French lesson, but I feel like we need to do well. We need to pronounce these words well, which we don't need to do in WoLLOW. In WoLLOW, we can just explore and get it right, get it wrong and learn through making mistakes.'

Now, regarding pupils' voices on multilingualism, it was even more striking. Both EAL and multilingual pupils felt that home languages belong to the private sphere. So, if you were to ask any student in Year 4 do you think if you have another language at home,

would you bring it into school? They would say, no, this is something that belongs to home. Either they were embarrassed or they didn't think it was appropriate. That was really interesting. The feeling of embarrassment and discomfort at the thought of sharing the superpower in school was quite potent. And the higher the level of competence of the child, the less likely they were to share it in school. So, there were these pupils that were completely bilingual, a very high level of language, and none of their best friends knew until WoLLoW. That only came out through WoLLoW, which is interesting, isn't it? EAL pupils also tended to evaluate their linguistic competence in terms of deficits. So, they would say that they could not do as well as mum, dad, granddad, grandma, brother, sisters. They were a little bit confused about that, and they did not really know how to explain and whether it was a good thing or bad thing. They were a little bit lost regarding this. Monolingual pupils sometimes expressed suspicion towards the competence of EAL peers. They were under evaluating their competence. For a monolingual peer, the fact that a bilingual child would not know everything in their second language was a sign that they did not speak that language that well. And again, we can see how they don't have a good understanding at all of what it means to get better at language. And it was interesting to hear earlier how to make this fit the Ofsted framework because I do feel getting better at languages should not be based on how many words you know in one language.

They said that, before WoLLoW, there was no opportunity to talk about home languages in a meaningful way. So maybe tick a box, answer a question in the questionnaire and that was it. But in WoLLoW, they really found a space to value that superpower. So, WoLLoW was really seen as an opportunity to celebrate multilingualism and multiculturalism. It was felt like a safe and positive space, both by monolingual and multilingual pupils, where linguistic richness is valued. There was no expectation of performance, which I think was a really good motivator for pupil. They would see their home or heritage languages as part of the curriculum and therefore something worth studying and worth talking about, which was not the case before. Monolingual pupils expressed surprise and enthusiasm about their peers' multilingualism. Once they knew about it because of WoLLoW, they were happy to see this and they were excited and it gave them additional motivation to try and find out more about these languages or culture.

It was also helpful to unpick unconscious bias or stereotypes. It was interesting that some children said things like, 'I wouldn't relate these pupils to that language'. I think it was German they were talking about. 'So, I think it's really cool.' It's so interesting for our pupils to see the many faces of multilingualism and they don't realize what it means to be multilingual. WoLLoW just opens up that world to them.

It also provided positive and relatable role models and in the needs for motivation and relatedness, so they could not only connect to their own life story and their own languages, but they could also connect to their friends and their languages and therefore find a way to

relate to languages in a different way.

And that's it. Of course, this was a very small study and please do read it. The voice came really strongly that this was a valuable programme and pupils gained a lot from it, whether they were monolingual or multilingual. Thank you, Abbie.

Abbie Dean

Thank you so much, Sophie. That was fascinating. I've heard about the research so much, but I always love hearing more. We have other academics looking into WoLLoW, doing more research.

The next part is about SEND, inclusion and partnerships. When we think about inclusion, we want to involve our EAL pupils, our multilingual learners, but we also want to think about those with other inclusion needs. So, we have got lessons in WoLLoW that look at braille and British Sign Language. We have also used WOLLOW at Norwich School in the form of partnerships. So, we have pupils in the 6th form here who take WOLLOW lessons and they go and teach it in our local primary schools. It's a way of them going out and learning some skills in the classroom, but also a way of us having real meaningful partnerships with our local state sector schools. The same has been done elsewhere, by John Wilson at Cheadle Hulme. Her is one sixth form pupil from a school in Birmingham who went out and taught WoLLoW in his local school. And he says:

'I remember in one class I was teaching, there was a whole table of kids who were sat next to each other for half a year. It was not until sessions together that they found out they all spoke the same language, Farsi.'

And we see that echoed in what Sophie has just spoken about, the way that WoLLoW brings along an opportunity for them to really find out about their friends and talk about their language experience.

Thinking about SEND is the other thing that I would like to mention. We've got Rachel Quick on the webinar today. She is the principal of the Wherry School which is an autism specialist school. The Wherry School has used WoLLoW as part of their language delivery. They found that a lot of pupils in their school were really struggling to access a language curriculum, found it hard to get on board with vocabulary learning and found the structure of a language lesson really tricky. But through WoLLoW, they showed that they were curious, they were interested, and they have been able to access language learning through WoLLoW resources. So, if you've got pupils in your school setting, SEND pupils who struggle with the traditional form of language learning, this is a very good route, a really accessible, non-confrontational route into getting to know about language and building a curiosity around language.

Rachel Quick

Abigail, I am quite happy to say a few things if you want me to.

Abbie Dean

I thought you might be. I thought you might be.

Rachel Quick

I have no presentation other than myself and my school. I'm very sorry.

I do apologise that we again come from the sort of Norfolk part of the world, but my particular interest comes with WoLLoW with regards to dealing with young people who come into a specialist sector, particularly those who come to us because of that breakdown and that fractured relationship with their previous schools. These children may come to us because of their behavioural presentations and will have often very demanding avoidant presentations with regards to certain subjects such, as PE. It's not just related to languages but we found that languages was one of those areas where children had a high level of intolerance about MFL, whichever language it was. It was just something about fear and all of those elements that actually meant that a child could become very dysregulated and actually choose to absent themselves from the language sessions. We needed to find a way that we could challenge that. And just as you say, to put the playfulness into there, the enquiry, all those elements which improve that engagement with a challenging subject. One of the big outcomes that we've had with our young people, alongside WoLLoW, is that we have developed our own autism curriculum, which allows a child to explore who they are themselves and to make friends with who they are as an autistic young person. They are told many times that they are different, that they've got challenges, that they're the problem. In the same way, we see multilingual young people in a monolingual approach. So, they can feel separate. We have put a WoLLoW alongside this autism curriculum, which we refer to as ASSK, which is Autism Specific Skills and Knowledge. And now we have encouraged staff to recognise how we what we've then allowed children to do is encourage staff to recognise How we celebrate those children and all the different languages that we've got in a really tiny specialist school in Norfolk. So we are looking at languages, those grids, exploring. It's very experiential, even with year 8 and year 9, it's large maps and crawling over them. It's high-quality resources that are allowing an insight into the world where children are often very fearful of challenge and change. But also for us, we are now seeing those individual children. And I was very mindful that I was watching, went down into Years 4 and 5. I have been to see them recently. They have the same WoLLoW teacher teaching and working with them. So, we a young person in our school who sings in Nepali all the time and also has started writing. We write and please don't judge us. We write if we get a writing and we get writing and it involves a whiteboard pen and it involves writing on the table. I'm getting writing. And for me, that was phenomenal. And you know, so to see the child's

script and to see the, I think it's Devon, Devon Agar or something like that, I will apologize for my pronunciation, but to see his script on the table, everything that was done in English was then done in the end script was phenomenal. And I think for us, WoLLoW is a celebration. It's not just about sometimes the filling in of the worksheets or the completion of the tasks. It's been about challenging the culture of teachers and teaching. It's a real celebration which we continue to expand further.

Abbie Dean

Thank you so much, Rachel. This is the final bit. We have got our final bit now. This is what we offer. At primary, you can see we have got 10 units of work, although I have now created more. – 150 lessons in total There's real variety and it's not prescriptive. You can, of course, follow the scheme of work from lesson one all the way through as it stands and there is logical progression. But, equally, each lesson can be used as standalone and you can take the bits you like, as long as you make sure that you reference that it's WoLLoW's work. And as you've heard from all our speakers today, the WoLLoW PowerPoints are adaptable, so you can change them, adapt them to suit your needs of your learners and your staff. The secondary offering is similar. We've got a spiral curriculum following the same type of pattern. So this slide summarises all WoLLoW does: literacy, oracy, equality, equity, diversity, inclusion. We look at empire migration, history, geography, RE, maths, science. We look at the issue of multilingualism itself. We think about the cultural understanding and community cohesion. We look at SEND partnerships. And most of all, we really try to foster an enthusiasm for languages, not language, but all languages.

How could it work in your school? Well, if you want to drop me an email, then we can talk about that individually. But I think you've heard that you can use it any which way you feel. Donna said that if you want to use WoLLoW, then you're going to have to be brave, have conversations with those senior leaders, and I am very happy to support you with those conversations. Steffan also says, as a serving head, he's very happy to have conversations with senior leaders too WoLLoW is free, so I'm not here sort of selling it, but we think and we have experience and we have research that shows that it's a really powerful tool to use with your pupils in your school communities.

If you want our resources and you don't have them already, you can go to our website. It's theworldoflanguages.co.uk and on there, there is a resource request button, click on that and you will fill out the form. It comes through to me and I send you the resources as soon as I can. We would love for you to share our website, spread the word. The script was quite small. I do, yeah, I recognise that, Catherine, sorry. And I will share the PowerPoint as well as the recording.

John Cloughton

Thanks. Could I just thank Abbie for all this? And could I just say what I ought to say? Steffan and I first started this conversation nearly ten years ago but we've been at this in earnest for five or six years. None of this would have been possible without the support of Norwich School and particularly Steffan. They have supported us not only in allowing Abbie to produce all these resources, but also financially in various different ways. That's been a massive contribution from Steffan at Norwich School with Abbie's work working. I just wanted to pick up upon what Rachel said and what Donna said. We started out with this being a languages course. But when you hear Donna and Rachel in very different contexts talk, we think it's much more than that. And going back to what Steffan said about supporting senior leaders, we believe that teaching WoLLoW is a whole school issue. It has an impact upon attitudes amongst pupils but it also has a big impact upon the attitude of teachers. Everybody who's taught WoLLoW feels rather differently about their pupils and about their own teaching. And I know John Wilson, the Fourth Man, We, as linguists, end up talking to ourselves quite a lot, but convincing senior leaders that this is actually an important new way of thinking about our pupils and how the curriculum relates to them is very, important. And both Donna and Rachel, in very different contexts, show how thinking about it in that holistic kind of way has a big impact not upon your one period fortnight language lesson, but on the way in which the school is thinking about its curriculum. And I think that's a very important thing to take away from this session, which I probably had not thought hard enough about.

Abbie Dean

It's quarter past four. I can hear the bells chiming just outside my classroom. We've got the cathedral in the background. So, thank you ever so much for your time this evening. I know that spending an hour on a Wednesday after a busy day teaching is always tricky, but I do hope that it's been worthwhile.

One final thing from me, we are holding a conference at Highgate Junior School on the 3rd of June. It's an in-person conference, so come along, if you can.

Thanks for coming and I hope this will inspire you to think about WoLLoW in your schools.

Sophie Vauzour's research:

<https://www.tandfonline.com/doi/full/10.1080/09571736.2025.2591315#abstract>