

<p>Outstanding (1)</p>	<p>The TL is the dominant means of communication in the lesson and teachers have high expectations of learners' use at an appropriate level. As a result, learners seek to use the TL as the normal means of communication when talking to the teacher or informally to each other.</p> <p>Teachers informally monitor and assess spontaneous TL use, keeping track of learners' progress in order to ensure their expectations increase as they move through the school.</p> <p>Teachers' target language use is monitored by subject leaders and good practice is regularly shared across the department resulting in a high level of consistency.</p>
<p>Good (2)</p>	<p>Teachers provide a consistently fluent and accurate model of the foreign language for learners to emulate. English is only used where appropriate. Learners occasionally respond to the teacher spontaneously in the TL, but do not seek to use it to communicate with each other.</p> <p>Learners are expected to use the TL with greater fluency as they move through the key stages.</p> <p>Teachers ensure all pupils experience the need to react to unpredictable elements in conversations. Teachers praise and encourage spontaneous use by students when it occurs.</p> <p>There is a high level of consistency in the quality and quantity of TL use across the department, supported by a unified departmental policy.</p>