


Self-evaluation for self-improvement in Confucius classroom hubs in Scotland

Putting quality improvement
at the heart of what we do



Version 2 - December 2025



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The SCILT/CISS mission is to promote and support the delivery of high-quality language learning within a climate which celebrates all languages.

Background


'SCILT promotes and supports languages across Scotland wherever they are being learned, spoken and used so that children and young people can develop the skills they require to flourish in a globally interdependent world.'

SCILT/CISS Strategic Plan 2025-26

The Confucius classroom network is a key driver for the aims quoted above, in relation to Chinese language and culture. The Confucius classroom hubs (CCH) are part of a wider drive in Scotland *for excellence in all languages*.

The work of the CCH should be part of the local authority and school approaches to the recommendations for schools in the Scottish Government report *'Language Learning in Scotland: a 1+2 Approach' ('1+2')*.

In best practice, the CCH is embedded in the life of the school and contributes effectively to the totality of the curricular experience for young people. It is subject to the school's aims, expectations and ethos for learning. It is included in the school's approaches to self-evaluation for self-improvement and the learner is at the heart of its work.



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Identifying 'added value' for the learner

The CCH will use the same approaches to self-evaluation as would be appropriate in any other area of the school's work. 'How good is our school?', 4th edition, (HGIOS4) is likely to be a key tool in this process although staff may wish to make use of other self-evaluation tools also.

This document is designed to *complement, not replace, the normal work of the school in evaluating provision*. It considers some of the key areas of the work of the CCH. In doing so, it refers to the messages in aspects of selected quality indicators (QIs) in HGIOS4 and suggests how those messages might apply in the context of the CCH. These are not the only QIs to which the CCH will refer over time.

Moreover, staff may wish to consider only selected themes from these QIs and care should be taken to consider how the QIs interact to give a more complete picture of the work of the CCH. Education Scotland has provided examples of using a selection of QIs and themes to assess particular aspects of the work of a school in HGIOS4, Appendix 1. This document does not rely solely on HGIOS4 in outlining messages of particular importance to the CCH.



West Lothian Confucius Classroom Hub.
Pupils make Chinese lanterns



In reflecting on each question, we consider messages from a number of QIs in HGIOS4. This is generally evident from the section headings, such as *Leadership of change*. In addition, elements of other QIs such as *Ensuring wellbeing, equality and inclusion* appear in various sections. This is in keeping with the integrated nature of key aspects of the work of a school or department.

The document is designed to support CCH staff and schools as they reflect on their practice and evaluate the overall impact of the CCH. Staff are asked to consider the following key questions:

How well are the leadership and direction of the CCH delivering clear aims, innovation and effective management of resources?

What is the impact of the opportunities provided by the CCH on the school and its community?

What is the impact of the work of the CCH on learners' achievements?

How well does the CCH use self-evaluation in planning for self-improvement?

The questions necessitate looking across different aspects of provision. In each case, the descriptions look not only to HGIOS4 but to practice which is particularly relevant to the work of the Confucius classroom hubs.



Reflecting on these questions will help schools answer the following:

- What is the added value of our Confucius classroom hub?
- How do we know?
- How can we build on our work in the future?

Scope of the document

Layout.

The document is in three sections:

- What will effective practice in the CCH look like?
- What questions might we ask ourselves as we reflect on our provision?
- What evidence might we gather to ensure our self-evaluation is robust?

It is *not* designed to evaluate provision in the CCH on the Education Scotland six-point scale. Rather, *it offers an opportunity to identify strengths as well as aspects which staff may wish to develop further*. Senior managers will wish to use evidence of practice in the CCH as part of the school's reflections on the overall quality of its provision and outcomes for young people.

Sections 1 and 2: Looking closely at the work of the CCH.

Sections one and two encourage a closer look at the work of the CCH. Descriptions of effective practice in *section one* relate to core areas of the work of the CCH within its specific context. It may not be possible or desirable to look in detail at each of these areas 'in one go'. Schools may wish to focus on a couple of areas initially, in line with their own whole-school priorities or any previously identified issue within the CCH.

The questions in *section two* are meant as a guide for reflection. They do not represent an exhaustive list. The process of reflection should encourage open communication and discussion as well as the gathering of ideas and evidence. *The ultimate aim is continuous improvement.*

Importantly, HGIOS4, Page 10, Figure 3, outlines the role of the individual and of teams in self-evaluation for self-improvement. For the purposes of this document, we refer to individual teachers within the CCH, the extended CCH team and the modern languages team. Importantly, the HGIOS4 diagram makes clear that individuals and teams contribute to the whole-school and learning community drive for improvement. The CCH is very much part of this work.

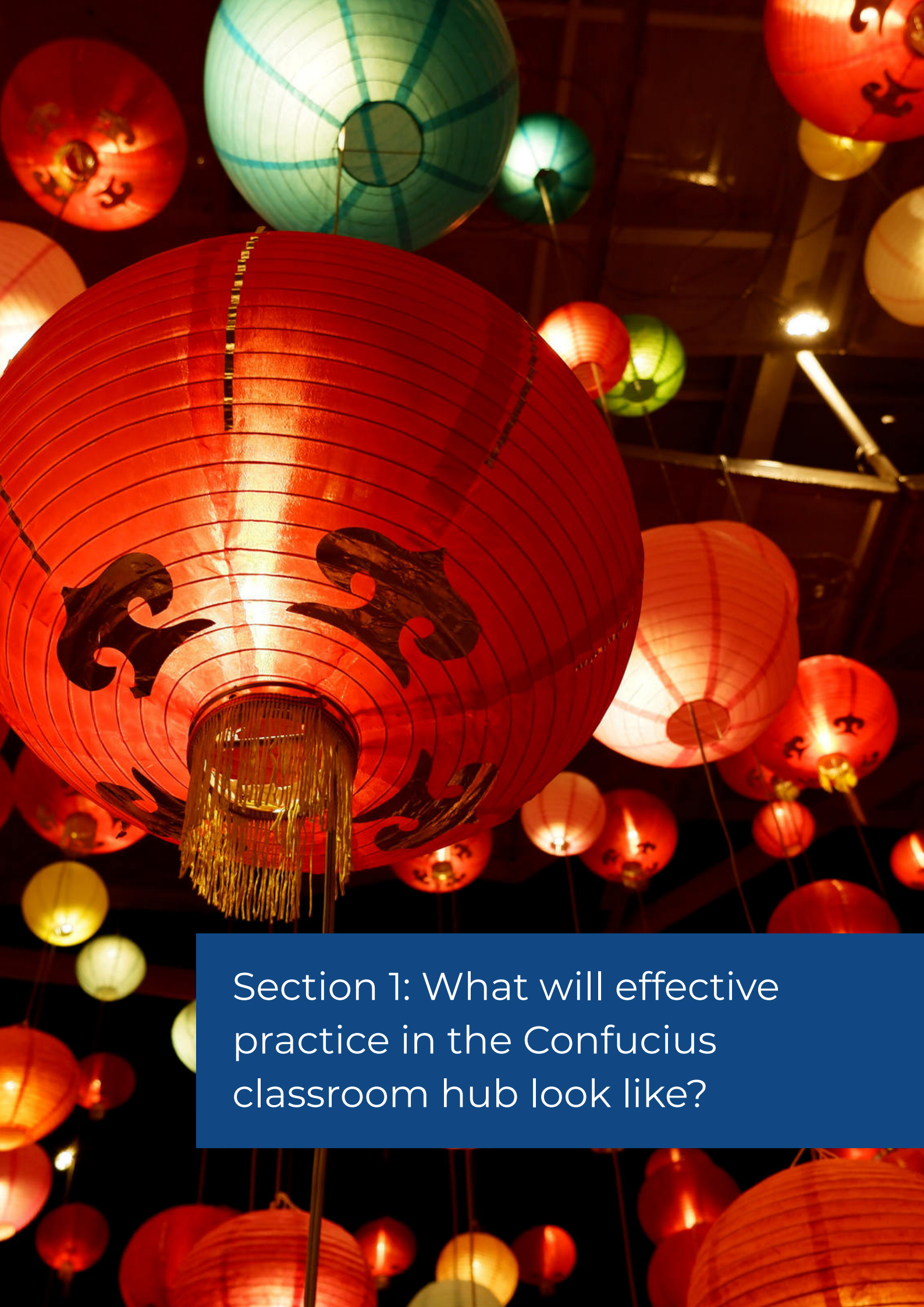
Section 3: Gathering evidence and next steps.

The CCH can only identify the added value of its work by gathering evidence of the impact of this work on outcomes for young people. Hub staff need to know how well the CCH meets the needs of all its learners and supports them to achieve. Evidence will come from the following key sources:

- Data and documentation
- Views of others/stakeholders
- Observation of practice

Such triangulation of evidence is a well-known practice, also described in HGIOS4, Page 11. By gathering evidence in this way, schools can form a view of the work of the CCH based on robust evidence from more than one source. For example, evidence of young people's progress in Mandarin in the senior phase might come from data on performance in National Qualifications (NQs), observation of what young people can actually do in the language and conversations with young people themselves. Self-evaluation based on sound evidence is a key part of improving outcomes for learners. It will help the CCH build up an honest picture of its strengths and areas for further development.

In addressing areas for development, staff may choose to study relevant research materials. They may observe practice in their own school or elsewhere, in other Confucius classrooms and beyond, to consider how different approaches might apply in their own context. In this way, the CCH can make plans for improvement from a solid base of knowing itself well and knowing what constitutes effective practice elsewhere.



Section 1: What will effective practice in the Confucius classroom hub look like?

Leadership and direction

How well are the leadership and direction of the CCH delivering clear aims, innovation and effective management of resources?

Leadership of change

Our CCH adheres to the school's *vision and aspirations for young people*. All stakeholders are aware of the specific aims of the CCH and of how these contribute to the shared aims of the school and the local authority. Leadership roles related to the CCH are clear to all stakeholders.

Our CCH exists to promote understanding and knowledge of the Chinese language and culture, and related opportunities, to the school community and beyond.

Our expectations of the learning, curriculum and opportunities afforded by our CCH are high and in keeping with our expectations for all young people in our school. Staff have worked together to prepare short- and long-term plans for improvement. These are clearly mapped out within the development plan of, for example, modern languages. There may also be references to links with the CCH in the development plans of other subject areas such as modern studies, or links to whole-school plans for international education and global citizenship. Working with senior managers, we continuously monitor the progress and impact of these plans.

Plans to develop the curriculum and other innovations linked to Chinese language and culture are well thought out and well managed. They respond to the needs of the school and its local community. They are grounded in sound knowledge of the strengths and areas for development of the CCH, in rigorous professional dialogue and in knowledge based on research and best practice. *We look inwards and outwards before moving forwards* [1].

[1] HGIOS4, page 9, figure 2, outlines the Education Scotland “inwards, outwards, forwards” approach to self-evaluation and school improvement.

Management and leadership of CCH staff

Staff involved in the governance and leadership of our CCH have clear roles and responsibilities. They work well together as a team and meet regularly to discuss progress and plans for the future. Accountability for improvement and for responding to any concerns is clear.

Staff in the CCH, both permanent and temporary, use a range of self-evaluation tools, including the GTCS standards, to review their own work and contribution to the work of the CCH. Temporary staff have a clear role, have access to mentoring support and have a named mentor in school.

All staff have access to professional review and engage actively in CLPL. The latter includes *generic CLPL, modern languages CLPL and CLPL designed specifically for Confucius classroom hubs*. Our staff continue to seek out best practice through research and observation of effective practice elsewhere. They share their own work and ideas with others in and outwith the school. Staff who have been involved in trips to China through CISS use this CLPL experience to good effect in inspiring staff and learners on their return.

All staff involved in our CCH have effective pastoral and professional support. They have positive relationships with staff across the school. They feel empowered to suggest, and contribute to, change and innovation which they judge will have a positive impact on the CCH, the school and its learners.

Our CCH staff are encouraged to *undertake leadership roles in the school as a whole, and beyond*. This includes leading professional learning for others and undertaking whole-school roles of responsibility such as organising events or leading a project for the benefit of learners.



Stirling Confucius Classroom Hub.
China/Scotland themed cakes



Traditional dancing lion



Lion dance performance

Management of resources to support all learners

Decisions on finance are taken collaboratively by the CCH team and senior managers, to ensure *best value and sustainability*. The school allocates specific funding according to CISS guidelines. CCH finance is supporting staff in taking forward current CCH priorities and addressing longer-term goals.

We demonstrate clearly that we have allocated our resources equitably to provide engaging learning opportunities for all our young people and for identified groups of young people.

The impact of these resources is monitored for best value and improved outcomes for all learners. Where we use finance to buy in expertise, we have clear goals for doing so, and we evaluate the impact of these interventions on learners.

With CCH funding, staff purchase resources, including digital resources, to *support effective teaching and learning and to provide a stimulating learning environment*. As a result, the CCH has a wide range of resources which enables staff to support and challenge learners of all abilities.

We share our resources, including external expertise, with other schools in the local authority. We are proactive and successful in seeking additional funding from a range of other sources, such as the British Council and local businesses, to support and enhance our work.

Impact of the CCH on the school and its community

What is the impact of the curriculum opportunities provided by the CCH on the school and its community?

Curriculum: creating inspiring experiences for all learners

Totality of the curriculum

In keeping with the aims of Curriculum for Excellence, the CCH contributes to the whole-school curriculum experience through its:



ethos and values as demonstrated in its approach to learning and its relationships with all young people;

programmes, courses and inserts;

contribution to interdisciplinary learning (IDL);

opportunities for personal achievement.

There is a clear rationale for the courses, programmes and inserts of the CCH which corresponds to the rationale for the whole-school curriculum. We have been innovative in our approaches to *building the learning of Chinese language and culture into the school curriculum*. Mandarin is integral to our local authority and school approaches to '1+2' and is part of our suite of modern languages. Progression routes in Mandarin are clear as is our contribution to international awareness across the school.

We recognise the importance of bringing the work of the CCH to the attention of parents and the local community. We use our website and local media well to publicise our work and encourage participation and support.

Courses, programmes of work and progression

We devise courses, programmes and inserts which fulfil national advice and meet the needs of learners in our local context. We use partnerships well to extend, enhance and support our curriculum and bring a wider range of expertise into our school, including people from local businesses.

We review these programmes regularly to ensure they continue to meet the needs of all our learners.

Our language courses in the broad general education (BGE) are based on the experiences and outcomes for modern languages. They follow the seven design principles of Curriculum for Excellence.

Young people engage in problem-solving activities which demand an *enterprising and creative approach to learning*. Our contexts for learning are motivating and relevant to the needs and interests of young people and their local context. They contribute to young people's understanding of Chinese culture and the potential value of Mandarin for employment opportunities.

In the senior phase, we offer a range of NQs in Mandarin. We provide appropriate progression from prior learning within our CCH, with courses or awards to suit all levels of ability.

The number of young people choosing to study Mandarin to the level of a national qualification is increasing.

Overall, our courses and programmes contribute to whole-school learning pathways for future study and employment opportunities. We are aware of local and national career opportunities with relevance to Mandarin and we ensure we communicate these to our learners. We create opportunities for learners to develop an awareness of the world of work and of how the study of Mandarin and Chinese culture can develop useful skills for the workplace. This includes opportunities for young people to link with local or national businesses through the work of SCILT/CISS.

The study of Mandarin is open to all young people and we provide learning to match the ability levels of our learners.

Equally, we ensure that opportunities for learning about Chinese culture and *opportunities for personal development* linked to the CCH are open to all. We encourage parental participation in the work of the CCH and ensure that they too have the opportunity to participate and learn.

Through our work, we contribute to and develop areas of responsibility for all, including digital literacy. In particular, we contribute strongly to international education and develop in young people a better understanding of their role as citizens in a global learning and employment market.

We contribute to IDL projects which deepen and extend young people's learning and skills and consolidate their understanding of the Chinese language and culture. In addition, we link with other departments to offer a Chinese context to their learning, such as Chinese cooking in home economics.

We offer opportunities for learning and personal development outwith the classroom, including in the local community and abroad. Such opportunities include *cultural events, competitions and awards, as well as local and international trips and exchanges*. These offer young people a broader experience of the Chinese language and other cultures. We evaluate these experiences for their impact on learners.

Through their learning, young people are developing all *four language skills and important transferable skills for learning, life and work (SLLW)*. Within the CCH, we make young people aware of the knowledge and skills they are developing through our approach to profiling progress and achievement. We have high aspirations for our learners and this is reflected in strong outcomes for young people.

Transitions

We have close links with our associated primary schools and support their children's learning of Mandarin and Chinese culture. We meet regularly with our colleagues in the primary sector to discuss and moderate progress. Through these links, we are clear on the knowledge and skills in Mandarin that children bring to S1 and we build on their prior learning.

We track young people's progress carefully through the BGE and senior phase and involve young people in assessing their own progress and planning their next steps in learning.

We ensure parents are well informed and engage them in discussion on their child's progress.

We avoid repetition of knowledge and opportunities related to Chinese culture as young people move through the stages of their education. We ensure that *opportunities for personal development continue to support young people's progress in developing useful skills for learning, life and work* such as working with people from a range of backgrounds and cultures.

Working with partners, we support young people to develop skills and attributes which will help them access positive destinations.



China Summer Immersion 2025

Partnerships

We actively seek out new partnerships which will improve outcomes for our learners.

We have a number of sustainable partnerships which we value and nurture. These include our links with:

- our cluster schools and our primary hub
- other schools in the local authority
- our regional steering group
- our link school in China
- CCH partner schools across the country
- CISS, the Confucius Institutes (CIs)
- Scotland China Education Network (SCEN)

Partnership working is successful thanks to clear aims and partnership agreements which outline roles, responsibilities and intended outcomes. Regular communication with long-term partners such as parents, our associated primary schools, other hub schools and CISS, ensures *effective collaboration in the interests of the CCH and its learners*. We plan opportunities for collaborative work with our partners, such as shared professional learning events and opportunities to share ideas, resources and skills. Our CCH role involves us in supporting the learning of Chinese language and culture in other schools through sharing and leading learning. We monitor our partnership working regularly, with our partners, and seek ways of increasing its effectiveness.

We continually seek other partnerships to enhance the curriculum and make learning about Chinese language and culture more effective and engaging. These include short-term inputs from other providers and business links. We are clear on the rationale for these inputs and the desired outcomes in terms of impact on learners. We evaluate their effectiveness with our partners. Through partnership working, we offer young people opportunities to contribute to their local community such as through organised shows or displays. Overall, our partnership working improves the learning experience for young people, opens up *more learning pathways and further opportunities* to develop skills for the future.

Learning and achievement

What is the impact of the work of the CCH on learners' achievement?

Inclusive learning and teaching

Learners in our CCH benefit from a *vibrant and inclusive learning environment*.



Traditional costumes for the performance

They are engaged in high-quality learning experiences which support the development of higher order thinking skills.

They enjoy a range of relevant and motivating tasks which make them reflect and work out solutions for themselves.

They are encouraged to ask questions and find out information in a range of ways, both in class and at home.

They know how to access support and factual information, such as the meaning of new words.

Teachers support their learning through clear explanations and instructions, and skilled questioning, which opens up their learning and clarifies their level of understanding.

Young people are used to hearing Mandarin as the normal language in the classroom for almost all classroom activities. As a result, they are confident in speaking Mandarin in class.

They work well together in paired and group activities and *engage regularly in dialogue in Mandarin*. They use digital technology effectively to support their learning and broaden their learning experience. In this way, they benefit from hearing other fluent Mandarin speakers.

They have an *element of choice in how they learn* and what they will study. They are asked for their views on the learning experience and know that their views will be listened to and that appropriate changes will be made as a result. This makes them feel valued and motivates them to learn.

Our CCH is an inclusive environment where all feel welcome. Our expectations for all our young people are high. Teachers plan challenging activities for all levels of ability and support all learners to achieve. There are effective strategies in place to support those with additional support needs (ASN) to achieve. *All learners feel valued*, and staff are mindful of young people's health and wellbeing through positive relationships and an ethos of engagement and participation.

Through the work of the CCH, learners across the school develop a greater appreciation of the diversity of race, faith and cultural values. They explore different points of view and are confident in engaging with people from China and other countries.



Assessment and progression

Teachers plan assessment activities at the same time as they plan the learning. Assessment takes a variety of forms and *includes all four skills of talking, listening, reading and writing*.

Teachers assess young people's work through, for example, taking account of what they can do in class and at home, through project work which demonstrates reading and writing skills and through tests of how much they have retained. In class, by listening to young people's oral work and seeing how much they understand when they hear Mandarin spoken, teachers develop a better understanding of each learner's level of oral/aural skills.

Teachers support young people to make progress by discussing their work with them, providing clear and supportive feedback and planning next steps with the learner.

Teachers have a very *clear view of each learner's strengths and areas for improvement*. They are clear on the level at which young people are working across the four skills. Learners engage in self and peer assessment and are equally clear on their progress. Teachers intervene to support learners where appropriate and accurate assessment allows them to see if these interventions are being successful.

Teachers have a quality body of reliable evidence for their judgements on young people's progress. Periodically, they share evidence with colleagues in their own and other schools to moderate their decisions.

This evidence takes account of language learning and cultural understanding as well as skills such as problem-solving developed through activities and experiences in and outwith language lessons. It includes work undertaken through IDL, opportunities for leadership such as supporting younger learners and opportunities to develop their language skills and transferable life skills by taking part in competitions and trips abroad. All achievements are recorded and young people can identify the range of skills and personal attributes they are developing through these opportunities.

Attainment and achievement for all

In the BGE, almost all young people have made very good progress in their learning through the levels of *Curriculum for Excellence* and are attaining at appropriate levels or beyond. Staff are clear on young people's progress through using a range of assessment tools effectively to make professional judgements. They record and track progress carefully. By engaging young people in discussions on their progress, staff help them recognise their next steps in learning.

Our learners take increasing responsibility for their own learning and progress.

In the senior phase, presentation levels for NQs are growing. We have maintained high levels of attainment or continued to improve attainment levels in a range of NQs and/or other recognised accreditation. Young people's *results in NQs in Mandarin withstand comparison with results in other modern languages* and other subjects studied in school. They compare very well with results in Mandarin nationally. We continue to monitor and track progress to support young people to achieve. Where appropriate, we intervene to provide further effective support.

We provide a range of activities and opportunities to learn in school and beyond, in local, national and international contexts. Through these opportunities, our learners have *grown in knowledge, confidence and social skills*. They communicate well with a range of people, including people from different countries, and in different contexts. They use technology confidently to communicate with others globally.

As a result of their participation in the opportunities offered by the CCH, they are developing a deeper understanding of another culture and a recognition of what it means to be a responsible global citizen.

They are *open-minded* and accept that their future pathway may mean working abroad or elsewhere with people from different cultures who speak other languages. They recognise there is more than one way of looking at the world.

Through activities linked to China and Mandarin, and work-based learning with business partners, they *continue to develop the transferable skills required in the workplace* and to recognise the benefits their learning could have for their future employment.

Some of these opportunities have led to further accreditation and/or awards. We celebrate these achievements with the whole school, such as at assemblies, on our website and in the local media.

We *support all young people, including those with additional support needs or those from disadvantaged backgrounds*, to grow in tolerance and resilience and to achieve. These learners have greater self-belief as a result of their achievements and opportunities through the work of the CCH.



How do we know?

What will we do next?

How well does the CCH use self-evaluation in planning for self-improvement?

Self-evaluation: looking inwards

Self-evaluation is integral to our work as a CCH. We reflect and evaluate individually and as a team and in so doing we contribute to whole-school self-improvement through self-evaluation. We follow the *school's processes for quality improvement* and we use a range of data and intelligence in identifying our strengths and areas for development. We focus particularly on the quality of the learning and teaching of our CCH.

The views of our learners are an important part of this work and we evaluate all new initiatives in terms of outcomes for learners.

Our evidence on the impact of our work comes from hard data such as presentation numbers and results in national examinations, from the views of stakeholders and partners, and from direct observation of practice.

Looking outwards and moving forwards

We act on the results of our self-evaluation to make changes and improvements. In doing so, we seek out good practice in other areas of the school or outwith the school. This includes engagement with other schools, the Confucius classroom network, the regional steering group and appropriate conferences for CCH staff. We consult relevant research and documentation and engage in relevant CLPL where appropriate.

As a result, we make changes from a sound basis of knowledge of our own strengths and areas for improvement, as well as reflection on current educational thinking and developments.

We can demonstrate where we have made changes resulting from self-evaluation which are leading to *better outcomes for learners*.

Conclusion

As a result of considering what effective practice might look like, hubs will be closer to answering the questions:

- What is the added value of our Confucius classroom hub?
- How do we know?
- How can we build on our work in the future?

Section 2 suggests questions for further reflection on provision.



Section 2: What questions might we ask as we reflect on our provision?

Leadership and direction

Leadership of change

Are the aims of the CCH clear? Are they consistent with the aims and context of the school?

Are parents and partners aware of the aims of the CCH?

Are we clear on the outcomes we want for learners?
Have we discussed this as a team?

Do we have clear plans for the work of the CCH?

Do we have a clear rationale for the curricular plans already in place?

Has the CCH team been fully involved in plans for the future development of Chinese culture and Mandarin in the curriculum?

Do we base our plans on our knowledge of what we do well, of the needs of our learners and of effective practice elsewhere?

Do we promote the CCH well to *enthuse and inspire learners* and stakeholders?

Management and leadership of CCH staff

- Are there clear lines of accountability within the CCH and in its connections to senior staff and the local authority?
- Are we clear on our individual roles and responsibilities within the CCH? Are we clear on our whole-school responsibilities?
- Do stakeholders know where to address any concerns over work related to the CCH?
- Do we take time to reflect on and discuss our practice? Do we learn from each other?
- Do we discuss *learning and practice with modern languages staff* and staff from other areas of the school, in a climate of sharing?
- Do all of us, particularly temporary staff, feel well supported in our work?
- Do we feel that senior managers support innovation within the CCH? How do we present new ideas to them?
- Do we feel confident leading developments within the CCH? Do we feel confident leading developments at the whole-school level?
- Do we engage in regular CLPL? Does this take different forms? For example, have we attended CLPL sessions? Have we studied research relevant to our practice? Have we observed good practice elsewhere?
- What difference has CLPL made to the learning experience of young people involved with the CCH?

Management of resources to support all learners



Are we, and relevant local authority staff, involved in decisions on the use of specific CCH finance? Do we keep clear records of expenditure? Do our decisions on expenditure link to CCH priorities?



Are decisions on the use of CCH funding transparent for school staff and relevant stakeholders?



Do such decisions take account of best value and sustainability?



Does our CCH have a dedicated classroom? Do we share this and other resources and expertise with others in our school and beyond, such as with associated primary schools or other secondary schools, to promote Chinese language and culture?



Has CCH finance helped provide opportunities for *all* young people?



Has some finance been used specifically to help disadvantaged young people benefit from opportunities provided by the CCH?



Is there clear evidence that decisions around finance have had a *positive impact on learners' experiences* and achievements?



Lion dance in Mearns Castle

Impact of the CCH on the school and its community

Curriculum: creating inspiring experiences for all learners

Totality of the curriculum



What is the school's rationale for introducing the study of Chinese language and culture into the curriculum? How ambitious are the CCH aims for young people?



Is Mandarin viewed as one of the suite of modern languages on offer in our school? Is Mandarin part of our *school and local authority strategy for '1+2'*?



Do all young people have the opportunity to learn about Chinese culture? How does it relate to our work on international education and awareness of global citizenship?



Have we considered the career and economic opportunities linked to the study of Mandarin in our local area and beyond? Have we promoted these to our school community? Have we used *partnerships* to help us do this more effectively?



Is our curriculum input helping to raise attainment and achievement, and develop in young people the four capacities? How do we know?

Courses, programmes of work and progression

- Are our programmes of work in the BGE based on the Es and Os?
- Do they follow the design *principles of Curriculum for Excellence*? For example, do young people have opportunities for personalisation and choice within our programmes of work?
- Do our programmes of work contribute to the development of literacy, numeracy and digital literacy? Do they promote health and wellbeing?
- Have we been creative in finding ways of introducing Mandarin and the study of Chinese culture into our curriculum, within the parameters of curriculum design outlined in Curriculum for Excellence documentation?
- How have young people responded to our programmes of work? Are the contexts for learning relevant to their interests and needs in the future?
- Do we really know their views on our programmes of work?
- Are our programmes of work for NQ courses and awards well-constructed and assessed appropriately, to enable young people to achieve success in those qualifications? Are the contexts for learning interesting for young people?
- Do we have programmes of study to meet the needs of all our learners?
- Can we offer progression for all in the study of Mandarin? Do our programmes link to pathways to employment or future study?



Have we included the study of the Chinese language and culture in our programme of inserts/electives? Are these inserts/electives sufficiently challenging? What is the rationale behind them? What do we want young people to get out of them?



Do young people have the opportunity to learn about the importance of Mandarin and *knowledge of Chinese culture in the workplace*?



How effectively do our courses and programmes help young people understand the concepts of diversity and global citizenship?



Does our CCH work effectively with other departments? Do we contribute to meaningful IDL? How has this benefited young people?



Have we made good use of partnerships to extend our curriculum in Mandarin/Chinese culture? What impact has this had on learners?



How do we contribute to learning outwith the classroom, through opportunities for personal development and achievement such as cultural events, trips, competitions and other awards? Are these opportunities available to all young people? What has been their impact on learners' personal attributes and development of transferable life skills? How do we know?



To what extent does the work of the CCH contribute to the development in young people of transferable skills for learning, life and work? How do we know? How are we contributing to the school's work on *'Developing the Young Workforce'*?



Are young people aware of the skills and attributes they are developing? Does our use of profiling support this?



Artworks made in schools

Transitions

- Do we know the extent of young people's prior learning in Chinese language and culture when they begin learning in our school? Do we build on this work?
- Do we *work with our primary schools* to promote, support or deliver the study of Chinese language and culture?
- Are we clear on young people's progress in Mandarin as they move through the BGE? Do we all have a shared understanding of progress across modern languages?
- Does our BGE experience prepare young people well for studying for NQs in Mandarin in the senior phase?
- Are young people clear on their *own progress in language skills*? Are their parents?
- Do we support young people to move into positive destinations involving Mandarin, where appropriate, on leaving school?

Partnerships



How do we continue to work well with established partners, including international partners, for the benefit of young people?



In particular, do we work effectively with our official partner school in Tianjin?



Are we clear on the aims of our established partnerships and the roles of all concerned? Established partners would include parents, associated primary schools, other secondary schools in the local authority, CISS, the CIs, SCEN and cultural partners.



Do we work with our partners to plan activities and to evaluate the impact of these activities?



How has *partnership working benefited young people* and extended their learning in Mandarin and about other cultures?



Do we engage in professional learning activities with our local and national partners? How has this changed our practice to benefit learners?



Do we continue to source new partners? What is the purpose behind this? How sustainable are our partnerships? How does this affect the ways in which partnership working is integrated into our curriculum?



Are we aware of *economic opportunities for young people* in the local community, related to the study of Chinese language and culture? Do we seek partnerships within our local community?



Do our partnerships support young people to access positive destinations? How could we support them further?



Learning and achievement

Inclusive learning and teaching

- Are all young people engaged in the learning experience? Are lessons motivating? How do we know?
- Do we use a range of teaching approaches and *resources beyond textbooks*?
- Are young people actively involved in their learning? Are they challenged in their thinking?
- Do they have to work independently and collaboratively on problem-solving tasks/activities?
- Do they know how to use reference materials, including digital sources, to support their learning?
- Do they see the relevance of their learning?
- Are young people accustomed to hearing Mandarin for most classroom instructions and general conversation in the classroom?
- Do young people *speak confidently in Mandarin* in class?
- Do we use questioning well to extend young people's thinking and clarify the extent of their understanding?
- Do young people have opportunities to give their views on the learning experience and lesson content? Are these views acted upon?
- How well are young people with ASN supported to take part and achieve?



Are relationships between young people and between young people and teachers *positive, inclusive and supportive*?

Do young people feel comfortable and able to ask questions to support their learning? Do we encourage them to do this?

Are our expectations of what young people can achieve in our programmes of study high enough? Do we support young people to organise their time?

Do young people use technology comfortably to make connections with Chinese people or Chinese culture?

Do young people have opportunities to engage in *discussions about different cultures*? Do they engage easily with people from China and other countries?

Assessment and progression

- Do we use a range of assessment methods to reach a professional judgement on young people's language skills and overall progress?
- Do young people have *meaningful opportunities* to assess themselves and their peers, using clear success criteria?
- How do we intervene to help those needing extra support to achieve? How successful is this? How do we know?
- Do we avoid creating pressure from over assessment?
- Do we moderate assessment evidence with colleagues in our own school and other schools?
- Which transferable skills are we trying to develop in young people? Are they aware of this?
- Do we recognise the cultural knowledge, life skills and attributes being developed through classroom activities? Are these clear to learners?
- Is the impact of these activities on their personal development clear to learners? Do children and young people recognise how these achievements are helping them develop skills for life and future employment?
- Do we maintain a profile of young people's language skills and personal development and discuss this with them?
- Are learners clear on their own strengths and next steps in learning through our discussions with them?
- Do we share this learning with parents/carers?
- Do we recognise the cultural knowledge, transferable life skills and personal development developed through CCH activities outwith the classroom, such as through participating in cultural events?

Attainment and achievement for all

- Do we have robust evidence which illustrates very good progress through the BGE in Mandarin?
- Is our evidence reliable and based on a range of types of assessment?
- Are young people clear on their own progress and next steps in learning?
- How does the performance of young people in NQs in Mandarin compare with their performance in other languages and other subjects?
- How do our results in Mandarin compare with results in Mandarin in other schools?
- Do all groups of learners achieve well?
- Do we offer a *range of courses and awards* which appeal to young people with a broad spectrum of abilities?
- Do our opportunities for personal development extend the *learning and horizons of young people*?
- Do we use accreditation where appropriate to recognise the range of young people's achievements?
- How well attended are our activities beyond the classroom? Are they open to all? Do we support all young people to engage with these opportunities?
- Do we know the impact of our work on young people with ASN?



How has young people's understanding of diversity and aspects of global citizenship grown? How do we know?



Are young people aware of employment opportunities linked to Mandarin and China, both locally and nationally?



What has been the impact on young people of achieving further accreditation or awards, such as winning competitions or a place on the Chinese Scholarship Programme? How have we supported them to achieve in these areas? Have they grown in attributes such as confidence and in transferable skills such as problem solving as a result? How do we know?



Do we celebrate all young people's achievements in school and outwith, in such a way as to raise their confidence and encourage a sense of pride in their school and their achievements?



How do we know?

What will we do next?

Self-evaluation: looking inwards

- Do we actively and continuously reflect on our work, both individually and as a team?
- Do we reflect on a range of evidence and use appropriate tools for self-evaluation, in line with school policy and practice?
- How do we work with others to ensure the quality of learning and teaching?
- To what extent do the views of young people drive the learning experience within and outwith the classroom?
- How do we gather the views of stakeholders?
What impact has this feedback had?
- What changes have we made as a result of our work on self-evaluation which have had a positive impact on young people's experiences and achievements?
- Are we clear on the hub's strengths and areas for development?
- Do we have manageable documentation to support our self-evaluation activities?
- Do we have clear and manageable records of the impact of our self-evaluation?
- How do we contribute to whole-school self-evaluation?

How do we know?

What will we do next?

Looking outwards and moving forwards

Have we set aside time to discuss our strengths and areas for improvement and plan for the future?

Do we understand the local circumstances of the school and do we take this into account when planning for improvement?

How will we build on our strengths and take steps to improve in areas where our self-evaluation has shown that we could make a bigger difference?

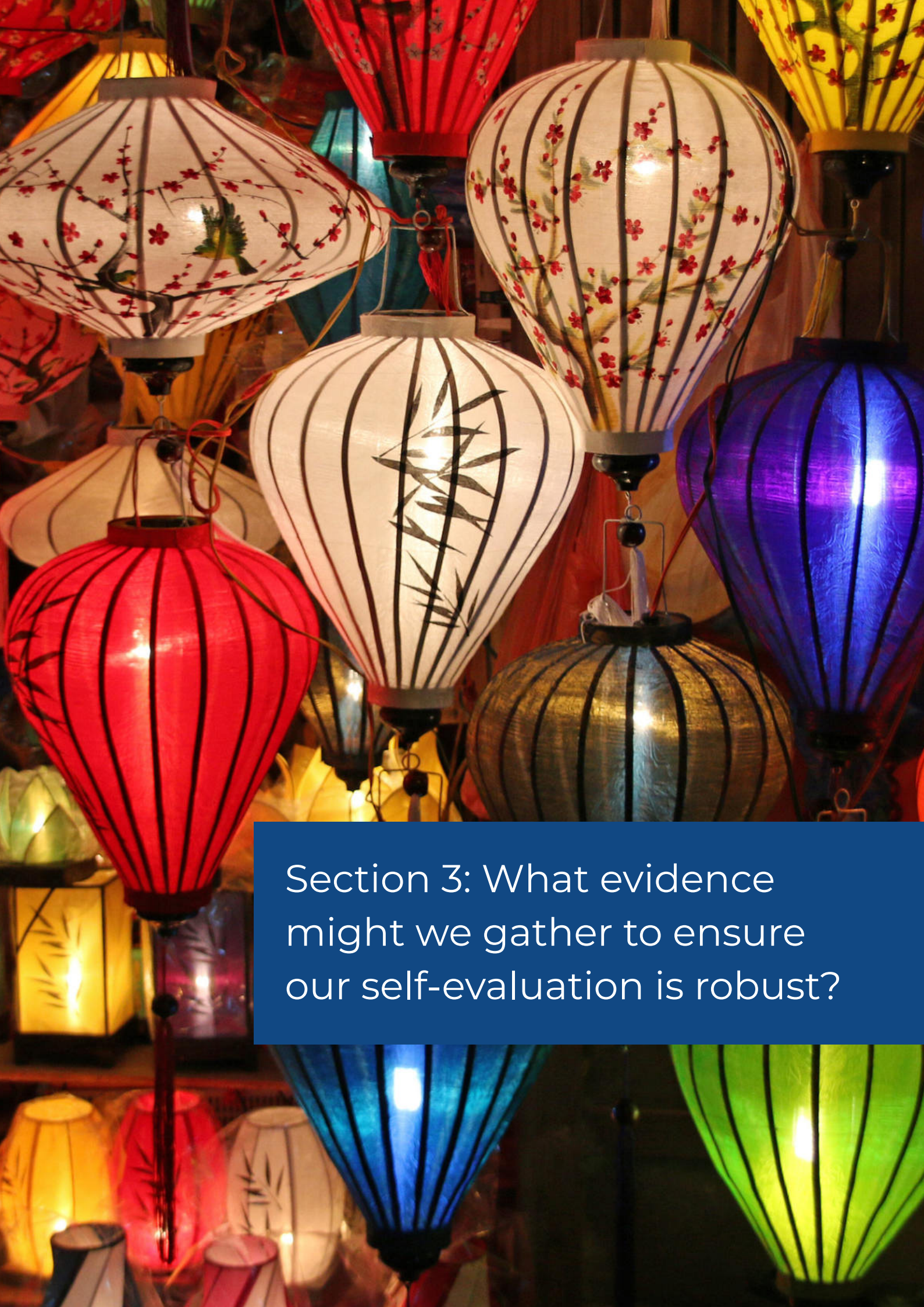
Do we consider practice elsewhere, through research or visits to other departments or schools? What has changed as a result?

Do we constantly aim for improvement? Do we ask ourselves:

● **What is the added value of our work?**

● **How do we know?**

● **How can we continue to improve?**



Section 3: What evidence might we gather to ensure our self-evaluation is robust?

This section lists possible sources of evidence for each of the areas of provision outlined in sections one and two. These are suggestions only and do not represent a fixed or comprehensive list.

Staff should be mindful of the practice of triangulation of evidence noted in the *Scope of the document* section and of the need to source more than one type of evidence for each area of practice.

It is not the intention that the CCH should generate specific evidence for the purpose of this document. Rather, this is evidence which should be readily available from documentation already in place and from regular reflection on practice. Self-evaluation should not generate even more paperwork. Rather, it should make us more efficient in using the information that we gather as a matter of routine.

In all cases, what is important is the impact of this work. After each list of possible sources of evidence are examples of how CCH staff might use this evidence to inform improvement. The examples suggest how robust evidence can prompt staff to take the next steps in improving outcomes for learners.



Leadership and direction

Leadership of change

Possible sources of evidence include:

- Clear statement of aims for the CCH which is publicised to all stakeholders. All CCH staff are aware of these aims which direct their planning
- Asking learners for their views on the aims of the CCH
- Discussions between senior managers and CCH staff on the aims of the CCH and the rationale for the CCH contribution to the school curriculum
- Development plans show clear strategies to deliver on CCH priorities
- Minutes of departmental or CCH team meetings re progress with priorities
- Annual evaluative report on the work of the CCH, indicating successes and areas for development
- Promotion of events and work related to the CCH on the school website and internal notice boards

For example:



The school population had shifted following a change in the school catchment area, and CCH staff felt that their aims and curricular provision no longer matched the needs of the school population. A large proportion of learners now come from an area of high unemployment. Senior staff reviewed the stated aims and curriculum inputs of the CCH with CCH staff.

Discussions included ensuring the aims continued to focus on high expectations but also on preparing young people for life after school and building the skills they needed for success in a global society. CCH staff consulted with learners and their parents over the revised aims and took their suggestions on board. The CCH developed a statement of aims to which staff and stakeholders could relate and use to direct their work. Programmes and courses had a clearer focus on skills for learning, life and work.

Management and leadership of CCH staff

Possible sources of evidence include:

- Clear statement of roles and responsibilities related to the CCH
- Information on roles within the CCH on the school website for example
- Records on any stakeholder issues related to the CCH and the outcome
- CLPL and PRD records including dedicated time to discuss learning and practice within the CCH and beyond.
Evidence of impact on learners
- Observation of the impact of CLPL on practice in the classroom
- Interviews with staff re levels of personal and professional support
- Evidence of leadership tasks undertaken by CCH staff
- Interviews with CCH staff re their contribution to school improvement

For example:



Classroom observations by the curriculum leader (CL) modern languages had noted too few opportunities in Mandarin lessons for young people to be actively involved in their learning and work collaboratively.

The CCH teacher engaged in some research on active learning and observed good practice in collaborative working both in school and at a neighbouring school recommended by local authority staff. Subsequently, classroom observations by the CL showed an increased use of active learning approaches in class. Young people were more engaged in the learning process, asked more questions and had to think more deeply. The CL spoke to a focus group from the class. All said that lessons were more challenging but that they felt supported by their peers. Young people made greater progress than previously, particularly those who had found it difficult to engage in lessons.

Management of resources to support all learners

Possible sources of evidence include:

- Records of expenditure using CCH funds
- Minutes of discussions with staff re use of funds
- Specific allocation of funds to support vulnerable learners
- An engaging learning environment within the Confucius classroom and elsewhere in the school, supported by resources purchased with CCH funding

- Evidence of positive impact on learners of resources and expertise purchased
- Discussions with focus groups of young people about their experience of using these resources
- Record of CCH resources shared within the school and with other schools
- Clear mechanism for others to request use of CCH resources

For example:



An interview with a group of vulnerable young people indicated that the use of new iPads purchased by the CCH had supported them to learn better in class and at home. CCH staff were able to place reference materials and support work on a shared server to allow young people access to such resources at home. Young people were able to access information more easily and contact teachers over homework tasks.

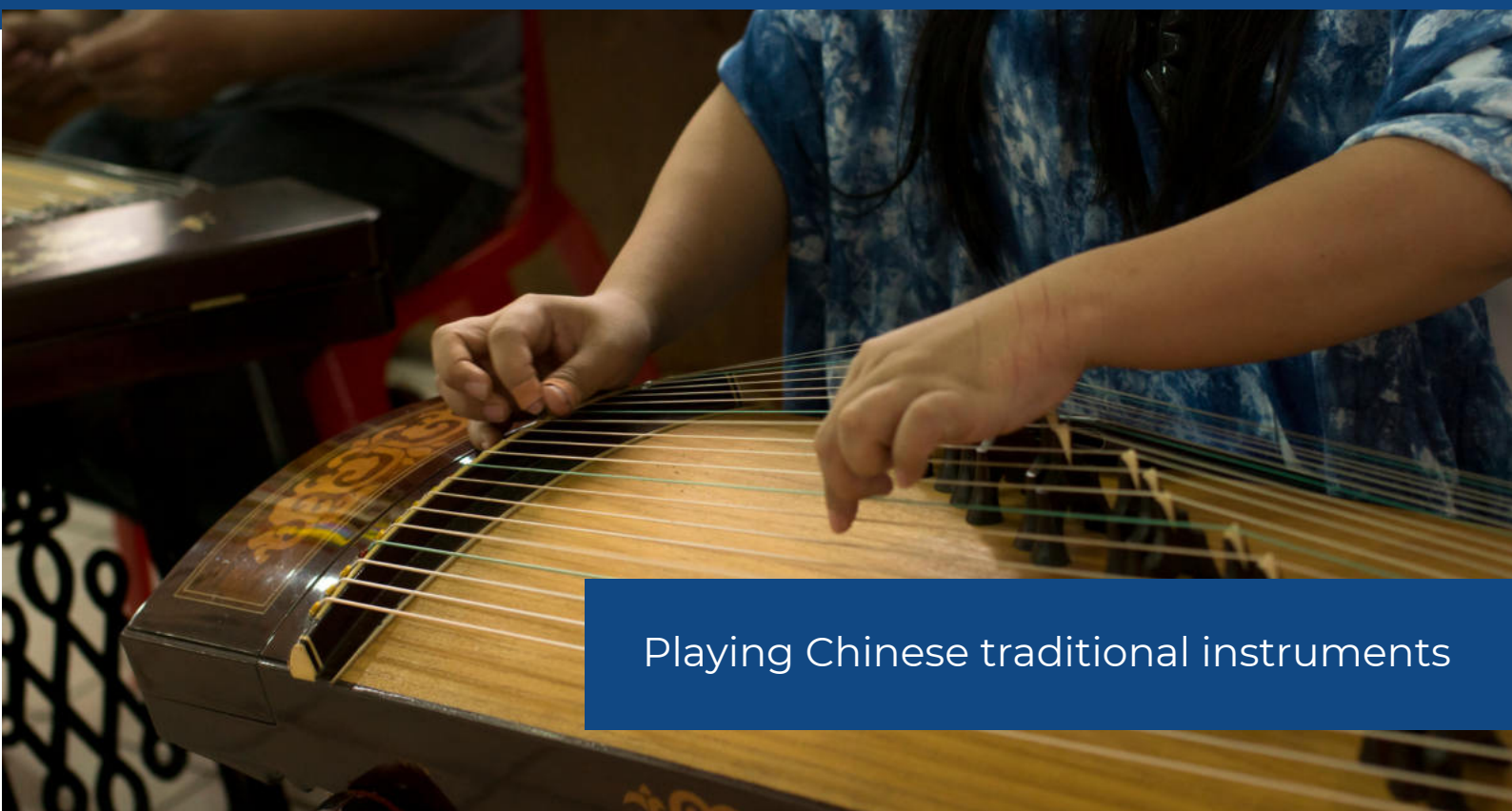


Following school trips to Europe, primary teachers told CCH staff at a cluster meeting that they had noticed a lack of enthusiasm for learning about China amongst a number of children and their families. The CCH team decided to buy in workshops to promote the work of the CCH to local primary schools and inspire children to learn about Chinese culture. The event would be supported by senior learners who studied Mandarin.

For example:



A Chinese celebration day involved a series of workshops in the secondary school on aspects of Chinese culture and an introduction to Mandarin for children at P6 and P7. Children were encouraged to attend these workshops with a parent or carer. Interviews with parents and children during the day indicated greater positivity around learning about China and learning Mandarin as a result of what they had seen. The CCH followed this up with learning visits to the primary schools to find out which areas of Chinese culture were of most interest to the children. Related resources were purchased, and CCH staff supported primary colleagues in preparing units of work on these areas, linking them to other aspects of the curriculum. A survey of children at the end of P7 indicated that their understanding of Chinese culture had improved, and they had developed a greater interest in learning the language.



Playing Chinese traditional instruments

Impact of the CCH on the school and its community

Curriculum: creating inspiring experiences for all learners

Totality of the curriculum

Possible sources of evidence include:

- Clear rationale statement for the introduction of Chinese culture and Mandarin into the curriculum, in keeping with whole-school curricular aims and rationale
- The transferable life skills and attributes identified as outcomes for work in the CCH complement those identified at whole-school level
- The option to study Mandarin is included in discussions re '1+2' at school and authority level and Mandarin is reflected in the school/authority strategy for '1+2'
- Inclusion of Mandarin courses and related inserts/electives on option sheets/course option handbooks. CCH representation at parent choice evenings
- Career options evenings include options for careers related to modern languages, including Mandarin. CCH staff have sourced information on careers locally and further afield where Mandarin and knowledge of Chinese culture would be an asset
- The curriculum reflects a range of opportunities to include the study of Chinese language and culture outwith a full language option

For example:



Following a series of focus groups with young people at S5 and S6, CCH staff became aware that learners viewed the CCH as separate from the rest of the school and felt it was only for people specialising in languages. CCH staff went to senior managers with proposals to promote the work of the CCH through assemblies and displays. This included information on careers where knowledge of other languages, including Mandarin and Chinese culture, would be useful. In addition, young people who had been involved in a range of activities linked to the CCH, such as competitions and trips, spoke to assemblies about the impact on their learning. They spoke of their increased confidence and social skills. Drop-in sessions at the CCH over a series of lunch times gave all young people the opportunity to experience aspects of the work of the CCH. In subsequent discussions with young people, the role of the CCH in supporting learning about all languages, faiths and cultures was clearer, particularly to those who did not see themselves as future linguists.



The number of young people opting to study Mandarin at a choice point in S3 had fallen. The CCH prepared a range of resources and information to inform parents and learners of career options available to speakers of Mandarin. In this, the school received support from CISS and the local CI. Parents and young people at an S2 choices event expressed surprise as to the range of options for employment and further study linked to Mandarin. As a result of the evening, more young people than previously chose to study Mandarin at S3.

Courses, programmes of work and progression

Possible sources of evidence include:

- Course plans for the BGE, inserts, IDL involving the CCH, and NQs in Mandarin
- Option choice forms and information booklets
- Results in NQs or other accreditation
- Interviews with learners re their views on courses and programmes
- Learner feedback forms
- Learner profiles and personal learning planning
- Interviews with partners re their contribution to the curriculum
- Inclusion of Mandarin in sample learner pathways promoted in school
- Minutes of meetings with other departments re contexts related to China



Traditional clothes in Hillhead HS

For example:



As part of a review of modern languages courses, CCH programmes were discussed within the languages department and with an SMT member. Courses in the BGE were based on the experiences and outcomes for modern languages. This was clear on course plans. However, course plans at S1 did not indicate up-to-date and relevant contexts for learning and young people had limited choice as to what and how they would learn.

Young people at S1 were asked for their views as part of the review. Learner voice indicated that young people did not always find the contexts for learning relevant to their interests. They had experienced repetition of contexts and themes from primary school learning.

CCH staff discussed this issue with the modern languages team to compare contexts for learning in French and German. They contacted other CCH staff and CISS for ideas of interesting practice. They surveyed S1 learners and children at P7 as to the things which interested them about China. With a small focus group of young people from across S1, they produced a revised programme which maintained progression of learning in language skills but was set in contexts of greater interest to learners. For example, vocabulary for animals was set in the context of conservationism and was linked to the work of the science department. As a result, learner feedback forms at the end of future S1 units showed that young people had found their learning more interesting and of greater relevance to the rest of their studies.



In NQ classes, young people reported feeling confident that they were making good progress and felt well prepared for examinations in Mandarin. Results in national examinations and other accreditation had been positive.

However, learners also reported that they had felt pressure to get through a lot of content and work at S4 and that they had not been prepared for the level of language expected at this stage. CCH staff did not feel confident in judging levels through the BGE and realised that more could be achieved across these stages. Young people at S2 and S3 in particular were not clear as to their own progress and many felt a lack of challenge.

CCH staff consulted with their colleagues in the modern languages department and together, they attended a workshop on assessment of progress run by the modern languages development officer, in conjunction with Education Scotland and SCILT. As a result, they revised their plans in order to provide smoother progression in all four skills, aiming to cover these skills in greater depth across the BGE. They added more support for learners with ASN. CCH staff aimed to review this revised programme regularly over the following sessions, in conjunction with learners. Eventually, they hoped to confirm that learners had found the move to NQ work less steep and that results in NQs had improved.

Transitions

Possible sources of evidence include:

- Minutes of meetings with primary colleagues, such as cluster group meetings
- Data on children's progress and content covered, from primary colleagues
- Record of work of secondary colleagues delivering lessons in primary schools. Record of children's progress
- Notes of joint CLPL sessions on moderation of progress
- Discussion with primary colleagues re confidence in assessing progress
- Interviews with S1 learners re their experience of transition in Mandarin
- Records of learner progress through the BGE, including evidence of learners' work
- Learners' comments on progress and next steps through profiling/personal learning planning
- Discussions with learners at different stages re progress and clarity over next steps
- Reports to parents
- Evidence of information given to learners on careers locally and elsewhere, with relevance to Mandarin
- Interview with young people re support for completing application forms for competitions/scholarships/university applications/jobs relevant to China or Mandarin
- Interviews with senior learners on future plans

For example:



Interviews with focus groups of young people at S1 indicated that they felt there was repetition of P7 work in S1 and that the work in Mandarin lacked challenge initially. They felt that information on Chinese culture was focused on major festivals such as Chinese New Year which they had studied at P7. As a result, CCH staff held termly meetings with primary colleagues to discuss learning plans and support their colleagues with appropriate resources and in assessing progress. Together, they initiated a transition project which involved children at P7 preparing an identity booklet for themselves in Mandarin and producing a research document on Chinese culture, using library and internet sources.

This supported the development of children's literacy skills in research and note-taking. At S1, learners presented their findings to parents at an afternoon tea ceremony. CCH staff altered the S1 programme for the following year, beginning with new material and building in revision tasks. They worked with other departments to include different contexts for learning related to Chinese culture, including a section on Chinese history in social subjects.



Numbers choosing to continue with Mandarin at S5/S6 were falling. Following conversations with young people at S5, CCH staff were concerned that young people did not see the relevance of learning Mandarin. Staff researched local careers and found that a local manufacturing firm used Mandarin speakers to greet Chinese buyers and to assist in sending information leaflets and emails in Mandarin as well as English. They relied on these Mandarin speakers for information on etiquette involving Chinese visitors. The Hub arranged for one of their students at S5 to have work experience there one afternoon per week for the first term. The student reported that this experience had benefited her in terms of understanding the importance of protocol in the world of work and in seeing a practical use for Mandarin and knowledge of Chinese culture in the work place. She shared this experience with her peers in PSHE classes. She chose to apply to study Mandarin at university and was able to quote the impact of her work experience in her application.



CCH staff reported a lack of interest amongst young people at S6 in applying for a scholarship place for a year studying Mandarin in Tianjin, through CISS. Many appeared daunted by the process of application and interview. Those who had applied in the past had not been successful. Hub staff decided to promote this opportunity for young people. They contacted a scholarship student in Tianjin via technology and asked him to share his experiences and talk about the difference it had made to his personal development. Working with pupil support staff, they supported three of their S6 learners in applying for the scholarship. Young people were encouraged to recognise and use the same skills as would be used for applications for employment or further study in any other area of the curriculum. The young people involved said that this preparation work had enabled them to feel more confident in completing their application form and undergoing the interview. They had a clearer idea of why they wanted to undertake the scholarship. Two of the three applicants were successful.

Partnerships

Possible sources of evidence include:

- Clear statement on the aims, purpose and intended outcomes of partnerships
- Evidence of regular links and joint activities between the hub school and partners, including regular contact with the link school in China
- Evidence of links within the local community which help young people understand the importance of Mandarin and China to the world of work and/or local residents
- In discussions, young people involved in these activities with partners are able to articulate the benefits to their language skills and their personal development
- Notes of discussions with partners re the value of the relationship and current outcomes from their joint work
- Reflection on the contribution of partnership activities to the whole-school ethos
- Observations of learning show the impact of joint CLPL with partners on learning and teaching. Staff can articulate how they have changed their practice as a result
- Partnership links in the world of work have supported young people in applying for the next move in their career. Feedback from those assessing young people's applications note the impact of links with partners

For example:



The school had undergone a number of behaviour incidents linked to intolerance of the views and backgrounds of others. The school wanted to make closer links between the work of the CCH and the whole-school drive to respect cultural and religious diversity in their school. The CCH decided to work with partners on a day of workshops for all at S1, to introduce them to aspects of Chinese culture and the culture of other ethnic minorities in the school. Partners indicated they were clear on the purpose of their input and how it related to the aims of the CCH and the whole-school. Signage and displays in Mandarin and other languages across the school demonstrated the school's commitment to respecting the language of others. This was followed by a series of inputs on modern Chinese society in modern studies and on different faiths in RME. At an assembly, young people presented what they had learned about Chinese and other cultures through readings and drama. Young people were able to talk persuasively about their view of themselves as participants in a global society. They were developing a better understanding of the concepts of cultural and religious diversity.



The CCH wanted to be part of the whole-school drive to address the recommendations of 'Developing the Young Workforce' in promoting employability skills and raising awareness of the working world outside the classroom. CCH staff were aware that a focus on delivering NQs meant they had done little to explore this aspect of the work of the school. They began to explore possible links with local businessmen and women involved in work with China who might serve as mentors to young people. They forged a particular link through SCILT/CISS. As a result of input from a number of business partners, young people indicated a greater awareness of the skills required for the world of work and the possible value of studying Mandarin. They were clear that employment skills are globally recognised and valued and were able to articulate this in interviews with pupil support staff in PSHE.

Learning and achievement

Inclusive learning and teaching

Possible sources of evidence include:

- Observations of learning and teaching across a range of classes
- Discussions with young people on the learning experience
- Interviews with young people re their input to, and influence on, lessons
- Learner feedback forms
- Lesson planning to address the needs of all young people, including those with ASN
- Interviews with young people re the level of support and challenge
- Lesson observations with a focus on ethos and inclusive practices
- Observations of young people engaging in cultural activities and engaging with Chinese visitors in person and/or via technology



Tianjin visit, 2025

For example:



Observations of learning in the CCH showed that young people were motivated by interesting contexts for learning, but had few opportunities to work together and work out solutions to tasks as a group. The texts they worked with were not always challenging. They reported that they were not confident in finding out information on vocabulary or grammar on their own. The teacher engaged in some research on collaborative learning and observed learning in another part of the school, as suggested by senior staff. Lesson plans were reviewed to include opportunities for young people to work together on more challenging tasks, with support. Future observations showed that young people were more accustomed to problem-solving together to work out the meaning of reading texts for example. As a result, they were able to tackle more demanding material. They were able to access the meaning of new words and phrases by using reference materials and the internet, both in school and at home, with greater confidence. The teacher felt more confident in 'letting go' and was heartened by feedback from learners that they found lessons more interesting and challenging as a result.



Observations of learning showed that young people who needed more support in their learning were becoming disengaged. Few continued with Mandarin into the senior phase. Following discussions with senior managers, the teacher engaged in discussions with the support for learning team and planned for a more differentiated approach. Additional resources were sourced, additional support was included through pair work, input from learners in the senior school and one-to-one support from the teacher where possible. Course plans were reviewed to include activities and resources to address differing learning needs. When those young people were interviewed later, they expressed a greater sense of being part of the class and a number were looking to continue their Mandarin studies into the senior phase.

Assessment and progression

Possible sources of evidence include:

- Profiling of learner progress indicating a range of different forms of assessment
- Young people's work includes examples of work which has been self-assessed and peer-assessed according to the success criteria
- Clear indication of the level within which young people are working in the BGE and their progress towards success in NQs in the senior phase
- Minutes of meetings with pupil support staff and support for learning staff
- Evidence of improved performance following direct intervention strategies to support identified young people
- CLPL activities related to moderation
- Reports on progress for parents
- Records of young people's achievements included in evidence portfolio and recorded centrally by CCH staff
- Feedback from young people on other achievements accredited or undertaken through the CCH and on the impact these have had on their learning and personal development
- Skills for learning, life and work identified in profiling and/or reports on learning
- Observations of learning in the CCH indicate young people benefiting from opportunities to develop useful life skills and attributes, such as social awareness and strong communication skills
- Discussions with young people re their strengths in terms of cultural knowledge, language skills, transferable life skills and personal development

For example:



CCH staff became aware that young people at S3 did not know how far they had come in their learning, in terms of language skills or personal development. They were unable to talk about their learning or contribute meaningfully to learner feedback forms. This had become clear through S3 interviews with pupil support staff in preparation for the senior phase and subsequent discussions with CCH staff. Although a number of events had been organised for all learners at S3 such as visitors from a local firm with links to China, participation in national events to celebrate Chinese New Year and visits to the Chinese opera, young people viewed these as 'extras', rather than important contributions to their learning.

Following research into assessment practices elsewhere in the school and in other schools locally, CCH staff introduced a portfolio of evidence of young people's best work and progress from S1. This included for example, assessment of oral/aural skills through everyday classroom interactions, assessment of reading skills through group activities, assessment of writing through homework tasks and email connections with people in China, and tests of retained knowledge at intervals. Peer and self-assessment were included. Learners, teachers and parents had the opportunity to comment. As a result, learners and parents were much clearer on progress and next steps in learning.

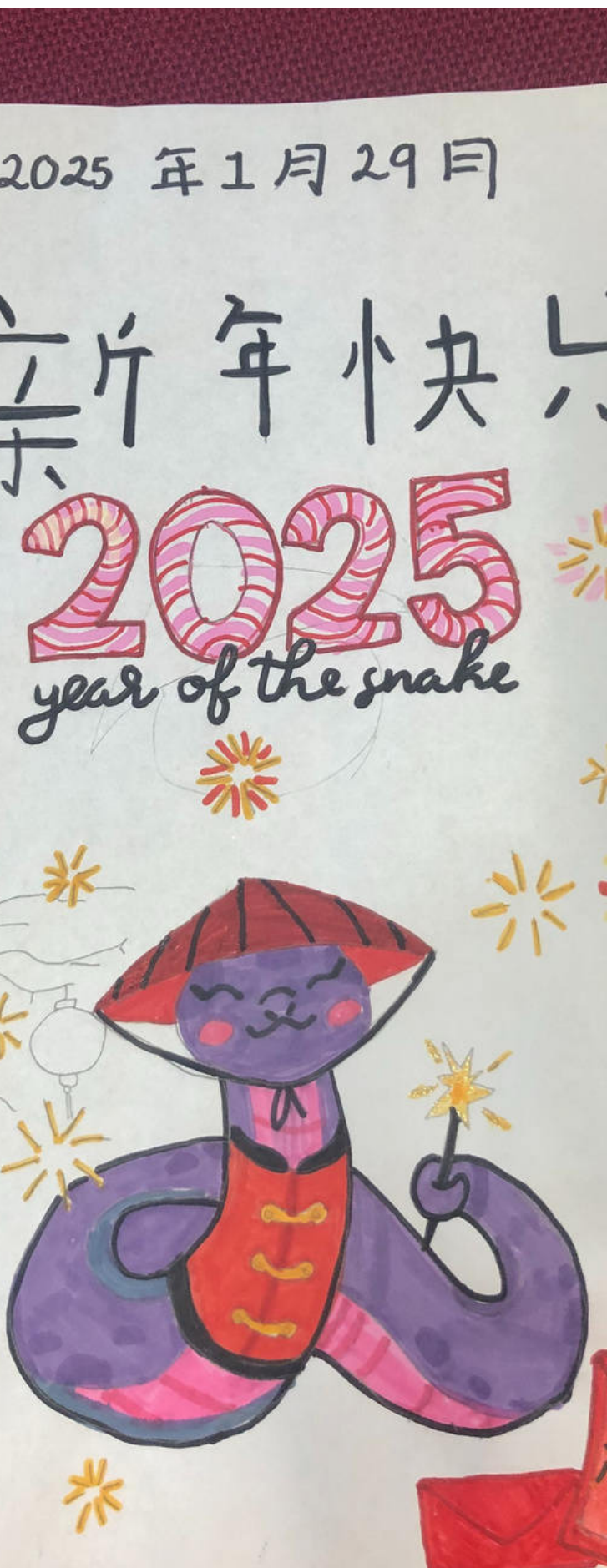
Learners were encouraged to record other achievements such as participating in cultural events. The CCH focused on young people's confidence, social skills and communication skills through these activities. This fitted in well with a whole-school focus on communication skills. They discussed this with young people and encouraged them to recognise where their strengths lay and how they might make further progress. For example, one learner noted that she did not feel confident speaking in Mandarin to native speakers. The teacher arranged for a local native Chinese speaker to hold an informal conversation class at lunchtime once a week. In addition, the school encouraged the learner to listen to native speakers asking questions via an application (app) and work on possible responses in real time.

Young people and staff became much more comfortable discussing progress in Mandarin as a result of these developments. They could talk about what they had learned in terms of cultural knowledge, language skills and broader personal development through opportunities such as competitions and international visits. They could talk confidently about these experiences and contribute to sharing them through assemblies or articles for the school website for example.

Attainment and achievement for all

Possible sources of evidence include:

- CCH records of progress through the BGE which indicate numbers of young people achieving at appropriate levels or above
- Class records indicating a range of evidence used for assessment purposes
- Tracking and discussions with young people on their progress in Mandarin in the BGE and the senior phase
- Young people's awareness of their own progress and ability to discuss what they must do to continue to improve
- Increasing number of young people being presented for NQs at all levels
- Results in NQs indicate a positive trend. Results withstand comparison with learners' results in other languages and other areas of the curriculum
- Evidence of positive progress for young people with ASN, and those from disadvantaged backgrounds, from previous levels of attainment
- Curriculum offer provides progression opportunities for differing ability levels
- Interviews with young people which consider the learning and skills development achieved through the range of opportunities for learning offered by the CCH team



Learner profiles



Numbers of young people achieving appropriate accreditation outwith NQs. This may include the Chinese Proficiency Test (HSK), cultural awards or scholarships for example



Number of young people from all ability levels engaging in activities related to China and Mandarin outwith formal lessons



Impact on young people's life skills and personal attributes, as noted by pupil support staff and parents



Interviews with young people re their view of diversity and global citizenship



Publication of awards through assemblies, school website and local press for example

For example:



The number of young people studying Mandarin at National 5 had increased steadily over three years. Results showed a positive trend and were on a par with very good results in other modern languages in school.

The number of those at S6 achieving HSK awards through an insert programme had also increased.

However, the number of young people from disadvantaged backgrounds or of lower ability involved with the CCH remained low. Moreover, their progress through the BGE was slower than would be expected.

Hub staff interviewed a group of these young people at S2 and S3, to find out which aspects of the work presented the greatest difficulty for them and which aspects of the course work they found less engaging. They collaborated with support for learning staff. They consulted with staff in other departments and visited a school with a greater number of learners with ASN and of young people from disadvantaged backgrounds to see how they made Mandarin more accessible and relevant to them. As a result, they reviewed course work in the BGE and included more effective support in collaboration with support for learning staff. They also introduced a greater use of technology to support those who found this a more effective way to learn and communicate. The progress of these young people in Mandarin increased and a greater number of them chose to study Mandarin the following year.

How do we know? What will we do next?

Self-evaluation: looking inwards

Possible sources of evidence include:

- Conversations with individual CCH teachers re their work and professional development, including through the review process
- Notes of meetings to review the work of the CCH, with the modern languages team or a senior manager for example
- Notes of lesson observations and follow up
- Written and oral feedback from young people and follow up
- Written and oral feedback from parents/partners and follow up
- Analysis of progress through the BGE and analysis of results in NQs, including through Insight. Focus on the relative progress of different groups of learners
- Notes of the review of new curricular inputs to assess their impact on young people's attitudes and achievements
- Examples of acting on evidence from self-evaluation activities which has improved the learning experience for young people or increased their achievements
- Evaluative report on the work of the CCH which outlines successes and areas for development
- Development plans. Notes of discussion of these with senior managers/representatives of the local authority

- Note of research undertaken or studied by staff and positive changes to practice as a result
- Note of CCH staff observations of good practice in other areas of the school or other schools and positive changes as a result
- Clear evidence of self-evaluation work and impact
- Impact of the work of the CCH on the school's aims and priorities

For example:



Staff in the CCH held regular meetings, both formal and informal, to discuss learner progress and the results of learner feedback forms. They reviewed course work regularly on this basis and made frequent changes as a result. With each change, they looked for improvements in learner engagement and progress. On one occasion, the CCH had introduced a new unit of work at S1, in the context of food likes and dislikes. Lesson observations indicated that learners showed little interest in this topic. Feedback was taken from a group of young people who said they had covered much of the vocabulary at P7 and that their interests lay rather in the Chinese attitude to food, in particular fast food, and in comparing this with take-away food in this country. The unit of work was amended to become more challenging and relevant to young people's lives. Students were supported to find out more through more challenging texts and engaged in lively discussions on cultural differences.

Looking outwards and moving forwards

- Do staff use the knowledge they have built up through self-evaluation to change provision for the better?
 - Do they find out what effective practice looks like elsewhere, through CLPL, research or visits to other establishments?
 - Do they act on this information to improve outcomes for learners? Can they demonstrate this?
 - Do they continually reflect on their performance?
 - Are they part of the whole-school bid for continuous improvement?
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- **Can we demonstrate the added value to the school and its community of our Confucius classroom hub?**
 - **Can we use our knowledge of the impact of our provision to research and plan for improvement in the future?**

Original version by Fiona A Pate, Independent Education Consultant for CISS, August 2016