VERSA FOR SCHOOLS

Language learning through stories.

A concise guide for teachers and school leaders exploring adaptive, story-led reading with Versa.

SHARED STORIES

CONTEXTUAL HELP

GROWING INDEPENDENCE

THE CLASSROOM PROPOSITION

One class. One story. Many ways in.

Versa is designed to help schools build confident, independent language learners through meaningful stories, progressive target-language exposure and assistance when it is useful.

A teacher chooses a shared reading and scope. Pupils encounter the same story with translation and pronunciation support available. Prem is intended to adapt the pathway through the language while preserving the shared text and learning context.

FOR PUPILS	FOR TEACHERS
A focused reader with contextual translation, pronunciation and a pathway towards greater target-language exposure.	Assignment-scoped progress and learning evidence intended to support follow-up without ranking pupils.

What is operational today

- Teacher and pupil school roles with server-side school boundaries
- Class and assignment workflows, roster management and invitations
- French and Spanish catalogue reading with translation and pronunciation interactions
- Assignment progress and carefully scoped evidence
- A simulated Versa Academy demonstration that never mutates production records

A TEACHER VIEW

Useful evidence, quietly presented.

The illustration below accurately reflects the synthetic metrics and views in the public interactive preview. It is demonstration data, not a real school result.

versa academy	
Year 9 French	A shared Austen reading, individually supported.
21 / 25 pupils started	18.4h class reading
31% comfortable exposure	0 pupil rankings

Privacy boundary

Teachers can see learning evidence generated within authorised school classes and assignments. Personal Passport, Memories, Reflections, notes and unrelated reading are not available to school staff.

School access is enforced in server routes and database row-level policies. Versa does not claim an external security, safeguarding or compliance certification; schools should complete their own governance, data-protection and contractual review.

CURRICULUM RELEVANCE

Designed to complement—not replace—excellent teaching.

The National Curriculum in England for Key Stage 3 modern foreign languages emphasises listening, speaking, reading and writing founded on grammar and vocabulary, including reading literary texts. The current GCSE subject content for French and Spanish includes comprehension, communication, vocabulary, grammar and sound–symbol correspondence.

Versa may support sustained reading, listening, vocabulary encounters and cultural engagement within a wider teacher-led curriculum. It does not claim to cover all statutory curriculum or qualification requirements.

Meaningful reading

Whole stories create context for vocabulary and language patterns.

Assistance when needed

Translation and pronunciation interactions can support comprehension.

A shared classroom experience

One text can anchor discussion and follow-up while support varies.

Evidence with limitations

Interaction data can inform teaching; it is not itself proof of attainment.

Official sources (checked 11 October 2026)

Department for Education, National curriculum in England: languages programmes of study. gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study

Department for Education, GCSE French, German and Spanish subject content (first teaching September 2024). gov.uk/government/publications/gcse-french-german-and-spanish-subject-content

A PROPOSED PILOT

Begin small. Learn honestly.

A school pilot would begin only after an agreed scope, governance review and named responsibilities. Suggested measures below are an evaluation framework, not evidence of achieved outcomes.

1	**Agree**	classes, languages, roles, timescale and success measures
2	**Prepare**	authorised users, school boundaries and teacher orientation
3	**Observe**	participation, reading completion, support use and teacher workload
4	**Review**	pupil and teacher experience, limitations and unintended effects
5	**Decide**	close, extend or adopt on the evidence available

Research & evidence

Versa's Research Centre distinguishes established findings, product design choices, hypotheses and features not yet implemented. The accompanying evidence brief provides traceable references and limitations for the research informing Progressive Story Immersion.

versa-xi.vercel.app/research

A new chapter for language learning.

School-wide access from £4,000 per year for schools with 600+ pupils. Smaller schools and multi-school organisations can request a bespoke quotation.

The standard annual licence covers all authorised pupils at one named school without a pupil-seat cap, with teachers and school administrators at no additional seat charge. It includes the agreed French and Spanish provision, Lesson Studio, assignments, Learning Evidence Map and Prem; Curriculum Journey and Classroom Live Reading remain optional.

Each licence lasts 12 months and does not renew automatically. VAT treatment, payment deadlines, cancellation rights and final contractual wording are confirmed in the private quotation and agreement after professional review.

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Product scope and school suitability should be confirmed during enquiry. No account or licence is created by submitting an enquiry, and no payment or quotation activates access automatically.