

Subject Specific Action Plan 2020 -2021		
<b>Subject: Modern Foreign Languages</b>	<b>Co-ordinator(s): E. Ojelade</b>	
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
<p>To ensure staff have a secure understanding of progression in MFL</p> <p>(Linked to SCP)</p>	<ul style="list-style-type: none"> <li>➤ Ensure that all staff have a copy of MFL skills progression document. Staff meeting time to look at skills progression document and the rolling programme. Identify the skills that are covered in each unit and gaps in coverage that need to be addressed.</li> <li>➤ EO to carry out book looks to monitor quality of provision and to ensure that lessons and planning demonstrate skills progression.</li> <li>➤ Pupil Voice to be taken each term- What do you enjoy about MFL? What have you learnt so far this year? What else would you like to learn?</li> <li>➤ KS2 Staff to complete termly foundation stage trackers and share with EO.</li> </ul>	<p>MFL lessons are delivered consistently across the federation from Autumn 2.</p> <p>Knowledge organisers to indicate unit of work completing this term</p> <p>Staff have a good understanding of the skills progression and are able to use this to plan a sequence of lessons.</p> <p>Floor books show evidence of frequent MFL sessions. A wide range of activities are evident covering key skills of speaking and listening, reading, knowledge about the culture of countries.</p> <p>Pupil Voice – Children find MFL sessions engaging. They are able to articulate what they have learnt and what skills they are developing.</p>
Priority Two: Quality Provision	Action(s):	Success Criteria:
<p>To develop staff confidence in delivering MFL and ensuring progression as children move through the school.</p>	<ul style="list-style-type: none"> <li>➤ Staff questionnaire to establish confidence in teaching MFL and areas of weakness.</li> <li>➤ Non-specialists directed to Rachel Hawkes and Twinkl schemes of work.</li> <li>➤ EO to investigate other interactive schemes to support non-specialist (investigate cost implications).</li> </ul>	<p>Coordinator is aware of staff weakness and areas for development. Staff who are confident in delivering MFL and can act as support to others identified within each academy.</p> <p>Rachel Hawkes and Twinkl schemes shared with staff. Staff are aware how these can be linked to different units on the rolling programme.</p> <p>EO to have identified interactive resources and shared with staff.</p>
Priority Three: Resources		
<p>To ensure that new units of work in the rolling programme are well-resourced and planned for.</p>	<ul style="list-style-type: none"> <li>➤ EO to identify new resources that are needed (Bilingual dictionaries, etc)</li> </ul>	<p>Staff will make use of resources for key units covered. Each class will have access to key resources such as</p>

	<ul style="list-style-type: none"> <li>➤ EO to develop topic boxes of resources that can be shared across the federation for key topics.</li> <li>➤ EO to share online resources with staff.</li> </ul>	<p>bilingual dictionaries.</p> <p>Topic boxes will have been developed for key units such as Colours, numbers, body parts to aid in planning.</p>
<b>Priority Four: Wider Curriculum</b>		
To increase awareness and understanding of other cultures	<ul style="list-style-type: none"> <li>➤ Planning to incorporate opportunities to learn about different cultures</li> <li>➤ Summer Term activity sessions based on games, food culture (linked to BIF- Writing around the Curriculum)</li> </ul>	<p>Children will know countries where the language they are learning is spoken and will be able to reference aspects of the country's culture.</p>
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>• Children will be able to understand and respond to written and spoken language in a variety of forms</li> <li>• Children will be able to speak with increasing confidence and fluency,</li> <li>• Children will be able to write for a variety of purposes.</li> <li>• Children will be able to develop an understanding of different cultures.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• There will be clear progression of skills across the year groups.</li> <li>• Use of tangible resources to engage learners.</li> <li>• Provide children with real life contexts for language use and opportunities to practise.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Pupils retain knowledge and understanding and progress is demonstrated through book looks and pupil voice</li> </ul>		
<b>Outcomes / Review (to be completed at the end of the year)</b>		