

Subject Specific Action Plan 2021 -2022		
Subject: Languages	Co-ordinator(s): E. Ojelade	
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
To develop a robust monitoring schedule for languages across the federation.	<ul style="list-style-type: none"> ➤ Ensure that all new staff have a copy of MFL skills progression document and the languages rolling programme. EO to support staff in implementing this. ➤ Ensure language units are referenced on block plans. ➤ EO to carry out book looks across federation to monitor quality of provision and to ensure that lessons and planning demonstrate skills progression. (twice yearly) ➤ Carry out pupil voice for languages across the federation to monitor children’s attitudes towards learning, what has been taught so far and what children enjoy about languages. ➤ Staff to assess languages regularly using AFL strategies. EO to liaise with Curriculum Lead in embedding assessment strategies. Rudham to trial Rachel Hawkes Assessment materials. 	<p>Language lessons are delivered consistently across the federation from Autumn term.</p> <p>All 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 as evidenced through book looks.</p> <p>Floor books show evidence of frequent language sessions. A wide range of activities are evident covering key skills of speaking and listening, reading, including knowledge about the culture of countries studied.</p> <p>Pupil Voice – Children across the federation 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:
To develop staff confidence in delivering MFL and ensuring progression as children move through the school.	<ul style="list-style-type: none"> ➤ EO to support staff in delivering language curriculum. Non-specialists directed to Rachel Hawkes and Twinkl schemes of work. ➤ Pupils are given opportunities to develop knowledge about the culture of countries. Staff to refer to Cultural knowledge strand now identified on rolling programme ➤ EO to look into Language Angels (cost 	<p>Rachel Hawkes and Twinkl schemes shared with new staff. EO to support staff in how these can be linked to different units on the rolling programme.</p> <p>Teachers feel more confident teaching languages regularly and plan for opportunities for learning at greater depth within lessons.</p> <p>Teachers feel confident when planning and can make accurate judgements about what individual children</p>

	implications) in supporting staff deliver the languages curriculum.	need to achieve within lessons.
Priority Three: Resources		
To ensure that new units of work in the rolling programme are well-resourced and planned for.	<ul style="list-style-type: none"> ➤ EO to look into sourcing key resources as identified from previous staff questionnaire (euros, storybooks, language apps) ➤ EO to audit language resources at Brisley and Weasenham. Ensure staff are aware of current resource boxes at Rudham and how they link to topics. ➤ EO to share online resources with staff. ➤ EO to look into cost of Language Angels for each academy. 	<p>Staff will make use of resources for key units covered. Each class will have access to key resources such as bilingual dictionaries.</p> <p>Topic boxes will have been developed for key units such as Colours, numbers, body parts to aid in planning.</p>
Priority Four: Wider Curriculum		
To increase awareness and understanding of other cultures	<ul style="list-style-type: none"> ➤ Planning to incorporate opportunities to learn about different cultures 	<ul style="list-style-type: none"> ➤ Children across the federation will know countries where the language they are learning is spoken and will be able to reference aspects of the country's culture.
To raise the profile of languages across the federation (including EYFS and KS1)	<ul style="list-style-type: none"> ➤ Run a language- themed day/ afternoon across the school. 	<ul style="list-style-type: none"> ➤ At least 1 x languages event to be held in academic year.
<p>Intent</p> <ul style="list-style-type: none"> • Children will be able to understand and respond to written and spoken language in a variety of forms • Children will be able to speak with increasing confidence and fluency, • Children will be able to write for a variety of purposes. • Children will be able to develop an understanding of different cultures. <p>Implementation</p> <ul style="list-style-type: none"> • There will be clear progression of skills across the year groups. • Use of tangible resources to engage learners. • Provide children with real life contexts for language use and opportunities to practise. <p>Impact</p> <ul style="list-style-type: none"> • Pupils retain knowledge and understanding and progress is demonstrated through book looks and pupil voice 		
Outcomes / Review (to be completed at the end of the year)		