

<b>Subject Specific Action Plan 2023-24</b>	<b>Spiritual Development - We develop spirituality by learning about other cultures and their ways of life and compare them to our own. We appreciate the diversity and constructs of foreign languages and how they are used and represented in the four corners of the globe. We understand that languages have mixed roots and they themselves will have heritage from other places.</b>	
<b>Subject: MFL in Hope Federation</b>	<b>Co-ordinator(s): Steve Chapman</b>	
<b>Priority One: Automaticity</b>	<b>Action(s):</b>	<b>Success Criteria:</b>
<p><b>Objective 1.1</b> Improve automaticity in maths</p> <p><b>Objective 1.2</b> Parental engagement</p> <p><b>Objective 1.3</b> Improve automaticity in joins</p> <p><b>Objective 1.4</b> Improve automaticity in reading</p> <p>Objective 1.5 Improve automaticity in typing</p>	<ul style="list-style-type: none"> <li>● Children will use their knowledge of number sense to apply to French number and to engage in simple calculations based on the four operations.</li> <li>● Parents to continue to engage with young readers in the school as volunteer readers, they engage in reading (Learning with Parents) and in their homework tasks, sent weekly.</li> <li>● Handwriting will be modelled through regularly modelling sessions to the children. Teachers will model the agreed cursive non-lead in joins for KS2 and cursive print for KS1. Children will learn how french letters and accents are transcribed with accuracy</li> <li>● Children will have greater and more frequent exposure to reading texts that are shared in class. More opportunities will be given to read across the French curriculum.</li> <li>● Children will be given the opportunity to use technology that facilitates the need for typing and familiarity around a keyboard; using technology across the French subjects.</li> </ul>	<ul style="list-style-type: none"> <li>● Children will show fluency in answering verbal and written calculations appropriate to their level.</li> <li>● Parent voice shows that pupils are motivated to engage with homework, reading logs and through coming into school for volunteering for reading with children.</li> <li>● Children’s textbooks show improvement of joins in writing within their French writing. This is also coupled with work that is on display.</li> <li>● Lesson observations show children needing to read to gain information as part of a normal lesson routine. There will be a higher frequency of observed instances of reading aloud in class through the French subject making comparisons to the etymology in the English language.</li> <li>● Typing speeds per minute improve.</li> </ul>
<b>Priority Two: Make learning memorable</b>	<b>Action(s):</b>	<b>Success Criteria:</b>

<p><b>Objective 2.1</b> Improve the teaching of English to improve writing outcomes.</p> <p><b>Objective 2.2</b> Improve maths teaching to make learning memorable</p> <p><b>Objective 2.3</b> Improve foundation subject teaching to make learning memorable</p> <p><b>Objective 2.4</b> Improve use of formative assessment in foundation subjects</p> <p><b>Objective 2.5</b> Improve cross-curricular links in foundation stage teaching</p>	<ul style="list-style-type: none"> <li>● Use demonstrative practices for improved sentence demarcation through the 'Fixing Full Stops' program. Increase opportunities for experimenting with sentence structure through carefully planned tasks.</li> <li>● Introduce a wider range of activities that champion progress and understanding e.g. dramas, computer work, and real-life videos in context.</li> <li>● Use stem sentences for the learning objective, use low-stakes quizzes to recap and reinforce learning, model the improvement you wish to see, use paired talk, use visualisers (or similar) to demonstrate good work, use in-the-moment marking and feedback.</li> <li>● Use cross curricular links from French into other subjects. Use the topic book history timeline to help with this.</li> </ul>	<ul style="list-style-type: none"> <li>● Booklook shows written work where full-stops are used more consistently and children are able to demarcate properly when writing in French.</li> <li>● Pupil voice shows children can remember their learning, lesson observations show modelling and paired talk and ability to model the French accent when speaking French.</li> <li>● More instances of success criteria are evident in the lessons and children understand outcomes more clearly.</li> <li>● Evidence of this will be observed through lesson drop-ins, book looks and the floor book.</li> <li>● Use knowledge of the French language and culture to inform other subjects. For example, link the history of WW2 into the subject.</li> </ul>
<p><b>Priority 3: Spirituality</b></p>	<p>Actions:</p>	<p>Success Criteria</p>
<p><b>Computing develops spiritual development by encouraging:</b></p> <ul style="list-style-type: none"> <li>● imagination and creativity</li> <li>● resilience</li> <li>● curiosity</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers develop imagination and creativity by encouraging children to be creative in their final outcome phase of project development</li> <li>● Teachers encourage resilience through promoting self-efficacy. Where children get stuck for example, we will encourage children to find solutions themselves as much as possible.</li> <li>● Children's curiosity will be developed through use of an enquiry approach at the start of a</li> </ul>	<ul style="list-style-type: none"> <li>● Children's outcomes look different and show individuality.</li> <li>● Children problem-solve in lessons.</li> <li>● Children are interested and engaged in French lessons.</li> </ul>

	unit and when appropriate at the start of each lesson.	
<b>Outcomes / Review (to be completed at the end of the year)</b>		