



MfL Action Plan

Autumn 2023 – Autumn 2024

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Whitchurch Values are British Values



British Values



Rule of Law

The rules help us to stay safe and fair. They apply to everyone, no matter who you are.



Individual Liberty

Everyone has the right to be themselves and express their opinions. We respect each other's differences.



Democracy

Every voice counts! We all have a say in making decisions that affect us.



Mutual Respect

We treat others as we want to be treated. We celebrate diversity and show kindness to everyone.



Tolerance

We respect and learn from each other's beliefs and traditions. We live together in harmony.

Section One: Statement of Intent for MfL Learners at Whitchurch

The intent of the French curriculum at Whitchurch is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. Our schemes of work offer a carefully planned sequence of lessons, ensuring progressive coverage of the four skills in Reading, Writing, Listening and Speaking in accordance with the national curriculum guidelines. We aim to make the curriculum accessible to all children, including SEND pupils through differentiation activities within our lesson which aim to increase their confidence and enjoyment in the subject. As well as giving our more able pupils the opportunity to challenge themselves.

Our intention is to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others.

In reception and lower KS2, children acquire basic skills and understanding of French with a strong emphasis on developing their Speaking and Listening skills doing fun activities such as games, role plays and songs. These will be embedded and further developed in upper KS2 alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Through our teaching we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. To promote a deeper understanding of our multicultural environment, hence developing an appreciation of our differences, native languages and our connections. Through various enrichment activities such as French days, French market and school trips the children have the opportunity to enjoy real life experiences.

We aim to help our children grow into curious, confident and reflective language learners thereby equipping them to widen their horizons, leading in the future, to study and work in other countries.

Section Two: MfL Key Priorities

Key Priorities	
To improve the quality of education in MFL for all groups of children.	To ensure the MFL curriculum is well sequenced across all the year groups to allow a clear progression built on previous knowledge.
	To introduce a teacher assessment tool such as languagenut and knowledge organisers linked to the TAF framework to enable teachers and pupils to monitor their progress.
	To ensure that all groups of pupils can access the MfL curriculum through adaptive teaching to maximise learning through support and challenge for pupil premiums and G&T's.
To develop the leadership of MFL To ensure ALL groups of pupils receive a good quality of education	To promote excellence in teaching MFL , by sharing good practice and knowledge within the MFL department
	To devise the 'Implementation statement' for MFL and how it is taught at Whitchurch.
	To communicate and work closely with additional adults in MfL to support pupils' learning and contribute effectively towards pupils' progress and attainment
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to MfL	Work collaboratively with other curriculum leaders, internally and externally, to embed cross-curricular links that enable pupils to make deeper connections within their learning
	Organise theme days and fun activities and to establish links with schools in France and England to promote an enthusiasm and passion for MfL.

Section Three: Development Planning

Key Priority 1: To improve the quality of education in MFL for all groups of children.		Lead: Frederic D'Amore (MfL Curriculum Leader)		RAG
Key Priority: Quality of Teaching				Behind Not achieved Underway Completed
<ol style="list-style-type: none"> To ensure the MFL curriculum is well sequenced across all the year groups to allow a clear progression built on previous knowledge. To introduce a teacher assessment tool such as languagenut and knowledge organisers linked to the TAF framework to enable teachers and pupils to monitor their progress. To ensure that all groups of pupils can access the MfL curriculum through adaptive teaching to maximise learning through support and challenge for pupil premiums and G&T's. 				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1. MfL SL, SLT, YTLs and CTs have a sound understanding of what is being taught, how it is being taught and why it is being taught across the half-term/topic leading to at least GOOD QOE in subject areas for all pupils.	Regularly monitor planning and books to ensure the new planning is in line with the LTP/MTPs, Curriculum maps, NC and POS. Subject leader (SL) to monitor- <ul style="list-style-type: none"> - Is there coverage from the POS/NC - The quality of teaching and learning linked to MfL? - Show pupils how to use their knowledge organiser for self assessment - The use of languagenut to inform future planning, as well as track and monitor pupils' progress and attainment 	Ongoing throughout the year – half termly SL SL/LoL/SLT	Leadership time	All groups of children will have access to a well-planned and unique curriculum across MfL. Providing opportunities to develop and further their knowledge and skills, in line with National Curriculum statutory requirements and our curriculum drivers, throughout their learning journey at Whitchurch. Pupils will have clarity and a deeper understanding of what they are learning through a progressive, spiral curriculum. Pupils will develop a greater enjoyment of MfL and understand how it links to their daily lives.

<p>2. MFL SL, SLT will have an assessment framework that can track and monitor pupils' progress and attainment in MFL and identify areas of strength and areas of development that can be used to refine the education offer at Whitchurch linked to Mfl</p>	<p>To embed a teacher assessment framework for Mfl to track and monitor pupils' progress and attainment .</p> <ul style="list-style-type: none"> - Create a knowledge organizer to identify the knowledge required. Keep using the TAF statements which identify the four skills of listening, speaking, reading and writing. - Organise training sessions with Languagenut staff, to implement the use of the assessment opportunities provided for pupils in Y 3 to Y6. 	<p>Ongoing throughout the year – half termly</p> <p>DHT/SL</p>		<p>Pupils progress will be tracked and monitored regularly across the school. Mfl SL will identify the misconceptions and areas of need to inform future planning.</p>
<p>3. MFL SL, SLT, YTLs and CTs will have an understanding of how to meet the needs of all pupils and ensure all pupils are accessing the Mfl curriculum.</p>	<p>SL to;</p> <ul style="list-style-type: none"> - To identify the children working below the expected standard and also above. - identify the needs of all children in every class- discussions with CTs/YTLs and SENCO. - look into online resources to support and extend the learning and progress of pupils such as Languagenut and Linguascope to increase engagement and enjoyment. - Pupil voices- to understand their feedback of strengths and weaknesses of MFL in their class <p>Support from SENCO to differentiate the Mfl curriculum with the specific needs of SEND children in mind.</p>	<p>Termly</p>		<p>All pupils will have the opportunity to make an improvement in Mfl at their own level. Subsequently, the engagement of children should improve including SEND children. Furthermore, children working above will be challenged linking with our school values of aspiration.</p>

Key Priority 2: To develop the leadership of MFL To ensure ALL groups of pupils receive a good quality of education		Lead: Frederic D'Amore (MfL Curriculum Leader)		RAG
Key Priority: Leadership & Management				Behind Not achieved Underway Completed
1. To promote excellence in teaching MFL , by sharing good practice and knowledge within the MFL department 2. To devise the 'Implementation statement' for MFL and how it is taught at Whitchurch. 3. To communicate and work closely with additional adults in MfL to support pupils' learning and contribute effectively towards pupils' progress and attainment				
Outcome – What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation What will we see when we have achieved the outcome?
1. SL will develop a secure understanding of how to monitor and assess the effectiveness of the MfL curriculum. Focusing on the intent, implementation and impact of MfL across the school.	SL will; <ul style="list-style-type: none"> - the MfL networking meetings within the borough. - To gauge a better understanding of how we move forward to ensure best provision offered for children - To plan lessons that engage students in the classroom and provide a purpose to their learning that will motivate them to continue studying a language for as long as possible. - Share best practice amongst other subject leaders. 	Termly		This will provide SL with the tools and experiences to adapt where necessary the MfL curriculum to best meet the needs of all children at Whitchurch whilst staying in line with the National Curriculum, PoS and our school curriculum drivers.
2.To devise the 'Implementation statement' for MFL and how it is taught at Whitchurch.	SL will: <ul style="list-style-type: none"> - Staff have a good understanding of the skills progression and are able to use this to plan a sequence of lessons. 			
3. Subject leader can support TA's to	Deliver in school training for support staff <ul style="list-style-type: none"> - Ensuring they are aware of the MfL curriculum and the TAF. 	Spring 1	Leadership Time	QOE for MFL will improve across the school as we see the implementation of actions from the

enhance their skills enabling pupils to make good progress & the QoE in MFL to be at least GOOD	<ul style="list-style-type: none"> - SL to work alongside SENCO and organize training for the LSA's to assist the delivery of MFL to the children they support. - SL will share the lesson plans with TA's to help them understand the objectives of the lesson and the assessment criteria. 			CPD sessions attended and the impact upon pupil outcomes.
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Key Priority 3: To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to MfL			Lead: Frederic D'Amore (MfL Curriculum Leader)	RAG
Key Priority: Personal Development, Behaviour & Attitudes				Behind Not achieved Underway Completed
<ol style="list-style-type: none"> 1. Work collaboratively with other curriculum leaders, internally and externally, to embed cross-curricular links that enable pupils to make deeper connections within their learning 2. Organise theme days and fun activities and to establish links with schools in France and England to promote an enthusiasm and passion for MfL. 				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1. MFL subject leader, all teachers, SLT and (link governor if established) all understand what is being taught, when it is being taught and how it is being taught. They understand how the curriculum is designed to build upon skills and	<p>Look through year group LTPs/MTPs and liaise with year team leaders for more information on how cross-curricular links can be made Link elements of MFL with wider curriculum across the year.</p> <p>Ensure all cross curricular links with MfL are clear for all CTs, YTLs, LoL and SLT. SL to consider how these are purposeful? Are there any trips that could be linked?</p>	Half-termly		<p>Pupils are able to make connections within their learning through a thematic approach to curriculum design.</p> <p>SL is able to plan and teach a dynamic curriculum that sets high expectations and provides real life experience for all pupils linking their prior knowledge and considering links to other areas of the curriculum.</p>

<p>knowledge and how links are made in pupils learning. These links also extend to key drivers and school ethos and vision.</p>				
<p>2. SL and all stakeholders are invested in giving pupils opportunities to develop their talents and interests</p>	<p>Ensure there is a range of opportunities within MfL to support pupils and nurture their talents and interests e.g. French Day, school clubs, linguascope website Links with schools in France such as pen pals with pupils in France. Organise theme days such as French markets and a French day for the whole school. Look int possibilities for a French trip both in London and France.</p> <p>Liaise with governors/SLT/FoW – what experiences can they offer the pupils with regards to MFL</p>	<p>Termly</p>	<p>Leadership Time</p>	<p>Pupils are exposed to real world experiences that develop them as global citizens</p> <p>Pupils become aware of potential career paths they can undertake linked to MFL</p>

Section Four: Monitoring

Leaders' Monitoring Schedule School Development Plan Monitoring 2023/2024

Priority	Responsible Staff	Monitoring Leader	Monitoring Date
To improve the quality of education in MFL for all groups of children.	Frederic D'Amore Ferida	Martin TL (DHT) Hannah Hogberg (LoL) Frederic D'Amore	Termly (Autumn 2, Spring 2 and Summer 2)
To develop the leadership of MFL To ensure ALL groups of pupils receive a good quality of education	Frederic D'Amore Ferida	Martin TL (DHT) Hannah Hogberg (LoL) Frederic D'Amore	Termly (Autumn 2, Spring 2 and Summer 2)
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to MfL	Frederic D'Amore Ferida	Martin TL (DHT) Hannah Hogberg (LoL) Frederic D'Amore	Termly (Autumn 2, Spring 2 and Summer 2)