



The Meadow Community Primary Subject Action Plan 2021-22

<b>Subject/Area: MFL</b>	<b>Leader(s): Tom Dickens</b>
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<b>Quality of teaching and learning; outcomes for children</b>	
<b>Activities and improvements during the year 2020/21</b>	<ul style="list-style-type: none"> <li>Confidence and consistency with the delivery of French lessons across KS2 has improved. Time was given for cover supervisors to go through the planning as well as the resources available to help ensure that they were better equipped to deliver the sessions. A questionnaire was provided at the beginning of the 202 to gauge the confidence and all 4 cover supervisors' scores out of ten had improved.</li> </ul>
<b>Overall evaluation of impact on subject</b>	<ul style="list-style-type: none"> <li>There is moderate engagement across key stage 2 in French – generally children enjoy lessons and are eager to do more (Pupil survey).</li> <li>Cover supervisors feel better able to deliver the MFL curriculum using the resources provided and have easy access to lesson plans and worksheets. This has meant the quality and consistency of evidence being produced by children in key stage 2 (particularly in years 3-5) has increased.</li> <li>Lessons happening more frequently.</li> </ul>

<b>Judgement (pick one based upon the above evaluation):</b>		
Outstanding	Good	Requires improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
<ul style="list-style-type: none"> <li>Improve the consistency of French being taught in year 6, meaning they are able to access the year 6 scheme of work.</li> <li>Raise the profile of MFL with a whole school enrichment day</li> <li>Obtain inspiration/support from Wigston Academy language specialists.</li> </ul>



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Improvement plan for the year 2021-22						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2,3 or 4
The consistency of French lessons being taught across key stage 2 and year 6 transition.	<ul style="list-style-type: none"> <li>Book scrutiny at the end of each term to monitor what written work is being completed.</li> <li>Ensure lessons come from the rising stars scheme or Twinkl. Focus on one of these instead of both.</li> </ul>	At the end of each term.	<ul style="list-style-type: none"> <li>Year 6 will have completed more written work in French.</li> <li>They will have had access to a weekly French lesson.</li> <li>More consistency in lesson delivery. For example, whole school using Twinkl PowerPoints.</li> </ul>	N/A	TD to SMT	2, 3 & 4
Raise the profile of MFL.	<ul style="list-style-type: none"> <li>Whole school enrichment day to promote a love of learning languages and intercultural understanding.</li> </ul>	<i>Spring/Summer term</i>	<ul style="list-style-type: none"> <li>Each class will complete a range of activities linked to the study of French.</li> <li>Language spoken and to promote intercultural understanding</li> <li>Displays produced.</li> </ul>	N/A	TD to SMT	2, 3, & 4



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<b>Improvement plan for the year 2021-22</b>						
<b>What</b> do we want to improve? (area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported (e.g. governor)?	<b>Relevant links to School priority 1,2,3 or 4</b>
To identify opportunities to extend children showing ability in language.	<ul style="list-style-type: none"> <li>Explore opportunities for language related activity and promote links across the curriculum.</li> <li>Contact Wigston Academy to see if they can provide taster sessions for Year 5/6. (Nina Rigby contact)</li> </ul>	<i>Spring/End of Summer 2(Year 6)</i>	<ul style="list-style-type: none"> <li>Language competitions</li> <li>Children hopefully will have sessions/work from a French language specialist.</li> <li>This will provide the children with a taster of what to expect in the transition to Secondary school.</li> <li>Also provide staff at our school with ideas/support.</li> </ul>	N/A	TD to SMT	2, 3, & 4



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Improvement plan for the year 2021-22						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2,3 or 4
<b>Subject specific tasks for the year</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<ul style="list-style-type: none"> <li>Book scrutiny of Y6 books to ensure there has been some French taught and recorded.</li> <li>Pupil interviews across KS2 to monitor enjoyment and engagement with French.</li> <li>Collect data from cover supervisors for all KS2 (End of term)</li> <li>Decide on either Twinkl or Rising stars.</li> <li>Class walkthroughs from TD to observe current levels of French in school post COVID-19.</li> </ul>		<ul style="list-style-type: none"> <li>Book scrutiny of Y6 books to ensure there has been some French taught and recorded.</li> <li>Collect data from cover supervisors for all KS2 (End of term)</li> <li>Class walkthroughs from TD/SMT to ensure consistency in lesson delivery.</li> </ul>		<ul style="list-style-type: none"> <li>Book scrutiny of Y6 books to ensure there has been some French taught and recorded.</li> <li>Pupil interviews across KS2 to monitor enjoyment and engagement with French. Compare results with Autumn term.</li> <li>Collect data from cover supervisors for all KS2 (End of term)</li> <li>Class walkthroughs from TD/SMT to ensure consistency in lesson delivery.</li> </ul>	