

Foundation Subject (MFL) – Action Plan

		Modern Foreign Languages					
Rationale		To develop and an effective and reflective curriculum in the foundation subjects.					
Success Criteria		<ul style="list-style-type: none"> - Intent Statement available for parents and staff - Clear progression map of language learning at Ashleigh Primary. - Books, data (through low stakes testing) and discussions with pupils reflect learning outlined on the progression map. 					
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
1.1	A clear progression map across all year groups	<p>(a) Intent statement written for MFL at Ashleigh Primary and shared with parents via the school website.</p> <p>(b) Map the National Curriculum against the schools MFL curriculum map.</p> <p>(c) Identify a clear progression of language learning skills throughout KS2.</p> <p>(d) Map where skills are recapped and reviewed throughout year groups on the progression map.</p>	HM & MM	Meetings after school.	Autumn 1	<p>(a & c) HM to ensure that documents are shared and reviewed with MM.</p> <p>(a & c) HM to ensure that any updated documents are emailed across to be posted on the school website.</p> <p>(c) HM to check in with MM termly to ensure that the curriculum map is up to date and relevant.</p>	<p>(a) Intent statement has been written by HM and MM. This has been shared with senior leaders and parents via the school website.</p> <p>(c) HM & MM have looked at the curriculum map for MFL and identified where different skills and knowledge are covered in year groups. It has been identified that this will change in following years as MM took over the curriculum from another teacher.</p> <p>(d) HM and MM have looked at the curriculum and identified opportunities where the curriculum can be revisited to ensure long term learning occurs.</p>
1.2	Clearly defined knowledge and skills for the end of each unit	<p>(a) Identify where skills are revisited and reviewed throughout year groups.</p> <p>(b) Children to complete short assessments at the end of each unit (orally and written) to assess what knowledge has been obtained.</p> <p>(c) Knowledge organiser developed for each unit to identify the vocabulary and questions that children can</p>	<p>HM</p> <p>MM</p> <p>MM & HM</p>	<p>Meetings</p> <p>During lessons</p> <p>Planning & Preparation time</p>	<p>Autumn</p> <p>Half Termly</p> <p>Half Termly</p>	<p>(a) HM to check in with MM termly to ensure that the curriculum map is up to date and relevant.</p> <p>(b) MM to organise assessments during lesson time and carry these out. Assessments to be marked and a PITA score to be determined for the child)</p> <p>(c) HM to provide examples of knowledge organisers. MM to complete an example to use for</p>	<p>(a) HM and MM have looked at the curriculum and identified opportunities where the curriculum can be revisited to ensure long term learning occurs.</p> <p>(b) Year 5 & 6 have just completed a short assessment to gain an understanding of what skills they have gained from the most recent unit of learning. They have been PITA levelled according to these scores and this information has been recorded on Pupil Asset.</p>

		answer at the end of each topic.				one of the year groups. trial, review and adapt before rolling out across all year groups and topics.	
1.3	Systems are in place to ensure curriculum delivery	<p>(a)Lesson observations</p> <p>(b)Review of planning to ensure that the curriculum is being covered and met.</p> <p>(c)Book looks to ensure that curriculum coverage is present.</p>	HM & LG HM	During French lessons	Termly	<p>(a)Lesson observations to be completed by HM and LG. The focus during these observations will be on curriculum coverage and ensuring that tasks link to long term learning.</p> <p>(b)Regular reviews of plans to be carried out by MM to ensure that the curriculum is being met and that children are consistently building on learning.</p> <p>(c)Book looks to be carried out by HM and MM to ensure that presentation is to the expected standard and to evaluate the effectiveness of learning activities and resources.</p>	
1.4	Systems in place to show the impact of the curriculum and identify next steps	<p>(a)Asking children questions from knowledge organisers.</p> <p>(b)Kahoot quizzes of previous topics.</p> <p>(c)Projects focussed on culture.</p>	HM MM MM & HM	<p>Learning Walk & Reflection</p> <p>During French lessons</p> <p>During French lessons During culture week</p>	Termly	<p>(a)Once knowledge organisers have been introduced, children can be quizzed on the key ideas (one topic later) to identify how much knowledge has been retained.</p> <p>(b)Kahoot quizzes to be used by MM in lessons as a quick way to revisit learning and identify what information from previous topics has been retained.</p> <p>(c)MM to plan in cultural topics to ensure that children are learning more than just the French language.</p>	(b) MM has used Kahoot quizzes at the beginning of some lessons to recap on prior knowledge that the children should have to help them with new learning.

