



Hurst Park Primary School Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		MFL	Date:
Leader		S Cackett	6.11.2020
	SECTIONS	SUMMARY EVALUATION	
1	INTRODUCTION Why do we teach what we teach?	By learning a foreign language, pupils increase their cultural awareness, improve their speaking and listening skills and reinforce grammatical terminology. High-quality language teaching fosters pupils' curiosity and deepens their understanding of the world. MFL teaching enables pupils to express their ideas and thoughts in another language, both in speech and writing. Pupils are provided with opportunities to communicate for practical purposes and to learn new ways of thinking.	
2	CURRICULUM <ul style="list-style-type: none"> • INTENT (Include reference to SEND and disadvantaged pupils) 	MFL allows pupils to understand and respond to foreign spoken and written languages from a variety of sources. All KS2 pupils will discover and develop an appreciation for the Spanish and French language and culture. Pupils will develop their communication skills, both orally and in writing. They will be able to write at varying length, for different purposes and audiences, using learnt grammatical structures. Pupils will converse with increasing confidence, fluency and spontaneity, and continually improve the accuracy of their pronunciation and intonation. Through more coherent planning and the introduction of specific schemes of work, our MFL curriculum will provide opportunities for all KS2 pupils, including SEND and disadvantaged pupils, to develop the skills, knowledge and independence to continue their future MFL learning in Year 7 and beyond.	
	<ul style="list-style-type: none"> • IMPLEMENTATION 	Spanish is taught in Years 3 and 4, whilst French is taught in Years 5 and 6. For the year 2020-2021, a new scheme has been introduced and so Years 3 and 4 are following the same Spanish topics as each other: meeting and greeting, name and age, numbers, colours, parts of the body, clothes, food, family and pets, the alphabet, school and subjects, days, months, seasons and birthdays. They will be able to use adjectives for description and convey basic opinions and preferences. Work is differentiated according to the progress and specific needs of the pupils. In Year 5, the same topics are covered in French as are currently covered in Spanish. However, the pace is increased, vocabulary is more diverse, grammar is taught in detail and the pupils are given the building blocks of the language to be able to adapt it themselves and speak and write with increased confidence, fluency and spontaneity. They also cover the additional topics of my town or village, transport, directions, clothes, shopping, money and telling the time. In Year 6, pupils build on the foundation of the previous year, adding opinions and preferences and covering cross-curricular topics of geography, history and French culture. Pupils' understanding is systematically monitored and misconceptions are dealt with accurately and swiftly. MFL work is assessed through regular pupil assessment and teacher marking. At the end of each half-term, pupils are assessed using the steps and statements on Target Tracker – the school's assessment system – in the same method as other curriculum subjects. This is currently under review to reflect the introduction of a new language in Year 5, the progression of both languages over two years and the introduction of the supplementary program of Languagegenut across KS2 which offers additional accessibility to all four aspects of language: listening, speaking, reading and writing. This scheme should also provide useful data that can be used as assessment for learning.	
	<ul style="list-style-type: none"> • IMPACT (Include reference to SEND and disadvantaged pupils) 	The MFL scheme of work develops many transferable skills which impact all KS2 year groups. Alongside communication, listening is an integral part of all lessons and this requires pupils to distinguish different types of sounds. They are more adept at focusing on relevant information and editing out the irrelevant. Pupils regularly learn new vocabulary which helps them to recall information better and more quickly. Pupils often problem solve in language lessons, not only because of the nature of the tasks but also because of the nature of language learning. They often have to generate creative ways to express what they want to say using alternative methods. SEND and disadvantaged pupils achieve well based on their starting points.	
3	BROADER CURRICULUM How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?	Pupils develop a sense of fascination, enjoyment, creativity and imagination in their learning of a foreign language and are able to reflect on their work. They are taught about tolerance and harmony between different cultural traditions enabling students to acquire an appreciation and respect for their own and other cultures. There are numerous occasions when the teaching of Spanish and French crosses into other subject areas, for example Maths, when pupils are taught numbers, shapes, telling the time and money. French has been incorporated into PE lessons, as well as PSHE when pupils are learning about Food/Healthy Eating. The MFL curriculum provides pupils with an understanding of the basics in Spanish and French.	



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4	SUCCESSSES IN THE SUBJECT IN THE PREVIOUS YEAR Focus should include the contribution of the subject to meeting whole school priorities	▶ In lower KS2, pupils experienced Spanish and were taught the foundations of the language as a fun and motivational introduction.		
		▶ In Year 5, a native French speaker was introduced for a month which was motivational, enhanced vocabulary learning and exposed the pupils to a native accent which in turn had a positive impact on their own pronunciation and intonation.		
		▶ In upper KS2, some lessons were taught entirely in French and pupils were given the building blocks of the language to be able to adapt it themselves and speak and write with increased confidence, fluency and spontaneity.		
5	ACHIEVEMENT Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	Strengths	▶ Grade 2	Areas for Development
		▶ Pronunciation has improved across KS2.		▶ More opportunities to use all four skills of reading, listening, speaking and writing.
		▶ Strategies to help de-code and attempt unfamiliar words and phrases with increased confidence, fluency and spontaneity.		▶ Specific scheme of work for accelerated progress- Languagenut to be integrated into lessons and also offers opportunities for supplementary home learning and additional challenge.
		▶ Learning environment – clear visual materials supported pupil independence and opportunities were given to display work with pride.		▶ More depth with regards to grammar to better prepare them for KS3.
6	TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	Strengths	▶ Grade 2	Areas for Development
		▶ Engaging lessons resulting in high levels of motivation and participation.		▶ Confidence/subject knowledge of staff – especially in Spanish.
		▶ Constructive verbal feedback during lessons is instrumental for pupils to improve their pronunciation and intonation.		▶ The Target Tracker assessment statements need to be reviewed to reflect the introduction of a new language in Year 5 and the progression of both languages over two years.
		▶ Some lessons are taught in the native language providing extra exposure and accelerated learning.		▶ Additional resources for independent learning, broader exposure to vocabulary and sentence structure meaning accelerated progress.
7	LEARNING BEHAVIOURS Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	Judgement	▶ Grade 2	Areas for Development
		▶ Engaging lessons resulting in high levels of motivation and participation.		▶ More cultural exposure.
		▶ Pupils are taught to accept and embrace other languages and cultures.		▶ More autonomy for gifted and highly motivated children.
		▶ Pupils are engaged in a great deal of collaborative group and paired work, involving taking turns and being respectful.		▶ Reinforced approach of experimentation, making mistakes and learning from them.
8	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	Strengths	▶ Grade 2	Areas for Development
		▶ Subject leader and SLT have high expectations.		▶ Support for confidence/subject knowledge of staff – especially in Spanish.
		▶ Subject leader assessing curriculum provision to improve MFL teaching.		▶ Collaboration regarding integration of new Languagenut program and sharing of best practices.
		▶ Subject leader introducing new software to trial for motivation and accelerated progress.		▶ Assessment - more relevant statements for AFL in each year.
9	OVERALL EFFECTIVENESS	Overall, pupils achieve well in MFL and teaching is good. Pupils and staff are positive about the subject and are keen to trial the new topic breakdowns and interactive software. Some staff still lack subject knowledge/confidence – particularly in Spanish.		



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10	WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?	A good learner enjoys MFL, is enthusiastic and wants to continue their MFL learning. Pupils will experiment and take risks and are not afraid to make and learn from their mistakes. They will try to understand language systems by looking for patterns and developing techniques to improve pronunciation and vocabulary. Pupils know that learning a language means learning about and appreciating other cultures.
11	KEY AREAS FOR SUBJECT DEVELOPMENT Especially achievement and quality of teaching	<ul style="list-style-type: none">▶ More structured planning by week for each Year group.▶ More accurate assessment criteria in line with the school provision and used for AFL▶ Integration of interactive software for enhancing all four skills of speaking, reading, listening and writing.