

Intent, Implementation and Impact in MFL

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>At St Mary's our intent for our MFL curriculum is to have clear progression in the understanding of French through the school. All teachers will be given support in understanding the vision and following our curriculum.</p> <p>Children in school generally rarely have any exposure to French outside of school so we need to begin with the basics. Our secondary main feeder school requires children to have some understanding of any language – we are working with them to cover our KLIPS and best prepare children for KS3.</p> <p>We currently don't have any specialist language teachers in school. Teachers are instead supported with a range of documents and programs to ensure that the aims and purposes of the NC are met. This includes Linguascope, voiced PowerPoints, KLIPS, a resource box in every class and I am currently in the process of creating a year group specific vocabulary list for every teacher which will be a part of our non-negotiables.</p> <p>I have just taken over languages (May 2019) so will now review the way we teach languages and continue to review in full annually. I have created a new curriculum map for each class and there is a clear balance of content. Also, each topic covered allows for differentiation by outcome and next steps. Our curriculum is age appropriate and there is opportunity for clear links to be made especially with music and PE. There are also links to geography and we can cover some of the geography KLIPS with travel specific topics like French Landmarks and</p>	<p>Subject expertise is not necessarily strong as there is no language specialist in school however we have enough resources and support to ensure the intentions of the languages curriculum across school are implemented.</p> <p>I have been on a subject leaders course as I was new to MFL. This led to a redesign of the MFL curriculum and better knowledge of the needs of MFL teaching. Staff meeting scheduled to ensure implementation of new curriculum and knowledge of available resources.</p> <p>There is plenty to support teachers in short term planning including Linguascope, voiced PowerPoints, KLIPS, a resource box in every class, French books and I am currently in the process of creating a year group specific vocabulary list for every teacher which will be a part of our non-negotiables. I am looking in to getting some teacher guides from CGP with suggested written tasks inside. Teachers can also check children's existing understanding of a topic prior to teaching it by seeing which of the related non-negotiable words the children recognise already.</p> <p>Formative assessment should be implemented throughout a topic with mini-plenaries and speaking skills/ understanding of what they hear being checked. The main focus for children's learning in the topics taught is the acquisition of the key vocabulary and developing speaking and listening skills in line with the KLIPS.</p> <p>Children are given the opportunity to understand and apply the vocabulary they have learnt through</p>	<p>The impact of our MFL curriculum is that children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Also how it could help them in another country or to talk to a French speaker. Teachers foster an enjoyment of languages through a variety of lessons including interactive, singing and outdoor lessons. Progression through a topic should be evident in the development of key skills and acquisition of main vocabulary.</p> <p>Evidence is kept of children's work in books, through recordings (seesaw) and photos (also seesaw). This helps evidence to be stored and organised clearly.</p> <p>Verbal feedback and written in books, also pupil interviews to ensure there is an impact on children's outcomes and that children feel positive about languages.</p> <p>Data monitored and moderated on Itrack and through looking at evidence of work. LW and governors look at data also. If teacher's have issues with their teaching of MFL these can be addressed on an individual basis and appropriate support or CPD can be given.</p>

<p>visiting Paris. We have signs around school saying welcome in many languages, the intention for languages is that we display more signs in French around school to label different objects. I also hope to set some specific days into our calendar for languages to be the sole focus.</p>	<p>songs which are used in all topics and we will begin using in KS1 as of September 2019. Rhymes and stories are also to be used whenever possible. Strategies are used to support language acquisition such as grouping words with similar sounds. Most children aside from some SEN children should be able to access year group expectations. The curriculum will be evaluated yearly to make sure it is up to date with any relevant changes. I will monitor evidence of the teaching of MFL from September 2019. Progress is shared through ITrack and parents are informed of their child's development through parents evening, homework and reports.</p>	
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