

MFL Development and Targets to begin September 2024

Key Issue	Success Criteria	Strategies, Activities & Timescale	People Involved	Cost & Resources	Monitoring, Evaluation & Review
<p>Some SEND pupils not fully accessing all aspects of the French curriculum and are not always engaged and on task in French lessons.</p>	<p>For ALL SEND pupils to access French curriculum and successfully make progress in their learning.</p> <p>For SEND pupils to be engaged and on task during French lessons.</p> <p>For children to recall phonics taught following phonics progression .</p> <p>For children to recall vocabulary from previous units on MTP and new vocabulary.</p> <p>For children to be able to recall and use key grammatical language structures from previous units on MTP and new units.</p>	<p>Teachers to communicate with RF/LG re individual strategies that support specific children’s needs in their class with SEND.</p> <p>RF to continue sharing updates with LG regarding SEND information for specific pupils.</p> <p>LG to continue differentiated learning appropriately with the correct scaffolds/support sheets/words mats in lessons.</p> <p>When available/appropriate, teaching assistants to continue to support pupils with SEND under LG’s direction</p> <p>LG to continue monitoring end of unit puzzle it out assessments and misconceptions addressed and planning altered accordingly.</p> <p>Subject leader to have discussions with children to monitor knowledge gains (vocabulary, phonics and grammar) using MTPs.</p> <p>For RF to observe lessons taught by subject specialist to monitor support for pupils with SEND</p>	<p>Class teachers</p> <p>SENDCO</p> <p>RF-language lead</p> <p>LG-language specialist</p>	<p>Cover for time out of class for subject lead to conduct monitoring</p>	<p>R Farrell to complete:</p> <p>Monitoring Book looks Discussions with children Monitoring of puzzle it out assessments</p> <p>Discussions between R Farrell and L Garside regarding knowledge gains, progress and engagement of pupils with SEND</p>

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	<p>For language specialist to formatively assess children and monitor children's knowledge gains.</p>	<p>Discussions between subject specialist and subject lead to review the impact of further support/scaffolds/communication from teachers on SEND children's knowledge gains.</p> <p>Review next monitoring period for MFL</p>			
<p>Some elements (Reconnect- Engage- Model-Scaffold-Apply) of French lesson could be faster and learning could be progressed further.</p> <p>Phonics teaching could be embedded further using reconnect starters.</p>	<p>For pace of French lessons to be faster.</p> <p>For expectations to be higher for completing things to move the learning on faster. E.g writing date and learning goal in books.</p> <p>For all pupils to show high engagement and good attitudes towards their learning and behaviour.</p>	<p>LG to consider the pace of the lessons and the time children spend learning in the teaching sequence. (Reconnect- Engage- Model-Scaffold-Apply) to move learning on faster/spend less time in 'Reconnect and Engage' part of lesson so children have more time to apply their learning.</p> <p>LG to use reconnect starter to recap and emphasise phonics knowledge needed during the lesson so further embedded and more effective use of time.</p> <p>LG to continue to follow school's behaviour policy to ensure high expectations and learning behaviours. Respectful, Responsible, Resilient.</p>	<p>R Farrell to check when monitoring.</p> <p>L Garside-specialist teaching</p>	<p>Cover for time out of class for subject lead to conduct monitoring</p>	<p>R Farrell to complete:</p> <p>Monitoring Book looks</p> <p>Discussions with children</p> <p>Monitoring of puzzle it out assessments</p> <p>Discussions between R Farrell and L Garside regarding pace of lesson and embedding of phonics knowledge</p>