



# EUXTON PRIMROSE HILL

Primary School

*"Together we will make a difference."*

## **Subject Leader Report – Modern Foreign Languages**

**MFL SUBJECT LEADER:** Cat Walsh

### **Subject Overview**

At Primrose Hill, we believe that learning another language is a fundamental part of a child's education; it allows children to build self-confidence, as well as developing their communication skills. In our modern society, children now have the ability to communicate with others from around the world; we want to equip children with the skills and confidence to be able to do this as well as having a deeper understanding and appreciation of other cultures. Our vision is for MFL is to inspire children, encouraging them to be inquisitive about the world.

Research has shown that children who learn a language at a young age (like most Scandinavian and other European countries) are more likely to go on to learn other languages, as well as travel to other countries. We endeavour to inspire children to do this, as well as feel connected to the wider world around them. We deliver formal French lessons throughout KS2, in line with statutory guidance. In EYFS and KS1, we have chosen to remove formal French lessons, as we are focussing on ensuring the foundations in English and Phonics, whilst raising a love and curiosity for foreign culture and language. Instead, languages are introduced through songs, rhymes, theme days and other incidental lessons, including our annual European Day of Languages. This, therefore, begins the understanding that other people in the world communicate differently to us and sparks the enjoyment of language.

French is taught in whole class, mixed ability groups. We believe that all children can achieve and should be exposed to different language speaking and interpretation skills, with the help and support of their peers. Moreover, in specific relation to our school values: Courage, Ambition, Respect and Excellence, the MFL curriculum will enhance pupils' understanding of RESPECT for cultures different to our own, AMBITION to explore and succeed in another language, as well as the COURAGE to venture into a relatively unknown language structure.

### **Curriculum Mapping Rationale**

French is taught from Year 3 to Year 6 once per week. Our curriculum is arranged to engage and excite all of our learners – ensuring children are taught the specific linguistic skills as stipulated in The National Curriculum 2014. We have opted to begin rolling out the National Centre for Excellence for Language Pedagogy (NCELP) scheme of work, starting with the Year 3 cohort in Summer Term of 2022. This year saw the completion of this roll out, and now all of Key Stage 2 are using the NCELP scheme of work. The move to this scheme was based on its phonetic approach and the progression of skills coming from the language, vocabulary and grammar most commonly encountered by children. The build-up of these skills has been ensured through the creation of a vocabulary progression document for the entire school. Our focus within MFL is placed upon speaking and listening over writing to begin with, which is then introduced further through the school. Each term has a cultural unit to accompany language learning, in order to promote children's cultural capital and encourage further speaking, listening and vocabulary gathering.

Outside of lesson time, children have access to LanguageNut- an online learning resource to continue their learning in a fun way with instant feedback in the language they are studying. Within this platform, personalised resources have been created to match up to the NCELP scheme and content.

## **Assessment**

Ongoing assessment is fundamental to everyday teaching at Primrose Hill; teachers are constantly making judgements with regards to attainment in lessons and altering provision accordingly, especially in a subject in which the outcomes are primarily spoken. As children and staff are now more comfortable using the Showbie platform, we are able to make use of voice notes and recordings for teachers to assess speaking as well as allowing children to self-assess. Intervention within the lesson is crucial in ensuring children are prepared to learn and misconceptions are quickly identified and rectified. Throughout French topics, pupils are assessed against the key skills taught. This is reported to parents in their end of year report, stating whether they are working at age related expectations, working at greater depth or working towards the expected standard. Brick wall trackers are used to monitor the progress of all cohorts as well as groups of pupils including pupil premium and AGD. End of year data is analysed, any trends or areas of development are identified and this is used to inform the subject development plan. The LanguageNut tool also offers children instant feedback on activities completed, including the chance to revisit mistakes when made with some help. This data is fed back to both the class teacher and subject leader, showing the trends, strengths and weaknesses for each child, class, year group and the whole school. From this data, we can adapt teaching focuses to ensure key skills are being addressed and promoted adequately. Parents are informed of their child's attainment and effort on a termly basis through parent consultation evenings.

## **Enrichment opportunities**

Update and include all relevant visits, visitors and enhancements.

<b>Year Group</b>	<b>Enrichment opportunity</b>
EYFS/ KS1	<ul style="list-style-type: none"><li>- European Day of Languages</li><li>- Design and describe a Buche de Noel</li><li>- Fête de Citrone food tasting &amp; offering opinions</li><li>- Learning traditional French rhymes</li><li>- Reading French stories</li></ul>
Year 3	<ul style="list-style-type: none"><li>- French New Year planning and sentence extension</li><li>- Kite Festival commentary description</li><li>- French café role play</li></ul>
Year 4	<ul style="list-style-type: none"><li>- Planning &amp; presenting a Réveillon menu</li><li>- Mardi Gras fashion show commentary</li></ul>
Year 5	<ul style="list-style-type: none"><li>- Le fete des rois recipe followed in French, script written and followed in French.</li><li>- Bastille Day research project for assembly. Role playing as characters in French</li></ul>
Year 6	<ul style="list-style-type: none"><li>- Research and write about a French city.</li><li>- Make and design own pancake recipe</li></ul>

## Review of Previous Subject Development Plan 2024/25

Target	Steps to achieving target	Impact
➤ Oversee implementation of new NCELP scheme of work into Year 6	<ul style="list-style-type: none"> <li>➤ Staff training on delivery, rationale and strategies for new scheme of work.</li> <li>➤ Support staff with modelled lessons, resourcing support etc.</li> <li>➤ Provide additional phonics and grammar resources from NCELP to supplement Rigolo scheme in Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>➤ NCELP scheme of work implemented into Year 6</li> <li>➤ Staff have built confidence in delivering NCELP lessons</li> <li>➤ Broader range of content covered</li> </ul>
➤ Create personalised LanguageNut units to reinforce NCELP units.	<ul style="list-style-type: none"> <li>➤ Breakdown key learning for each unit.</li> <li>➤ Create learning units via LanguageNut website.</li> <li>➤ Update staff with on uses and applications for teaching, home practise and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Units available within lessons or for additional practise at home</li> <li>➤ Reporting and data available for units</li> </ul>

## Staff training 2024/25:

Staff CPD Undertaken	Impact
Yarrow Subject Leader CPD	<ul style="list-style-type: none"> <li>- 2x Cluster meetings with other MFL Coordinators.</li> <li>- Sharing of good practise and resources across cluster.</li> </ul>
Subject Leader Cluster – OFSTED Deep Dive Focus	<ul style="list-style-type: none"> <li>- Guidance on measures to put in place in preparation for OFSTED Deep Dives in MFL</li> <li>- Sharing of good practise and monitoring techniques across the cluster</li> <li>- Subject Leadership knowledge audit – How is MFL run in our school?</li> </ul>
NCELP Training Sessions	<ul style="list-style-type: none"> <li>- Information on benefits of scheme and transition to KS3 within this scheme.</li> <li>- Implementation advice and strategies.</li> </ul>

## Current Targets for Subject Development Plan 2025/26

Target	Steps to achieve target
➤ Pursue high school links	<ul style="list-style-type: none"> <li>➤ Investigate transition opportunities</li> <li>➤ Investigate enrichment opportunities with high school pairings</li> </ul>
➤ Increase Low-Stakes Speaking Practice	<ul style="list-style-type: none"> <li>➤ Create “speaking practise” cards for year groups featuring basic conversational phrases</li> <li>➤ Implement the practise of this in lessons</li> </ul>

### **Planned Staff training and intended impact:**

<b>Staff CPD</b>	<b>Intended Impact</b>
<ul style="list-style-type: none"><li>- Yarrow Subject Leader training</li></ul>	<ul style="list-style-type: none"><li>- Key messages relating to Ofsted deep dives in MFL delivered.</li><li>- Areas for particular focus shared and reflected back to our own practise.</li></ul>
<ul style="list-style-type: none"><li>- National Centre for Excellence in Languages Pedagogy sessions through Worden Academy and Parklands High School.</li></ul>	<ul style="list-style-type: none"><li>- Updates regarding KS3 &amp; 4 expectations and how primary schools can feed into this.</li><li>- Continue to work on our delivery of NCELP scheme and make the most of high school links with this.</li></ul>
<ul style="list-style-type: none"><li>- In-house Staff training</li></ul>	<ul style="list-style-type: none"><li>- Share new curriculum planning, resources and progression.</li><li>- Model expectations and delivery of new scheme.</li><li>- Share knowledge with staff.</li></ul>