

Seven Stars Primary School



MFL ACTION PLAN (Spanish)

2021-22

INTENT

To 'open doors' for all our pupils to become familiar with and fluent in a Modern Foreign Language (Spanish) through:

Door 1 (Key Skills)

- a) reading and writing in Spanish (with a focus on grammar and phonics)
- b) reading (research) and writing (information) about Spanish culture, traditions and life

Door 2 (The World)

- a) celebrating Spanish culture including food and traditions (and being aware of the culture and language of other people groups – especially those in our own school)
- b) identifying where Spain is in relation to the rest of the world (and identifying key landmarks, places of interest, cities and notable features of place)
- c) being familiar with notable figures and periods in Spanish history

Door 3 (Healthy lives)

- a) develop Spanish conversational skills to support healthy relationships
- b) Building the confidence that comes from knowing another language

Door 4 (Creativity)

- a) Exploring, responding to and celebrating Spanish 'high culture' (e.g. Spanish music, art, architecture)
- b) Use Spanish culture as an influence on their own artistic expressions

Door 5 (Communication)

- a) Developing an ability to communicate (speak and listen) effectively in another language
- b) Developing a love for learning new words in Spanish and increasing vocabulary

This intent will be achieved through ensuring that:

1. Spanish is taught systematically (with sequences of learning building on prior knowledge) throughout KS2 to a good standard
2. Class teachers, specialists and support staff are clear about prior learning and plan to fill the gaps in pupil learning due to Covid
3. Regular and accurate formative assessment in Spanish knowledge and skills takes place
4. The needs of children who are struggling with Spanish are met well (Bottom 20%)
5. Spanish Ambassadors (to be appointed) will support the development of learning in Spanish and a love and curiosity for languages
6. Links are developed with High Schools (e.g. Worden Academy) to ensure support in language teaching and teacher subject knowledge
7. Links are developed with all High School to ensure support with transition from Key Stage 2 to Key Stage 3 to continue a love for languages

IMPLEMENTATION

- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning
 - Leading professional development, providing guidance and support to colleagues
 - Oversee assessment
 - Making best use of financial and human resources to impact on standards
 - Promoting the subject and championing the subject with colleagues and pupils.

Focused intent	Focused implementation (success criteria and specific actions)	Timescales	Resources	Accountable	Monitoring & Evaluation
<p>1. Spanish is taught systematically (with sequences of learning building on prior knowledge) throughout KS2 to a good standard</p>	<p>Spanish is planned to take place weekly in each class timetable throughout KS2</p> <p>Develop over the year a high quality Spanish curriculum showing progression of knowledge and skills (with particular focus on grammar and phonics)</p> <p>Liaise with local High School (Worden Academy) to support teacher subject knowledge, development of a sequenced curriculum, resource recommendations and appropriate cross-phase links to KS3 curriculum</p>	<p>From September 2021 Specialist teacher to identify starting points of all classes post-COVID</p> <p>From November 2021 investigate and implement resources to support teaching of Spanish (e.g. Language Angels and other resources – see support from local High School)</p>	<p>Language Angels</p> <p>Specialist Teacher (HF)</p> <p>Resources from Worden Academy</p> <p>Ofsted research report</p>	<p>MM (HT & MFL subject leader)</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>
<p>2. Class teachers, specialists and support staff are clear about prior learning and plan to fill the gaps in pupil learning due to Covid</p>	<p>Teachers of children from Years 3 to 6 (with support from the Spanish specialist teacher) review prior learning in Spanish, current understanding and steps to ‘catch-up’ to age-related expectations</p> <p>Gaps identified and addressed in planning.</p>	<p>From September 2021 (and ongoing)</p>	<p>Model schemes</p> <p>Specialist Teacher assessments</p> <p>Language Angels or other scheme to support planning</p>	<p>As above and SLT / Governors</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>

<p>3. To ensure regular and accurate assessment in Spanish</p>	<p>Weekly formative assessments of all pupils in Spanish to determine next steps in planning (identifying needs for differentiation/challenge)</p> <p>Regular (termly) more formal assessments in Spanish using teacher assessment and scheme assessments based on key areas of: Listening; Speaking; Reading; Writing & Grammar</p>	<p>September/October baseline</p> <p>On-going formative assessments</p> <p>End of each term and end of year (July 2022)</p>	<p>Specialist teacher assessments</p> <p>Scheme assessments</p> <p>KLIPs grids</p>	<p>As above</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>
<p>4. To ensure that the needs of children who are struggling with Spanish are met well (Bottom 20%)</p>	<p>Children who are struggling to access the MFL curriculum are assessed regularly and in detail to determine what the difficulties are</p> <p>Teachers plan to support children who are struggling to ensure progress (including the use of 'Spanish blasts' – short 'blasts' of key knowledge and skills at times outside of the discrete Spanish sessions)</p> <p>A variety of strategies are used to support children who are struggling including scaffolding, modelling and clear differentiation</p> <p>Teachers may employ the support of Spanish Ambassadors to engage and support children who are struggling</p>	<p>From September 2021</p>	<p>Additional resources as needed to support children who are struggling</p>	<p>As above</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>
<p>5. To ensure that teaching and learning in Spanish supports the development of reading</p>	<p>All classes in KS2 to explore a specific Spanish text/excerpt each half term</p> <p>All classes in KS2 include Spanish texts within their reading areas / library (matched to stage of understanding)</p> <p>Teachers make links between learning English phonics and Spanish phonics clear to children, discussing similar and different patterns. English compared to learning Spanish e.g. the journey from letter sounds to blending and decoding and comprehension</p>	<p>From September 2021</p>	<p>Familiar stories in Spanish</p> <p>Variety of Spanish materials and sources</p>	<p>As above</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>

<p>6. To appoint Spanish Ambassadors to support the development of learning in Spanish and a love and curiosity for languages</p>	<p>Spanish Ambassadors to be appointed in each class to</p> <ul style="list-style-type: none"> -ensure that Spanish texts are used in class story times and are included in classroom reading areas -support children who are finding it difficult to access the MFL curriculum (from their own class or younger class) -encourage enthusiastic and positive attitudes towards learning Spanish - play a leading role during Spanish Days - attend KS1 extra-curricular learning sessions to support younger children (Year 2 Spanish club) -provide and support the collection of pupil voice 	<p>From September 2021</p>	<p>Familiar stories in Spanish</p> <p>Variety of Spanish materials and sources</p> <p>Pupil Questionnaire</p>	<p>As above</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>
<p>7. To develop links with Worden Academy and other High Schools to ensure high quality transition to the learning of languages at Key Stage 3</p>	<p>MFL staff from the local Secondary Schools to support the development of Spanish at Seven Stars and to support with the transition and learning of languages in Key Stage 3 through:</p> <ul style="list-style-type: none"> -visits to Seven Stars school -offering visits to the High School to the MFL departments -offer time with any visiting exchange students from Spain -support school with finding contacts with native Spanish-speakers to discuss language and culture 	<p>October 2021</p>	<p>Support from local High Schools including Worden Academy</p>	<p>As above</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>
<p>8. To ensure regular monitoring of standards in MFL at Seven Stars Primary School</p>	<p>MFL lead to undertake full monitoring activities each term and provide feedback and support as needed to Key Stage 2 team leaders, Senior Leadership Team and Governors (Curriculum and Standards)</p>	<p>From September 2021</p>	<p>Time planned into the school calendar to undertake monitoring activities</p>	<p>As above</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>

IMPACT

- **Monitoring the effectiveness of teaching and the impact on learning and standards**
- **Evaluating and summarising all aspects of the subject to define next steps for improvement.**

<p>A higher number of children reach age expected levels and higher in Spanish by July 2022</p>	<p>Data analysis at the end of each term shows an upwards trend of children reaching age expected levels in Spanish</p> <p>Termly monitoring identify successes and those children who are not making enough progress and struggling to access the curriculum. Strategies to support improvement discussed with Key Stage Leaders/teachers</p>	<p>July 2022</p>	<p>Assessment Grids</p>	<p>MM with HF and SLT</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>
<p>A higher number of children are accessing MFL at age appropriate levels in lessons as gaps in learning are filled and progress made</p>	<p>Regular lesson drop-ins, book scrutiny and knowledge coverage analysis shows an increasing number of lessons planned at the expected age appropriate level</p>	<p>Review at the end of each term</p>	<p>Assessment Grids</p> <p>Language Angels scheme or equivalent</p>	<p>As above</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>
<p>All teachers in KS2, both internal and external, are becoming more confident to teach Spanish to a high standard</p>	<p>Lesson observations and book scrutiny judge all teaching and learning in MFL to be at least good in KS2.</p> <p>Support is provided as appropriate to teachers who need further development via High Schools and Specialist teacher.</p>	<p>Review at the end of each term.</p>	<p>CPD Support from MFL lead and colleagues</p> <p>External Specialist Teachers</p>	<p>As above</p>	<p>Termly lesson observations/drop ins/book scrutiny/data analysis/pupil voice/ staff voice/parent voice</p>
<p>A higher number of pupils are enthusiastic about learning Spanish as a language and learning about Spanish culture.</p>	<p>Pupil interviews, observations around school, increased opportunities to grow in confidence through events and interactions</p>	<p>Review at the end of the year (July 2022)</p>	<p>External links</p>	<p>As above</p>	<p>As above</p>