**Action Points 2020**

**Modern Languages**

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| **Quality of Education** | **Action points** |
| **Intent** |  |
| Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. | New member of staff (Sept 2020) will become familiar with our curriculum, as the year evolves. Support to be given by HOD, as appropriate.  Implementation of KS3 French and German schemes of work for dual linguists is subject to continuous review, due to restricted time provision for two foreign languages in Years 8 and 9. Dual linguist colleagues to liaise regularly and adapt curriculum as appropriate.  Work to continue on producing blended learning materials for remote learning, should local/national lockdowns or “circuit breakers” be implemented. We will continue to support pupils who need to work from home due to self-isolation requirements. |
| The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | Continue to raise awareness amongst pupils of ways in which language skills can contribute towards future learning and employment and highlight this to pupils when teaching relevant aspects of the SOW. |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. | Continue to offer opportunities in MFL to all pupils, regardless of ability. Encourage use of differentiated and extension materials where appropriate and continue to celebrate achievements. Continue to develop materials and resources which support pupils of all abilities. Continue to provide homeworks which stretch and challenge. |
| Pupils study the full curriculum; it is not narrowed. The school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school’s aim is to have the EBacc at the heart of its curriculum, in line with the DfE’s ambition, and good progress has been made towards this ambition. | German scheme of work is very ambitious (see above). It is subject to regular review in light of limited curriculum time, particularly in Year 9, and the need to prepare pupils adequately when opting for GCSE German. The Year 9 German teachers will discuss and the SOW will be adapted where/if necessary. |
| **Implementation** |  |
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. | A lot of work was completed during 2017 and 2018 on embedding the new GCSE. HOD-led INSET took place in 2018 on the writing and speaking exam requirements and marking expertise from exam board standardisation training was shared. The MFL study group for 2019-20 (led by HOD) further developed departmental expertise, as there was a focus on raising attainment in the speaking exam (role-plays and photos) as well as raising attainment in pupils’ skills in answering questions in the target language. We have a new colleague in 2020 so time will be spent on ensuring that this previous training is shared. The 2020-21 MFL study group will be led by the HOD and will focus on developing materials and resources to foster Rosenshine’s Principles of Instruction in the classroom. |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. | Due to the Covd-19 pandemic, this year we will be adapting our usual policy, so that we are developing our online marking. We will be agreeing assessments across year groups and marking key pieces of work, which will enable pupils to show progression in their learning. This will be an area for discussion throughout the year.  Work scrutinies and learning walks will be adapted due to the pandemic, taking into consideration the need for social distancing and quarantining of materials.  During 2019-20 the need for more class time to be spent on pupils reflecting on feedback was raised, so this will be an area to develop this year, when feedback has been given. This needs to be embedded in our routines. We will further develop our work on marking and giving feedback online. |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. | Develop departmental collaboration on producing relevant learning and written homeworks, so that these are addressed consistently across a specific year group. Study and memorisation techniques to become a focus in lessons.  Work needs to be done on developing a bank of resources for GCSE German pupils, as this is a new course for this year. Discussion needed on development of knowledge organisers (both key stages, both languages) and issuing vocabulary and structures in advance of topics, so that pupils can prepare for new knowledge to be taught. KS4 teachers to collaborate on learning homeworks and assessing learning via testing writing practice questions and speaking exam questions. \*\*  Prepare revision programmes for pupils to refer to throughout the GCSE course.  \*\* New this year: there will be no formal speaking exams for Year 11 (2021 exam entry). We are currently awaiting more guidance and information about Year 11 speaking ***assessments*** criteria. HOD and CRO to liaise with each other, once this information has become available.  Pupils working from home will be supported in their learning. |
| Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. | Continue to review assessments and update where appropriate.  Bank of assessments to be made available for both languages and both key stages.  Investigate ways of providing assessments to pupils who are working from home, due to Covid-19. |
| Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | Continue to adapt and update our resources, where appropriate.  Share ideas regarding new resources.  Share resources to reduce workload impact.  Share the workload associated with producing blended learning materials for 5 year groups (French) and 3 year groups (German). |
| The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. | Continue to develop lessons and materials that fit the demands of the progress ladders and GCSE criteria. Ensure that pupils evaluate and report back on their own progress, in relation to the progress ladders, so that they develop an awareness of their increased skills and knowledge in MFL. |
| Reading is prioritised to allow pupils to access the full curriculum offer. | Continue to build up range of reading materials and develop bank of authentic materials for pupils to access for both key stages and both languages.  Share materials across the dept to reduce impact of workload. |
| A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. | Continue to build in homework opportunities for pupils to complete independent reading tasks.  Source appropriate, relevant and accessible literary texts, that stimulate pupils’ interests. |
| The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. | Continue classroom practice of presentation, repetition and independent production of language, to ensure pupils are practising pronunciation.  Explore use of relevant auditory and video materials with appropriate transcripts, which can be used to develop phonics knowledge. Encourage home and blended learning activities, where pupils have the opportunity to access audio and video resources. Explore Oak National Academy resources, where there is an emphasis on phonics at the start of lessons.  Explore opportunities to implement the above strategies when setting remote/blended learning. |
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. | Continue to build a bank of materials, where pupils work with high standards of English, French and German. Develop GCSE-style higher reading tasks, where pupils translate longer passages from the target language into English, thereby developing their use of accurate English. Encourage use of descriptors from progress ladders, to encourage pupils to use correct English to discuss their learning and progress. |
| **Impact** |  |
| Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. | Seek to improve GCSE French results year-on-year. Develop the GCSE German curriculum, to ensure that all pupils are given opportunities to achieve the highest standards, in line with their target grades. Ensure that blended learning materials contain high level of challenge, so that pupils are still able to enhance their skills and knowledge, whilst working remotely. Feedback on blended learning submissions to be provided, to inform pupils of progress towards target grades.  See note below ref loss of formal schooling time for Year 11 pupils in 2020. |
| Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. | Year 11 lost 4 months of formal schooling (March to July 2020) whilst they were in Year 10, due to Covid-19 lockdown. Some of these same Year 11 pupils have also missed in-class experience during 2020-21, due to requirement to self-isolate after being in contact with positive Covid-19 cases. There is therefore a clear need to ensure that when pupils are in school, or working remotely, they are able to continue with their education and develop the knowledge and skills they need. Blended learning materials have been developed to support this. The success of these will also depend on pupils having access to ICT facilities at home, as the work is set online. We will continue to work towards raising standards of attainment in MFL at KS4 by ensuring pupils are given appropriate exam practice and materials. We will continue to liaise with parents/carers, SENCO, mentors about pupils with SEND, to ensure that they are given appropriate support and we will work with pupils where mental health issues are of concern. |
| Pupils’ work across the curriculum is of good quality. | Continue to aim for high quality work across both key stages for French and German. Ensure that any work that falls short of the required standard is re-done by the pupils, so that high standards are maintained.  Revised work scrutiny format due to Covid-19 to be embedded – this will be looking at work submitted online. This will be developed in consultation with MFL colleagues. |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. | Continue to make available opportunities for developing reading and numeracy skills and make these links explicit in lessons and homework tasks. |
| In addition, for Outstanding |  |
| The school meets **all** the criteria for a good quality of education **securely** and **consistently**. | Continue to enhance provision (as detailed above) for all pupils who are studying French and German. |
| The quality of education provided is **exceptional**. | We are working towards providing an exceptional educational experience. |
| In addition, the following apply. |  |
| The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. | Our aim is for MFL to make a significant contribution to delivering the school’s curriculum intent. |
| The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | Pupils to have a portfolio of relevant materials to support them in final preparations for GCSE exams. This portfolio to include a range of tasks, designed to develop the skills of listening, speaking, reading and writing at both foundation and higher tier, along with feedback which supports their learning and progress. |
| Pupils’ work across the curriculum is consistently of a high quality. | Continue to have the highest expectations of work presented by pupils and to ensure that poor quality work is rejected and redone. Use WAGOLLs to demonstrate high quality work to continue. Use of visualisers will be developed when it is safe to handle books and assignments belonging to pupils. |
| Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. | Continue to embed practices above, in order to raise attainment further. Continue to give lots of exam practice to pupils and to encourage motivated independent learners. |