|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Intention  Data, Recovery programme, resources, staffing including pedagogy, innovation | Implementation | Implementation Time frame/ Staff involved | Proposed Impact | Evidence towards proposed impact |
| **PP children** are encouraged and assisted to achieve in MfL in line with their peers; promoting confidence and well-being as well as supporting learning in other subject areas. | Differentiated activities provided to ensure appropriate level of support and/or challenge.  PP Pupils tracked to ensure progress remains on course, any problems to be quickly identified and additional support provided.  Formal assessment of key learning units to monitor achievement. | SA to provide and monitor input. Tracking and differentiation ongoing – review each term.  Assessment at end of units.  Progress to be shared with SLT through WLP updates. | PP children will consistently achieve in line with other pupils. Learning difficulties or misunderstandings will quickly be identified and addressed. Children with good understanding will be appropriately challenged, so that all children will enjoy and derive confidence from language learning. |  |
| **Displays and Environment**  Children will have access to tools that support their learning and awareness of languages. | Each KS2 class to contain:  Dictionaries in progress language (French) and at least one dictionary in another language.  A selection of books/activities in other languages that can be used during well-being or other appropriate times in class.  A small display relevant to current learning (can link to MfL or WLP units) eg KKO, word bank, geographical information. | SA to check activity selection each half-term.  SA/class teachers to update display at least termly. | Children will:  Enjoy accessing languages outside formal learning time.  In appropriate cases, develop links between languages and wider learning SMATTs. |  |
| **Website** To provide parents with detailed information about the policies and practices relating to delivery of MfL, through the school website. | Create a MfL page on the school website, to include: Curriculum philosophy, policy and action plan; Overview and KKOs, Pupil feedback and examples. | SA, to be in place by end of Autumn term 2021 and added to throughout the school year. | Parents are able to access and support the learning with their child linked with MfL on the school website. |  |
| **Planning/Resourcing/Staff Pedagogy** Ensure that planning is up to date, especially online resources connected to each unit of learning.  Incorporate key reflection sheets into assessment of units. | Regular checks of planning, with special attention to hyperlinks, as well as how current any popular references are. Update as necessary.  For Autumn 2 and Spring 2 units, establish and use Key Reflection sheets. For language/grammar units, ensure children use ‘Can Do’ sheets to self-assess. | Planning to be checked and updated in advance of each new term (SA)  By end of 21/22 academic year, all units to have a Key Reflection sheet and/or a Can Do sheet. Examples of Key Reflection sheets on school website. | Pupils can monitor and build confidence in their own progress, through self-assessment supported by teacher assessment.  Learning resources will be relevant, fun and up-to-date, to enhance their accessibility. |  |
| **Pupil Voice** evidence gathered; what are the children at SMA saying about the teaching & learning in MfL lessons?  Pupil voice correctly informs staff about Teaching & Learning in MfL.  Previous pupil voice is shared and acted on. | Use pupil voice time to gather information linked with WLP  Gather feedback relating to a variety of aspects of language learning – eg cultural knowledge, vocab and grammar, enjoyment and wellbeing.  Collect ideas from children of things they have really enjoyed or connected with, alongside suggestions for future development. | SA, termly.  Pupil voice responses to be shared with SLT (ES) | Pupils are able to evaluate their own learning.  Pupils see clear impact of their own suggestions and input on their future learning. This promotes effective communication and encourages pupils to take ownership of their learning. |  |
| **EAL** to encourage EAL children to feel included and valued within the school community, through acknowledgement of their language and culture. | Track progress of EAL children within MfL. Where appropriate, and when children feel confident to do so, encourage EAL children to share vocab (eg teach class Hello or 1-5 in their language).  Class teachers to have elements of language within routines eg say register in Spanish, children say Hello in as many languages as they can.  Class language activity sets to include books/activities pertaining to languages of EAL children.  Classes to have and learn prayers in other languages, esp. Sign of the Cross. | Class teachers (ongoing)  SA to support with ways of incorporating languages eg providing bank of prayers; updating class activities.  SA to liaise termly with class teachers to review and advise.  SA to monitor progress at end of each unit. | All children, regardless of background, feel respected and valued in line with British values and our Mission Statement.  All children increase understanding of different languages, backgrounds and cultures.  EAL children are appropriately supported/challenged. |  |