

# SUBJECT ACTION PLAN - MFL

2024 - 2025

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<p><b>Priority 1 – Quality of Assessment</b></p> <p>To improve assessment systems so that ....</p> <ul style="list-style-type: none"> <li>Teachers are using the assessment systems effectively to inform planning and teaching.</li> <li>Any misconceptions or gaps in learning are identified and addressed immediately or in the next lesson.</li> <li>Children who are absent from the lessons are given the opportunity to ‘catch up’</li> <li>All children including SEN are catered for and able to fully access the geography and history curriculum through clear, specific adaptations and through using the lesson evaluations to inform of next steps in teaching.</li> <li></li> </ul>	<b>Budget</b>	<b>Time / £</b>
	Resources	Kapow Scheme of work Kapow resources Release time for subject leader to monitor
	Training	Kapow training videos for French
	INSET/Staff Meetings	
<p><b>Priority 2 – Core Knowledge</b></p> <p>To ensure core knowledge is being taught regularly in French so that...:</p> <ul style="list-style-type: none"> <li>Children are retaining key vocabulary and information from the French lessons</li> <li>Key vocabulary from the lessons is being repeated regularly</li> <li>Children encounter French other than in the lessons taught</li> <li>French becomes an everyday part of school life and enthusiasm/engagement towards learning a language is high.</li> </ul>	<b>Budget</b>	<b>Time / £</b>
	Resources	Kapow scheme of work Release time for subject leader to monitor Core knowledge flashcards
	Training	Kapow training videos
	INSET/Staff Meetings	
<p><b>Priority 3 – Kapow</b></p> <p>To ensure that the Kapow curriculum is fully embedded so that ...:</p> <ul style="list-style-type: none"> <li>Effective and consistent teaching of French can be seen throughout KS2.</li> <li>Teachers feel confident in the use of the Kapow scheme to teach French</li> <li>Kapow is being used effectively including through adapting and refining the lesson plans to cater for all children</li> <li>Kapow lessons are fully adhered to.</li> </ul>	<b>Budget</b>	<b>Time / £</b>
	Resources	Kapow scheme of work Release time for subject leader Kapow resources
	Training	Kapow training videos
	INSET/Staff Meetings	

### Priority 1 – Quality of Assessment

To improve assessment systems so that ....

- Teachers are using the assessment systems effectively to inform planning and teaching.
- Any misconceptions or gaps in learning are identified and addressed immediately or in the next lesson.
- Children who are absent from the lessons are given the opportunity to ‘catch up’
- All children including SEN are catered for and able to fully access the geography and history curriculum through clear, specific adaptations and through using the lesson evaluations to inform of next steps in teaching.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Teachers to use use and fill out lesson plans consistently before and after each taught lesson.	Staff	All sections are filled out including review/recall, misconceptions from previous lessons, chn who need further support, evaluation and assessment.	Staff			
	Evaluation and assessment sections of lesson plans are filled out at the end of each taught lesson and are being used to inform of next steps.	Staff	Evaluation and assessments are filled out with names of chn who needed further support, misconceptions that have arisen in the lesson and next steps- evaluations are clear and specific.	Staff			
	Children who are absent from the lesson are written on the plans and clear steps for them to ‘catch up’ are also written.	Staff	Clear written steps are on the plans explaining what needs to be done- intervention, 1:1 support, morning catch up. The child who was absent has a clear understanding of what was taught in the lesson and is able to access the next lesson.	Staff			
	Kapow plans are downloaded and adapted for SEN children. The adaptations made are specific to each child.	Staff	Each Kapow plan is uploaded to the Drive and has clear, specific adaptations for SEN children.	Staff			
	Evaluations at the end of the lesson plans are filled out at the end of each unit informing teachers of the chn who have fully understood the unit, the children who need extra intervention and gaps in learning.	Staff	Evaluations are completed with specific names of chn who have a good understanding and who need further support. These are highlighted to show the chn who are SEN/PP. Next steps are written clearly and are used to inform the	All staff			

			teacher of how, when and where gaps will be filled.				
<b>Spring</b>	Subject leader to monitor lesson plans to ensure that they are being completed consistently and are being used to inform of next steps. Subject leader to also monitor end of unit evaluations.	KMc	All lesson plans are filled out. Evaluations are detailed with specific names of chn who need further support and the steps needed to support them.	KMc			
<b>Summer</b>	Summer assessment grid filled out by all teachers, giving incite into the strengths of the year, the weaknesses and gaps. This is then passed onto the next teacher.	All staff	All staff aware of gaps in French from previous year.	All staff			

### Priority 2 –

To ensure core knowledge is being taught regularly in French so that...:

- Children are retaining key vocabulary and information from the French lessons
- Key vocabulary from the lessons is being repeated regularly
- Children encounter French other than in the lessons taught
- French becomes an everyday part of school life and enthusiasm/engagement towards learning a language is high.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
<b>Autumn</b>	Teachers using core flashcards throughout the week. Teachers introduce the idea of a washing line, displaying core knowledge flashcards and changing them throughout the year.	All staff	Washing line visible in each classroom. Children aware of it and what it is for because they are being used regularly.	All staff			
	Teachers to be using a variety of resources to review vocabulary taught in French including videos and pictures with vocab. This will ensure children are retaining the key vocabulary.	All staff	Children are able to remember and retain the vocabulary learnt because it is being revisited through various engaging resources throughout the week.				
	Subject leader to ensure that core knowledge grids are refined and flashcards reflect the newly refined grids- shared with staff.	KMc	Core knowledge flashcards reflect core knowledge grids. Core knowledge grids are short and simple to enable children to retain information.	KMc			
	Subject leader to monitor that knowledge organisers are given for each new topic in French and are being referred back to by children to support learning.	KMc	French folders have knowledge organisers, which children use to refer back to for key vocabulary in French.	KMc			

<b>Spring</b>	Subject leader to monitor use of key vocabulary within the classroom- is key vocabulary displayed for children to look at, either on walls or in floorbook as evidence?	KMc	Key French vocabulary from the lessons is visibly displayed in the classroom. Children are aware if this and able to discuss confidently the vocab being taught.	KMc			
<b>Summer</b>	Subject leader to conduct pupil voice at the end of the year to gauge retention of core knowledge and if key vocabulary is repeated and used within the classroom throughout the week.  Pupil voice to get an insight into engagement and enthusiasm towards learning the language- are lessons fun, practical and exciting?	KMc	Children are able to confidently use the core vocabulary listed on the core knowledge grid. They are able to talk about key vocabulary from lessons because it is being repeated throughout the week, not just in lessons.  Enthusiasm levels towards learning French are high- children speak fondly about learning a language.	Kmc			

### Priority 3- Kapow

To ensure that the Kapow curriculum is fully embedded so that ...:

- Effective and consistent teaching of French can be seen throughout KS2.
- Teachers feel confident in the use of the Kapow scheme to teach French
- Kapow is being used effectively including through adapting and refining the lesson plans to cater for all children
- Kapow lessons are fully adhered to.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
<b>Autumn</b>	Teachers to evidence lessons through photos and key vocab in floor books, sheets in French folders etc...	All staff	There is evidence for each lesson in some form (photos, key vocab, floor book. French folders).	All staff			
	Teachers to upload lesson plans for each Kapow lesson to the Drive and adaptations are clear and detailed.	All staff	All lesson plans for each topic are on the Drive. Adaptations are clear to see. Adaptations are specific to the children who need support.	All staff			
	Teachers to watch Kapow videos prior to lesson to ensure effective teaching of French. Videos are being used within the lessons, if staff lack confidence in pronunciation and grammar rules.	All staff	Staff feel confident in teaching French because they are watching the videos prior to the lessons- they know the lesson content, vocab and grammar rules being taught. If confidence is lacking, staff are aware of the videos that can be used throughout each lesson.	All staff			

	Teachers to fully adhere to Kapow lessons and using resources effectively, ensuring the lessons are high energy, practical and engaging.	All staff	Staff are following the structure of the Kapow lessons and using the resources provided.	All staff			
	Subject leader to conduct staff voice to gauge confidence in using the Kapow scheme to teach French.	KMc	All KS2 staff to fill out questionnaire. Staff are confident using Kapow to teach French. Subject leader to offer support with anything that staff may lack confidence in.	KMc			
<b>Spring</b>	Subject leader to monitor lesson plans to ensure that they are being consistently downloaded and adapted every lesson, and recall/review is being used from the Kapow lesson plans and written on the lesson sequences.	KMc	Lesson plans are all uploaded and adapted prior to the lesson being taught. Recall and recap is being taken from the Kapow lesson plans and visible on the lesson sequences.	KMc			
	Subject leader to monitor floorbooks/folders to ensure that each French lesson is evidenced.	KMc	Evidence for each taught lesson can be seen in either floorbooks or folders- evidence matches the lessons being taught.	KMc			
<b>Summer</b>	Subject leader to look at core knowledge grids/national curriculum, alongside planning to ensure that all key objectives have been taught. Staff to fill out assessment grid for next teacher.	KMc	Core knowledge/national curriculum matches with what has been taught throughout the year. Anything not taught/weaknesses will be on the assessment grid, so the next teacher will be aware of gaps.	KMc			
	Subject leader to conduct pupil voice to get an insight into the delivery of French throughout KS2.	KMc	Children show enthusiasm towards French because the lessons are engaging, practical and well-resourced through the use of Kapow.	KMc			