

**Subject Leader Raising Aspirations Plan**

**Subject: MFL – French**

**Academic year 2019 - 2020**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding Page 64 | * Have high ambitions for all children in the teaching of French leading to all children making progress. |
| 1. The quality of education   (Teaching, Learning and Assessment) Page 41 | * Develop a sequential and rigorous overview of MFL provision across Key Stage one and Key Stage Two |
| 1. Personal Development. Behaviour and attitudes   Page 52 and Page 58 | * Ensure that all children in Key Satge one and Key Stage Two understand why they are learning a foreign language and the impact it can have on their lives. |

 Please refer to the Inspection Handbook for guidance.

**Raising Aspirations Plan Autumn**

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| 1. Leadership and Management including safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What data is available? * What are the children's opinions of French ? * Are high expectations evident in lessons and books? | | | | |
| **Half-termly Milestones to Achieve Annual Targets pupil chats, Primary PPA cover assessment tracker , pupils working towards the expected standard** | | | | | |
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| **Actions for each half term**   * **Observe lessons** * Look at books * Pupil chats | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
| **Look at books** | | Week | SF | A | A |
| **Pupil chats** | | Week | SF | A | A |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What developments are being put forward to ensure there is a sequenced The MFL curriculum ? * Are skills being taught effectively? How do you know? * Are transition standards being referred to ? | | | | |
| **Half-termly Milestones to Achieve Annual Targets coverage, development of skills, progression from year group to year group evident** | | | | | |
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| **Actions for each half term**   * **Look at Primary PPA Cover Planning** * Collate Autumn term coverage * Check coverage against transition standards | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
| **Look at Primary PPA cover planning** | | Week | SF | R | R |
| **Collate autumn coverage** | | Week | SF | R | R |
| **Check covergae against transition standards** | | Week | SF | R | R |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | Do the children know why they are learning French?  Have links been made with high schools?  Are children aware of potential future opportunitiess arising from learning French ? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * Pupil chats * Contact Hutton Grammar School about the possibility of a MFL day | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
| **Pupil chats** | | Week | SF | A | A |
| **Contact Hutton** | | Week | SF | A | A |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding | Y2,Y3,Y6 books looked at for progression of learning | No | All books to be looked at  Ensure PPA company tracker has been updated |
| The Quality of Education  Teaching, learning and assessment. | Unable to access website |  |  |
| Behaviour and Attitudes and Personal development | Pupil chats show children are enjoying French | yes | Conduct more chats |

**Raising Aspirations Plan Spring**

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| 1. Leadership and Management including Safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What data is available? * What are the children's opinions of French ? * Are high expectations evident in lessons and books? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **Observe lessons** * Look at books * Pupil chats * Talk to PPA company * Ensure assessment data is completed | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2020 12 Weeks** | | | | | |
| **Look at Books** | | Week | SF | G | G |
| **Pupil Chats** | | Week | SF | R | A |
| **Talk to PPA company** | | Week | SF | G | G |
| **Ensure assessment data is completed** | | Week | SF | A | A |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What developments are being put forward to ensure there is a sequenced The MFL curriculum ? * Are skills being taught effectively? How do you know? * Are transition standards being referred to ? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **Look at Primary PPA Cover Planning and Schemes of work** * Check coverage against transition standards * Contact PPA company for updated SOW * Upload progression documents onto TEAMS | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2020 12 Weeks** | | | | | |
| **Look at Primary PPA cover planning and schemes of work** | | Week | SF | G | G |
| **Check coverage against transition standards** | | Week | SF | G | G |
| **Contact PPA company for updated SOW** | | Week | SF | G | G |
| **Upload progression documents onto TEAMS** | | Week | SF | G | G |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | Do the children know why they are learning French?  Are children aware of potential future opportunitiess arising from learning French ? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **Pupil chats** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2020 12 Weeks** | | | | | |
| **Pupil chats** | | Week | SF | R | A |
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**Raising Aspirations Plan Spring Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding | Books looked at in Y2, Y3, Y6 – evidence of some differentiation . Spoke to PPA company about how the system works, received updated scheme of work for KS1 and KS2 plus a progression document. Discussed assessments and how we can move this forward using our foundation tracker .  All data was updated by Mrs Robinson PPA teacher and entered into the school foundation tracker. | Yes | Create progression document for KS1 and KS2  Assess data for KS2 - feed into quality of education |
| The Quality of Education  Teaching, learning and assessment. | * Look at Primary PPA Cover Planning and Schemes of work * Check coverage against transition standards * Contact PPA company for updated SOW * Upload progression documents onto TEAMS   All actions completed allowing: Progression documents, prior and post learning documents, created from documents provide by PPA company and uploaded to TEAM Curriculum 2020 | Yes | Create subject organisers  Create vocabulary mats |
| Behaviour and Attitudes and Personal development | From informal observations behaviour and pupil engagement in French have improved significantly during the year | Yes | Pupil attitude questionnaires |

**Raising Aspirations Plan Summer**

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| 1. Leadership and Management including safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | Is there clarity of coverage and expectations between school and PPA staff | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Build up relationship with key contact at PPA company** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Summer 2020 11 Weeks** | | | | | |
| **Communicate with PPA company to develop next acton plan** | | Week 1 | SF | G | G |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | Is there clear progression ? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**  Create progression document for KS1 and KS2  Assess data for KS2  Create subject organiser  Create vocabulary mats | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Summer 2020 11 Weeks** | | | | | |
| **Progression documents** | | Week 1 | SF | G | G |
| **Assess data for KS2** | | Week2, 3, | SF | G | G |
| **Subject organiser** | | Week4 | SF | G | G |
| **Vocabulary mats** | | Week 5 | SF | G | G |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | Investigate attitudes towards MFL | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Pupil chats** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Summer 2020 11 Weeks** | | | | | |
| **Pupil chats , attitude questionnaire** | | Week 8 | SF | R | R |
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**Raising Aspirations Plan Summer Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding | Contact has been made with Leah at the PPA company , discussions had about progressions, assessment and suggestions for the next action plan | Yes | Creat action plan for 2020 to 2021 with focus on improved attainment for all groups |
| The Quality of Education  Teaching, learning and assessment. | Progression documents, subject organisers and vocab mats are complete and are on TEAMS  Data has been assessed and collated for Y3 to Y6 from Foundation tracker. | Yes | Talk through documentation with PPA teacher on their return to school. |
| Behaviour and Attitudes and Personal development | Pupil chats and attitude questionnnaire not completed. | No | Prioritise pupil attitude questionnaire early in autumn term |