MFL Action Plan 2024-25

Curriculum Annual Targets

Please refer to the Inspection Handbook for guidance.

https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021

| Leadership and Management including Safeguarding | Have high ambitions for all children in the teaching of French leading to all children making progress. Monitor planning throughout the year for each year group; ensuring lessons are covering key skills as set out in the National Curriculum. Monitor the foundation tracker each term and end of term data. |
|--|--|
| 2. The quality of education (Teaching, Learning and Assessment) | Inspire pupils to love learning languages through engaging learning activities and creative tasks. Ensure the kapow learning objectives are met and pupils can say what they are now able to do. Ensure assessments are carried out for each topic. |
| Personal Development. Behaviour and attitudes | Ensure that all children in Key Stage one and Key Stage Two understand why they are learning a foreign language and the impact it can have on their lives. Reflect on pupil voice questionnaires to inform planning. Pupils to express an awareness of other countries and cultures. |



Raising Aspirations Plan Autumn

| 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 Target: Monitor MTP | s pupil chats, Kapow assessment, pupil | s working towards the | expected | d standard | |
| Actions for each half term Check coverage against whole school curri Check assessments being completed to fee | | Timescale Term Week No | Lead | RAG rating G=Complete A= Partly R = No | RAG rating against annual target |
| AUTUMN 2023 15 Weeks | | | | | I |
| | | Week | | | |
| | | Week Week | | | |
| | | Week | | | |
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| | | Week | | a Sul | Prin Sch |
| | | Week | | | White and the second |
| | | Week | | | |

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| for, subject leader ensuring information is | Are skills being taught effectively? How do you know? | | | |
|--|---|------------|---|---|
| available, evident etc.) Half-termly Milestones to Achieve Annual Targets coverage, development of skills, progres | sion from year grou | in to year | group evident | |
| Train-terminy inities to Achieve Annual raigets' toverage, development of skins, progres | sion nom year grou | ip to year | group evident | |
| Actions for each half term Look at vocabulary displayed for class learning French this half term (Year 3 Au 1) (Year 4, 5, 6 Au2) | Timescale Term Week No | Lead | RAG rating G=Complete A= Partly R = No | RAG rating against annual target |
| AUTUMN 2024 15 Weeks | - I | 1 | I | |
| Record data from assessments for Au 1 | Week 6 | | | |
| Display vocabulary for current topic | Week 5 | | | |
| Kapow assessment and fill in tracker | Week 5 | | | |
| Look into an MFL CPD on National College. | Week | | | |
| Ensure objectives covered for kapow units | Week 10 | | | |
| | Week | | | |
| | Week | | | |
| | Week | | \$ ⁵ | Lo |
| | Week | | - And | Pri |
| | Week | | Zen | Scille Sc |



3. Personal Development. Behaviour and attitudes

| Key lines of Enquiry: | Do the children know why they are learning | ng French? | | | |
|---|--|--------------|------|------------|------------|
| (Questions govs should be asking, SLT looking | Are children aware of potential future opportunities arising from learning French? | | | | |
| for, subject leader ensuring information is | | | | | |
| available, evident etc.) | | | | | |
| Half-termly Milestones to Achieve Annual Targ | ets | | | | |
| | | | - | | |
| Actions for each half term | | Timescale | Lead | RAG rating | RAG rating |
| Pupil voice – ask children about their op | vinions of French, the importance of learning | Term Week No | | G=Complete | against |
| an additional language. | | | | A= Partly | annual |
| | | | | R = No | target |
| AUTUMN 2024 15 Weeks | | | | | |
| Pupil voice questionnaires | | Week | | | |
| | | Week | | | |



Raising Aspirations Plan Autumn Term Evaluation

Subject:

| | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
|------------------------|--|-----------------------|-------------------------------|
| Leadership and | | | |
| Management | | | |
| including Safeguarding | | | |
| The Quality of | | | |
| Education | | | |
| Teaching, learning and | | | |
| assessment. | | | |
| Behaviour and | | | |
| Attitudes and Personal | | | |
| development | | | |

Raising Aspirations Plan Spring

| 1. Leadership and Management incluc | ing Safeguarding | Eungton |
|--|------------------|---------------------------------------|
| Key lines of Enquiry: (Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.) | • | S S S S S S S S S S S S S S S S S S S |

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| Half-termly Milestones to Achieve Annual Targets | | | | |
|--|--------------|------|------------|------------|
| Actions for each half term | Timescale | Lead | RAG rating | RAG rating |
| | Term Week No | | G=Complete | against |
| | | | A= Partly | annual |
| | | | R = No | target |
| Spring 2020 12 Weeks | | | | |
| | Week | | | |

| 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 | • | | | land (Juga (Juga | | Longto Primary School |
| available, evident etc.) Half-termly Milestones to Achieve Annual Targe | ets | | | • | | |
| Actions for each half term Check coverage of content on kapow. Record assessment data on foundation | tracker. | Timescale Term Week No | Lead | RAG rating G=Complete A= Partly | RAG rat against | ing |

| | | R = No | annual |
|----------------------|------|--------|--------|
| | | | target |
| Spring 2020 12 Weeks | | | |
| | Week | | |

| 3. 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.) | | | | |
| Half-termly Milestones to Achieve Annual Targets | | | | |
| | | | | |
| Actions for each half term | Timescale | Lead | RAG rating | RAG rating |
| Talk to children about their learning in French lessons. | Term Week No | | G=Complete | against Longto |
| | | | A= Partly 🧳 | annual Prima |
| | | | R = No 🍝 | target Schoo |
| Spring 2020 12 Weeks | | | | and Park and a second s |
| Pupil chats | Week | | | 2 |
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| Week | | |

Raising Aspirations Plan Spring Term Evaluation

Subject:

| | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
|------------------------|--|-----------------------|---------------------------------|
| Leadership and | | | |
| Management | | | |
| including Safeguarding | | | |
| The Quality of | | | |
| Education | | | |
| Teaching, learning and | | | \$10 ¹⁰ 7112 |
| assessment. | | | English Contraction Contraction |
| Behaviour and | | | Sebor |
| Attitudes and Personal | | | |
| development | | | |
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Raising Aspirations Plan Summer

| Key lines of Enquiry: | | | | |
|--|--------------|------|---|------------|
| (Questions govs should be asking, SLT looking | | | | |
| for, subject leader ensuring information is | | | | |
| available, evident etc.) | | | | |
| Half-termly Milestones to Achieve Annual Targets | | | | |
| | | | | |
| | Timescale | Lead | RAG rating | RAG rating |
| | Term Week No | | G=Complete | against |
| | | | A= Partly | annual |
| | | | R = No 💉 | target Lor |
| Summer 2020 11 Weeks | | | Sum | i 🎯 🍣 Prir |
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| Key lines of Enquiry: (Questions govs should be asking, SLT looking for, subject leader ensuring information is | | | | |
|--|-----------------------------|------|---|---|
| available, evident etc.) Half-termly Milestones to Achieve Annual Targets | | | | |
| Actions for each half term | Timescale L Term Week No | Lead | RAG rating G=Complete A= Partly R = No | RAG rating against annual target |
| Summer 2020 11 Weeks | | | • | - |
| | Week 1 | | | |
| | Week2, 3, | | | |
| | Week4 | | | |
| | Week 5 | | | |
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| 3. Personal Development. Behaviour and attitudes | | | | |
|--|--------------|------|------------|-------------|
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| Key lines of Enquiry: | | | | |
| (Questions govs should be asking, SLT looking | | | | |
| for, subject leader ensuring information is | | | | |
| available, evident etc.) | | | | |
| Half-termly Milestones to Achieve Annual Targets | | | | |
| | | | | |
| | Timescale | Lead | RAG rating | RAG rating |
| | Term Week No | | G=Complete | against |
| | | | A= Partly | annual |
| | | | R = No | target |
| Summer 2020 11 Weeks | | - | | |
| | Week 8 | | | |
| | Week | | | and a state |



Raising Aspirations Plan Summer Term Evaluation

Subject:

| | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
|------------------------|--|-----------------------|-------------------------------|
| Leadership and | | | |
| Management | | | |
| including Safeguarding | | | |
| The Quality of | | | |
| Education | | | |
| Teaching, learning and | | | |
| assessment. | | | |
| Behaviour and | | | |
| Attitudes and Personal | | | |
| development | | | |

