



MILL HILL COMMUNITY PRIMARY SCHOOL  
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

CURRICULUM AREA	MFL
CURRICULUM CO-ORDINATOR	
DATE OF REVIEW	July 2020

FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
At the focusing stage the co-ordinator recognises that the school is at the beginning of a process. The co-ordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage the school has started to address some aspects of the key area but there is a need for further development to secure and consolidate practice and process in identified aspects	At this stage there still remains some issues to address in terms of whole school consistency and cohesion but many things are now in place and are becoming embedded, there has been significant development in the quality of provision and a real impact on standards.	At this stage the identified aspects of the subject are embedded fully in whole-school approaches and practice. There is whole school consistency and cohesive practice and the impact on standards and progress is evident.

Monitoring activities 2019-2020

<p>What monitoring has taken place KS2</p> <ul style="list-style-type: none"> <li>➤ Curriculum overviews checked and changed to link with other areas</li> <li>➤ Book looks</li> <li>➤ Pupil Review</li> </ul>	<p>Who has been involved in monitoring?</p> <ul style="list-style-type: none"> <li>➤ HT</li> </ul>
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What are the main strengths in this curriculum area?

<p>Early years/KS1</p> <ul style="list-style-type: none"> <li>• KS2 French learning is shared</li> </ul>	<p>KS2</p> <ul style="list-style-type: none"> <li>• Planning framework with clear progression skills.</li> <li>• Pupils have positive attitudes in the subject.</li> <li>• Good links with Northallerton College to aid subject knowledge and transition.</li> </ul>
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What are the areas for development in this curriculum area?

<p>Early years/LS1</p> <ul style="list-style-type: none"> <li>• Display numbers and simple vocabulary.</li> </ul>	<p>KS2</p> <ul style="list-style-type: none"> <li>• To share best practice with teachers teaching MFL next year.</li> <li>• To develop an end of year skills expectation for each KS2 Year group</li> <li>• Lesson monitoring &amp; CPD</li> </ul>
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How is pupil progress and attainment evaluated?

<p>Early Years/ KS1 N/A</p>	<p>KS2</p> <ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Y6/7 transition materials</li> </ul>
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Progress of Pupil Premium Pupils in this curriculum area 2019 - 2020

<p>Early Years/ KS1/ KS2 No data due to Covid 19 shutdown</p>
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What are the next steps in this curriculum area? (include any actions for PP, SEND, EAL)

<ul style="list-style-type: none"> <li>• Half termly assessment for all KS2</li> <li>• To raise profile of MFL in KS1 numbers/letters display</li> <li>• To have at least 1 French display in each KS2 Year group.</li> </ul>
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What are pupil attitudes to this curriculum area? Not collected due to Covid 19 shutdown

• Early Years

• KS1

• KS2

How does this curriculum area contribute to the teaching of English and Mathematics?

ENGLISH

- French grammar and comparing to English
- Handwriting learning new rules eg capital letters

MATHS

- Counting in 2s 5s 10s in French
- Calculations in French

What are the key resources?

- Powerpoints
- Music/listening activities
- Dictionaries
- Vocabulary sheets
- Visual clues on French board in classroom

Curriculum intention: What are the objectives of your curriculum area?

- Assessment – ensure all teachers are assessing MFL learning on a regular basis to allow formal tracking and analysis of data (particularly for PP, SEND and EAL).
- Also ensure pupils are aware of how well they are doing in MFL through teacher feedback, self- and peer assessment during lessons.
- Ensure teaching and learning quality is at a good standard across the school, especially where class teachers are new to teaching MFL for their year group.

Curriculum intent and implementation:

How is your curriculum area sequenced, structured, designed and implemented?

- The curriculum follows a program of study – NYCC
- Each year phase has carefully planned sequenced lessons to fit in with cross curricular activities.
- Clear assessment cover-sheets explicitly outlining what is being taught.
- Lessons equip children with the skills for listening, speaking reading and writing.
- The lessons are engaging and active through the use of ICT, media, songs, poems, raps and current affairs both in our country and French speaking countries.

How does the school vision and values impact your subject intent and implementation?

- ❖ All pupils should enjoy the opportunity to play games, sing songs, act and interact with each other in Role play in this subject.
- ❖ All pupils will be challenged in this subject area and encouraged to have patience with themselves and others. Pupils will have the opportunity to self-assess and set themselves manageable targets.
- ❖ Pupils are encouraged to gain a love for languages through making connections between their home language and culture.
- ❖ Pupils experience exciting games and activities during the sessions and are encouraged to remain focussed and understand the learning that is taking place.

How does your curriculum reflect the British Values and SMSC?

- ❖ Learning about other cultures and explicitly teaching the importance of respecting different cultures, despite some aspects being very different to our own.
- ❖ Celebrating French culture and in Year 6 using our own traditions and culture to inform in French

Which areas of your Curriculum Action Plan require focus in the next academic year?

- ❖ Assessment
- ❖ Staff training

What CPD has been attended?	What has been the impact of the CPD?
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