



MFL SUBJECT LEADER
SCHOOL SELF EVALUATION
SUMMARY
2025 - 2026



Pupil voice

What do our children say about their French lessons:

2025 to 2026	Tell me about MFL in your classes? • weekly, Kapow scheme, hear the French language, videos, activities, • French display, shows progression of learning • knowledge organisers • TIPs boxes • Sometimes we do reflections • it's fun If I came into your MFL lesson, what would I see? • teaching and learning • speaking French • writing French – sentences/paragraphs • paired work, individual work, independent • creative learning • basic French What do you enjoy most in your French lessons? • crafting • writing the French • learning • pronunciation • speaking French • listening to the French speakers Do you feel challenged in your learning? • sometimes the lessons are challenging • because it is a foreign language How could we improve French at Eynesbury? • make it harder • teach us the accents • have a French person
	Tell me about MFL in your classes? • TIPs boxes with vocabulary or sentences • displays – week one, two, three • knowledge organisers, Kapow, native speakers – the mouth mechanics – its quite funny If I came into your MFL lesson, what would I see? • counting in French, learning moths and days • drawing • investigating food and shopping • teaching and learning • speaking French • writing French – words, sentences/paragraphs • work as a class, whole class input, group work What do you enjoy most in your French lessons? • playing games, we get up and do things, Do you feel challenged in your learning? • we sometimes do our reflections, sometimes we discuss them and don't always write them down How could we improve French at Eynesbury? • we would like more challenge • like to do different languages • we do our lessons every couple of weeks

Quality of learning

What do our MFL books show?

2025 to 2026

- Consistent in approach to school requirements
- Books marked and LF slips annotated, TIPs boxes
- Basic French written from Y3 onwards
- Small amounts of French written progressing into short paragraphs as the children move up the school
- Grammar evidence linked to SOW
- Pleasing samples of work shared which shows the children's enthusiasm
- Condensed curriculum which means the lessons are not taught weekly
- Consistent in approach to school requirements
- Books marked and LF slips annotated, TIPs boxes
- Good written examples progressing from words – phrases, sentences to paragraphs across KS2
- Front sheet objectives appropriate and not too many
- Examples of a written text, translation and comprehension questions
- Developing grammatical awareness across KS2 – tenses, adjective agreements, definite article and agreements, subject specific vocabulary,
- Adaptation evident through outcome rather than approach
- Evidence of feedback
- Some cultural links made as appropriate to the scheme eg: French speaking world, French traditional games and rhymes
- Reasoning becoming evident...J'aime....parce-que....
- Variety of activities in books and strategies to teach the curriculum eg: worksheets, practical – songs and games, written French

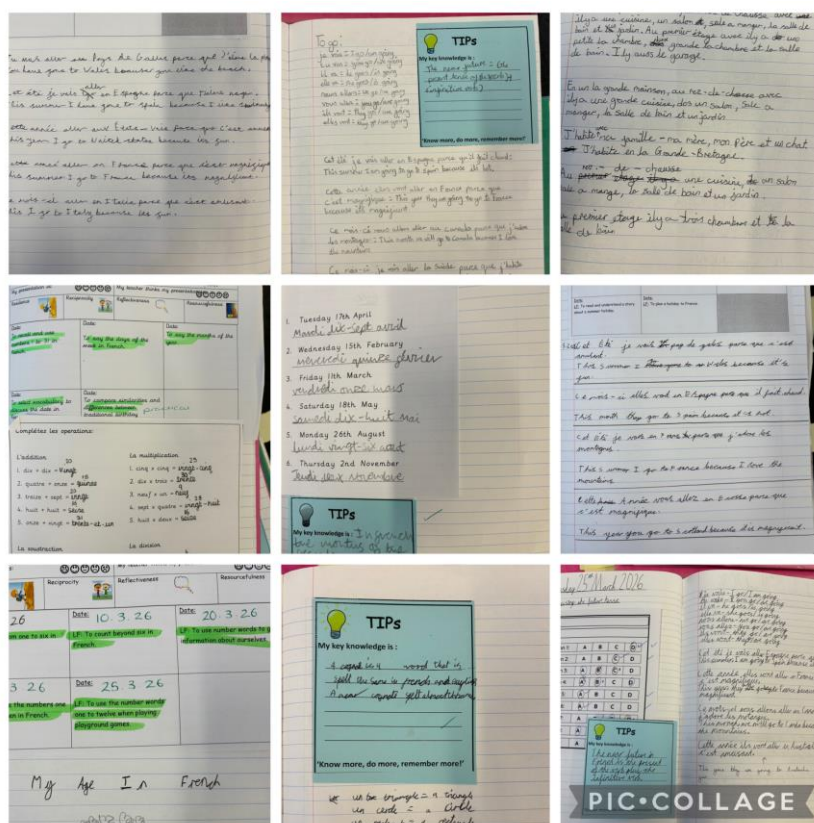
Work we are proud of

Some examples of our children's work – further examples can be seen in books

2025 to 2026



2025 to 2026



Quality of teaching

What would we see in your lessons?

2025 to 2026	• New staff are tackling the SOW with confidence and are developing their confidence in their approach to teaching a foreign language • HLTAs are often teaching the foreign language which needs to be monitored and alternated termly • All pupils are participating with enthusiasm including those with SEND • A range of strategies are employed eg: games, whiteboard slides, videos from the Kapow scheme • The Kapow scheme enables the children to hear native speakers • Lessons build on previous learning linked to engaging in conversation, listening attentively, speaking in sentences using familiar language. • Children in a safe environment to take risks and try things out • High levels of wellbeing/engagement throughout. • Positive relationships between CTs and children. • Praise and high expectations throughout. • Elements of learning inside and outside the classroom according to the lesson needs • Hands up, listening to others thoughts and opinions, explanations, active participation • Peer talking and paired work • Lots of group work, perhaps more independent approach would be appreciated by the children • Children feel the teachers need more support • Range of staff teach the language • Full inclusivity for all • Continued range of strategies used eg: games, songs, rhymes, whiteboard slides, videos from the Kapow scheme • NC objectives being taught through the scheme • Children are engaged and feel able to take risks and try things out • High levels of wellbeing/engagement throughout. • Positive relationships between CTs and children. • Praise and high expectations throughout. • Elements of learning inside and outside the classroom according to the lesson needs • Hands up, listening to others thoughts and opinions, explanations, active participation • Independent work, paired work, • Extension activities used in Y3 with children being challenged to challenge the MFL lead. • Books show evidence of good teaching and learning.
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Pupil Data

Mean percentage of objectives met and exceeded in each unit (see INSIGHT for more in depth analysis):

	<i>Who am I?</i> INTRODUCTIONS (4 lessons) Cultural Capital opps	<i>Who put the colours in the rainbow?</i> COLOURS AND SHAPES (Lessons 1 – 4 only)	<i>Can you count in French?</i> COUNTING 1- 12 (5 lessons) Cultural Capital opps	<i>Would you prefer to go to school in France?</i> CLASSROOM INSTRUCTIONS (5 lessons) Cultural Capital opps	<i>Is it un or is it une?</i> ANIMAL NOUNS Lessons 1 and 2 only Cultural Capital opps
Year 3 – ARE	94%	65%	65%	68%	59%
Year 3 - GDS	0%	0%	0%	0%	0%

	<i>Who is it?</i> PORTRAITS (5 lessons) Cultural Capital opps	<i>What is this French person wearing?</i> CLOTHES (5 lessons) Cultural Capital opps	<i>When were you born?</i> NUMBERS, CALENDARS AND BIRTHDAYS (5 lessons) Cultural Capital opps	<i>What does French food taste like?</i> FRENCH FOOD (5 lessons) Cultural Capital opps British Values opps
Year 4 - ARE	96%	81%	74%	84%
Year 4- GDS	0%	0%	0%	0%

	<i>Who is the fantastical French beast?</i> MONSTER PETS (5 lessons) Cultural Capital opps	<i>Shopping in France...how much?</i> SHOPPING (5 lessons) Cultural Capital opps	<i>What is life like for a week in France?</i> A WEEK IN THE LIFE (5 lessons) Cultural Capital opps British Values opps	<i>Can you describe your family?</i> MEET THE FAMILY (5 lessons) Cultural Capital opps British Values opps
Year 5- ARE	73%	84%	84%	84%
Year 5 - GDS	0%	13%	0%	0%

	<i>What is sport like in France?</i> French sport and the Olympics (6 lessons) Cultural Capital opps	<i>What is life like in a French home?</i> Life at home (5 lessons) Cultural Capital opps 93%British Values opps	<i>How would you plan a holiday in France?</i> Planning a holiday in France (5 lessons) Cultural Capital opps British Values opps	<i>Have you ever visited a French town?</i> Visit a French town (5 lessons) Cultural Capital opps British Values opps
Year 6 - ARE	79%	84%	85%	81%
Year 6- GDS	0%	0%	0%	0%

Evaluation

In summary:

2025 to 2026	• National Curriculum expectations are followed – 3 strands: reading, writing, oracy • Condensed curriculum in place meeting NC requirements • Scheme of work meets national curriculum objectives • Teachers are following the LTP for MFL • All teachers are using Kapow to support their teaching • Books are consistent in their approach to the school's curriculum requirements • Teachers use a variety of strategies to support their teaching and learning • The children are proud of their books and enjoy their lessons • New skills and knowledge are being developed • Proportion of children meeting unit objectives is good
	• Condensed curriculum is meeting NC objectives • National Curriculum expectations are followed – 3 strands: reading, writing, oracy • Kapow scheme is consistent and LTP is being followed by teaching staff • Books are consistent in their approach to the school's curriculum requirements • Teachers use a variety of strategies to support their teaching and learning • The children are proud of their books and enjoy their lessons • New skills and knowledge are being developed alongside recap of prior knowledge • Proportion of children meeting unit objectives is good • Children want to do well and have a thirst for MFL learning in Y3 in particular • Questions: data reflects limited children achieving GD and therefore challenge, is this staff knowledge and understanding, what does GDS in MFL look like – it simply cannot be to accelerate learning rather broaden learning.

Next steps 2026 to 2027

Summer 2026	• Continue to champion the teaching of a foreign language • Continue to support new staff with MFL in KS2 • Complete actions are per MFL action plan • Revision of irregular verbs to ensure children are fluent in them • Dual language book/ landmarks/ French France display in the corridor • Continued SSE practises
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