



MFL SUBJECT LEADER
SCHOOL SELF EVALUATION
SUMMARY
2024 - 2025



Pupil voice

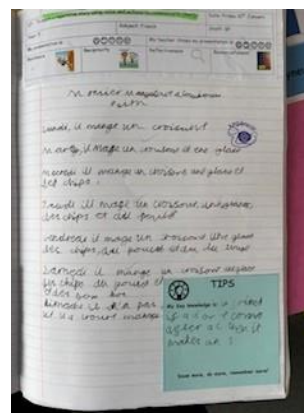
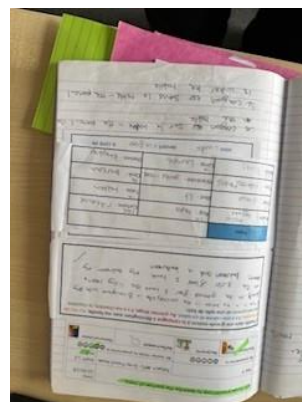
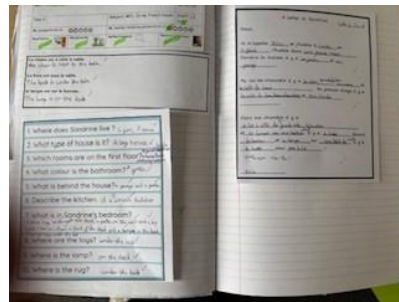
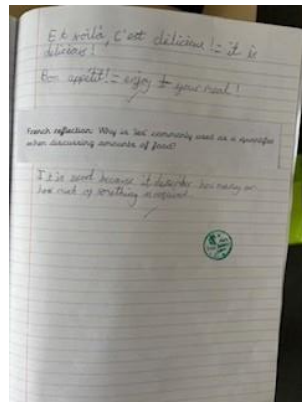
What do our children say about their French lessons:

Autumn 2024	<ul style="list-style-type: none"> • I get praise from my teacher. • I like the fact that I write the English and the French. • I like being able to know the colours in French. • Because I can say what an angry boy is in French and an angry girl. • I just like doing French. • I can do descriptive sentences in French. • I like being able to describe things in French. • We like getting praise for our learning. • Fun. Different languages, learning something new, we can have a bit of a laugh, sometimes we pronounce things it wrong but then we practise, the accent can be tricky at times. In Year 3 we are all starting at the same point • LO slip, we practise our words, we read, we do rapid retrieval and recall our prior learning, sometimes we sing songs, we read French text, sometimes we write or just listen and speak, we look at pictures and watch videos about France
Spring 2025	<ul style="list-style-type: none"> • It stands for Modern Foreign Language • Taught mainly by our classteachers except in Y6 where it is taught by PPA teacher • All use the Kapow scheme of work • We are taught French phonic, • We speak French, writing in French • Learning about numbers, dates, positions, verbs in the French week, counting 1 – 12 • Progressive – it builds on • We listen to native French speakers • We learn outside , sing songs, play games, • Lots of countries speak French so we may live in them when we are older • We might want to study in France • I like it • Its quite good fun • Being able to translate is a really good skill • I am proud f being able to write the months in the year <p>Even better ifs:</p> <ul style="list-style-type: none"> • Residential school trip • More lessons • Learn other languages
Summer 2025	<ul style="list-style-type: none"> • We would like to go to France and have a language day • We always go over basic vocab and verbs • We practise our irregular verbs • In our lessons we see French people and listen to French speakers during our lessons • We see French writing, words, and have dictionaries to look up words • We write words, sentences and paragraphs • We sing songs and play games in French

Quality of learning

What do our MFL books show?

Autumn 2024	<ul style="list-style-type: none"> • 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
Spring 2025	<ul style="list-style-type: none"> • 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....
Summer 2025	<ul style="list-style-type: none"> • As above • Condensed curriculum in place • Variety of activities in books and strategies to teach the curriculum eg: worksheets, practical – songs and games, written French • Adaptation not evident, children all completing the same tasks with adaption by outcome • Reflections are becoming more evident enabling the children to challenge their thinking at their own level



Quality of teaching

What do lesson drop ins show?

<p>Autumn 2024</p>	<ul style="list-style-type: none"> • Teachers developing their confidence in their approach to teaching a foreign language • 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
<p>Spring 2025</p>	<ul style="list-style-type: none"> • 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.
<p>Summer 2025</p>	<ul style="list-style-type: none"> • As above • Condensed curriculum in place enabling full objectives to be taught • Full inclusivity for all • Children enjoy their lessons and are confident in talking about it and how it can help them as they progress through their learning journey • The French curriculum is progressive, builds on prior knowledge and skills which the children can talk about. • Books show evidence of good teaching and learning

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	82%	72%	72%	87%	87%
Year 3 - GDS	0%	5%	5%	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	83%	89%	82%	82%
Year 4- GDS	4%	3%	6%	6%

	<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	80%	84%	92%	92%
Year 5 - GDS	5%	6%	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	80%	80%	81%	81%
Year 6- GDS	6%	6%	12%	12%

Evaluation

In summary:

Autumn 2024	<ul style="list-style-type: none"> • 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 • Language skills developed at Christmas – Silent Night in French, German and Spanish taught linked to Christmas around the world.
Spring 2025	<ul style="list-style-type: none"> • 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
Summer 2025	<ul style="list-style-type: none"> • The curriculum has been taught well, is ambitious in its approach and the children respond well to it. • 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 • The children have a thirst for learning and want to do well.

Next steps 2025 to 2026

Summer 2025	<ul style="list-style-type: none"> • 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 display in the corridor • Continued SSE practises
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