



MFL

SELF-EVALUATION FORM



School Context

- We are a one form entry school with eleven classes. In some years we have been asked to take two classes (current Years R, 2, 3 and 5). Traditionally these have been classes of 20, but most are now closer to 30, meaning we are well above our PAN. This has a number of implications, for example we are very short on space and staff have to be flexible in which year groups they teach (a number have taught in both Key Stages)
- The proportion of pupils eligible for a free school meal is below the national average.
- The percentage of English Additional Language (EAL) pupils is well below the national average. However, since May 2022 the school has had a significant increase in EAL pupils, with a number of Ukrainian children moving into the local area.
- 82% of children started at the school in Reception.
- We have identified a number of pupils who are disadvantaged (14%). The categories we use are: Cultural, Spoken Language, Reading, Parental Engagement, Time or Fuel poor, Emotional needs or Other.
- Our school attendance is in line with the national average, however our persistent absentees is significantly higher than the national average
- We are an inclusive school. Currently 2% of the school have an EHCP which is in line with the national average. However the number of children with an EHCP or SEN support is below the national average.
- Staff retention is very high. Staff are clear on the routines and vision of the school.
- In our recent wellbeing survey of staff we came out in the top 1% of schools nationally for many of the areas.
- The school has formed strong partnership links with a number of local and national organisations. We are part of the Dunmow Excellence in Education Partnership and were one of the trial schools for the Peer Review approach of school based quality assurance.

School Vision & Values

School Vision

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

WE ARE COMMITTED TO ACADEMIC EXCELLENCE
WE ARE PASSIONATE ABOUT CREATIVITY
WE NURTURE SOCIAL INTELLIGENCE
WE WORK WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for creativity and the creative arts, and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

We want our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead.



Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We are committed to developing meaningful links with organisations and individuals in our area.

School Values

The phrase we use to sum up our school ethos is:

Learning together, caring for each other

We believe that children should be encouraged to care for each other as well as being able to accept high levels of responsibility. Visitors regularly comment on the children's excellent learning behaviour. After a year of consultation with children, parents, staff and governors the following Core Values were adopted in January 2016.

Respect
Enjoyment
Care
Confidence
Challenge

These Core Values are at the heart of every decision at Rodings Primary School.

Curriculum Aims

Academic Excellence, Creativity, Social Intelligence and Community are at the heart of everything we do at Rodings Primary School. We give each of these values equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every child.

Intent

At Rodings our intent is to develop a relevant, broad, vibrant and ambitious foreign language curriculum that will inspire and excite our pupils using a wide variety of topics and themes.

All pupils are expected to achieve their full potential by encouraging high expectations. The ultimate aim being that pupils feel willing to be able to continue studying languages beyond key stage 2.

All content will be continuously updated and reviewed annually to create a dynamic programme of study, outlined in the long term plan. This ensures our pupils progress within each academic year. In doing so, our curriculum will always be relevant and in line with meeting national requirements.

The four key language skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in age-appropriate ways across the primary phase. The learning is taught to ensure pupils use and apply their knowledge in a variety of contexts, laying down solid foundations for future language learning.

Subject Self Evaluation Form

Subject: Modern Foreign Languages



The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning languages will offer pupils the opportunity to explore the relationship between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, other and cultural differences. The intention that they will be working towards becoming life-long language learners.

Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Lessons offering appropriate levels of challenge, whilst also ensuring retrieval and retention from previously taught knowledge. This will ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning. Language Angels are categorised by 'Teaching Type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Impact

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded on a termly basis on Insight to ensure the MFL subject lead and SLT are aware of the progress being made in MFL.

Subject Self Evaluation Form

Subject: Modern Foreign Languages



Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers during learning consultations, learning conferences and end of year reports. If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments. This will enable teachers to identify areas that need recapping and revising before they start their next unit.

Local Context/Local Content

Rodings is in a very rural area and has a very small percentage of EAL children or children varying from a varied cultural background. In recent years we have had an influx of children from Ukraine.

Our school is part of the DEEP group. The subject leader has met with the subject leader from other schools to discuss strengths and areas for development.

Significant developments in the subject

- In the academic Year 2021/2022, the school implemented the new Language Angels scheme when the new subject leader was appointed.
- Spanish was introduced as a 2nd language (3 half terms of French and 3 half terms of Spanish).
- A Spanish experience day was conducted to kick start the new language at Rodings, which was extremely successful.
- After the first year of trialing teaching 2 foreign languages, a survey of teachers were conducted to have an overview of staff opinions and how the subject has been taught in each class.
- The subject leader conducted frequent monitoring through book looks and pupil voice and decided it would be better to go back to one language to ensure depth and breath within the subject.

Strengths

- Implementation of the Language Angels Scheme has been very positive overall. Teacher feedback has been positive regarding the ease of the scheme when planning, especially when they are not confident with the language themselves.
- Overall the profile of MFL has been raised across the school over the past 2 years since implementing the new scheme that has improved the consistency on the subject being taught.
- Introducing MFL into KS1 has been very successful, with the younger children being very enthusiastic about the subject.
- Success of Spanish day, the children were excited about learning a language. Children still refer back to that day, which shows it was memorable and worthwhile.



Areas for development

- **Consistency** - It is recommended that MFL is taught regularly. To allow children to continuously rehearse and retrieve what has been previously taught. However due to busy timetables, not all classes are completing all units and therefore are missing some key stepping stones in their foreign language development.
- **Attitude** -Attitude towards the subject, during pupil voice many children expressed that we do not need to learn another language and did not understand the value of learning another language. MFL also ranked very low in a teachers survey in terms of how they see the school values the subject and how they value the subject themselves.
- **Teacher Confidence** - Teacher confidence in their own subject knowledge to deliver MFL to a high standard. The subject is often given as PPA cover, which is not allowing teachers to develop their skills in teaching MFL.
- **Assessment** - MFL had the lowest percentage out of all foundation subjects across the school for pupils who are below or just below, with some classes all pupils being on track and others all pupils being below. This shows that teachers are unsure how to accurately assess the subject.

Other Opportunities to enhance MFL:

- For example, children answering the register by answering a question in French.
- French being used around the school to say hello, goodbye, please, thank you etc
- Each classroom has a display celebrating the French learning the children have been doing, also days of the week, months and numbers.

Monitoring and evaluation systems

- Pupil Voice
- Book looks
- Teacher survey
- Staff meeting discussions

Cultural - Diversity

MFL links very well to the whole school priority of diversity. MFL can be linked to the curriculum in a variety of ways. For example, pupils learning about the language of a country of study during geography units or learning about historical languages during history units. We could improve this further at Rodings, when we have visitors, especially those from other countries or religious/ diverse backgrounds. It would be great for visitors to teach pupils phrases from their language to ensure children at Rodings are aware of the variety of languages spoken in the UK and the world. Similarly, with the books and stories that are shared. Teachers should highlight when characters speak other languages.

Training

Subject Self Evaluation Form
Subject: Modern Foreign Languages



- CPD completed by Subject Leader

Enrichment

The Spanish day was very successful and thus a French experience day is in the planning stage as an opportunity to promote the subject across the school.

Further Opportunities:

- Trip to France
- Visitors to come and read stories in their own language
- French theater company to perform a play
- A MFL club