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| Intention  Data, Recovery programme, resources, staffing including pedagogy, innovation | Implementation | Proposed Impact |
| To ensure that children’s learning is enhanced through the application of the techniques of knowing more and remembering more. | Begin lessons by revisiting prior learning. Ensure that continuity is consistent by making direct links between learning in previous lessons and sharing the next steps of the journey. Use regular quizzes, games or songs to revisit learning from earlier units or previous years. | Children’s knowledge becomes embedded, and they can apply vocabulary and skills that they have already learned to support them when being introduced to new or more complex content. |
| To encourage and increase ways that MfL in school contributes to children’s cultural capital. | Children learn about traditions and cultures of other countries alongside their language learning, and make comparisons with the culture/s they are familiar with. They are encouraged to share details of cultures and traditions practised within their own families. They explore the geography of other countries, linking t the languages they are learning. | Children’s understanding of the world is deepened and their increased cultural awareness helps to underpin their British values. |
| Pupils are provided with tools and resources that support their learning and encourage enthusiasm, independence and problem-solving. | Pupils are regularly given tasks, built into planning as main activities or extensions for greater depth, involving using dictionaries to extend their vocabulary and sentence skills. KKOs are provided with each unit, including relevant vocabulary and grammar points. | Pupils are able to engage more actively in their own independent learning and can feel a sense of agency and pride in their progress. |
| The school environment as a whole reflects and supports a culture of language learning. | KS1, although not having formal language lessons, are encouraged to use different languages to communicate e.g. answering the register, saying hello, learning a prayer or part of a hymn or song. Signing using Makaton or BSL signs is included, and children should be aware that this is an alternative form of communication just like any other language. Displays, e.g. the map in the school hall, promote welcome in different languages, including languages that EAL children use at home. | Children understand that there are a variety of ways of communicating. Understanding of the world is deepened and inclusivity is encouraged by showing children that they have a range of options to support their ability to communicate. |
| Ensure that progress and success are celebrated and shared, both between the children themselves and with the school and families. | Evidence of the work that children are doing is uploaded to the school website and kept up to date. Children are shown how they can use KKOs to apply their knowledge independently. Photos and/or videos of lessons can be uploaded to class pages or school Youtube channel. Children routinely share their work with their class during lessons. An MfL showcase assembly will give children the opportunity to compare and celebrate their achievements. | Children have a sense of achievement and pride in thei work. All children are able to showcase, share and celebrate their achievements with confidence, in line with their ability. |
| Where necessary, staff are supported to deliver MFL content. | MFL lead to monitor where other staff are giving or supporting lessons. This will include MFL-related content within WLP units. Regularly make contact with those staff to provide help where needed. Observe lessons/ monitor feedback and progress, if other staff are teaching long term. | All staff who are called upon to deliver MFL, in whatever context, feel comfortable and confident to do so, and know they have access to support where needed. |