



Aston Rowant C+E Primary School

Growing together we inspire each other to achieve our full potential as courageous life-long

MFL Subject Coordinator Action Plan – 2025-26

The goal of education in Aston Rowant C+E Primary School is to enable our children be **curious** in their approach to learning, to be **courageous** in their attitude to learning, to be empowered to work both **independently** and **collaboratively**, to understand the impact their learning has had on them so far and be inspired to **keep learning**.

Subject: Modern Foreign Languages	Lead: G Healy	
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
To ensure key staff have a secure understanding of progression in MFL	<ul style="list-style-type: none"> ➤ Ensure that all staff have a copy of MFL skills progression document. Staff meeting time to look at skills progression document and the rolling programme. Identify the skills that are covered in each unit and gaps in coverage that need to be addressed. ➤ GH to carry out book looks to monitor quality of provision and to ensure that lessons and planning demonstrate skills progression. ➤ Pupil Voice to be taken annually- What do you enjoy about MFL? What have you learnt so far this year? What else would you like to learn? ➤ KS2 Staff to complete termly foundation stage trackers and share with GH 	<p>MFL lessons are delivered consistently across the KS2.</p> <p>Staff have a good understanding of the skills progression and are able to use this to plan a sequence of lessons.</p> <p>Books show evidence of frequent MFL sessions. A wide range of activities are evident covering key skills of speaking and listening, reading, knowledge about the culture of countries.</p> <p>Pupil Voice – Children find MFL sessions engaging. They are able to articulate what they have learnt and what skills they are developing.</p>

Priority Two: Quality Provision	Action(s):	Success Criteria:
To develop staff confidence in delivering MFL and ensuring progression as children move through the school.	<ul style="list-style-type: none"> ➤ Staff questionnaire to establish confidence in teaching MFL and areas of weakness. ➤ Non-specialists directed to Sunderland, Rachel Hawkes and Twinkl schemes of work. 	<p>Coordinator is aware of staff weakness and areas for development. Staff who are confident in delivering MFL and can act as support to others identified within each academy.</p> <p>New MFL scheme – Cave Languages shared with staff. Staff are aware how to deliver the Mixed-Year curriculum.</p>
Priority Three: Resources		
To ensure that Cave Languages scheme is implemented well using the resources purchased to support learning.	<ul style="list-style-type: none"> ➤ GH to identify new resources that are needed (Bilingual dictionaries, etc) ➤ GH to develop topic boxes of resources 	Staff will make use of resources for key units covered. Each class will have access to key resources such as bilingual dictionaries.
Priority Four: Wider Curriculum		
To increase awareness and understanding of other cultures	<ul style="list-style-type: none"> ➤ Planning to incorporate opportunities to learn about different cultures ➤ Summer Term activity sessions based on games, food culture 	Children will know countries where the language they are learning is spoken and will be able to reference aspects of the country's culture.
<p>Intent</p> <ul style="list-style-type: none"> • Children will be able to understand and respond to written and spoken language in a variety of forms. • Children will be able to speak with increasing confidence and fluency, • Children will be able to write for a variety of purposes. • Children will be able to develop an understanding of different cultures. <p>Implementation</p> <ul style="list-style-type: none"> • There will be clear progression of skills across the year groups. • Use of tangible resources to engage learners. • Provide children with real life contexts for language use and opportunities to practise. <p>Impact</p> <ul style="list-style-type: none"> • Pupils retain knowledge and understanding and progress is demonstrated through book looks and pupil voice 		

Outcomes / Review (to be completed at the end of the year)

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