

Subject Self Evaluation Form

Subject: MFL – French

School Context

Katherine Semar Infant and Junior Schools serve an established and settled residential area in Saffron Walden. The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster. The proportion of pupils eligible for a free school meal is slightly below average although many families are on low incomes and need support through regular food banks and uniform referrals. The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits. We have identified that 20% of our pupils have home lives that may negatively affect their school life and sometimes their ability to thrive (adverse childhood experiences). Significant work is completed to support these children through learning mentors and our school listening service as well as more recently employing a family engagement champion, who works with our most vulnerable children on improving attendance. A significant minority of our families live in the flats surrounding schools in overcrowded, damp accommodation without access to a garden.

Unfortunately, we have had a high number of parents within our school community who have died or have been diagnosed with a life limiting condition. Within the last five years, we have had eleven children who have had a parent who has died. We have received support from charities like Winston's wish and our school educational psychologist. Currently we have two children who are supporting a parent cope with multiple sclerosis and we have ten children in last two years whose parent has been diagnosed with cancer. In the infant school, we also have a child whose father is receiving specialist care and hoping that may prolong his life for six months. We have used our school play therapist to support these children and we have two trained learning mentors who have received additional training on grief and bereavement. We have looked at our PSHE curriculum and worked on the zones of regulation as well as work on grief and bereavement to support the children in our school. We have re-designed our curriculum and changed the books in Year Three as we felt 'The Wild Way home' was triggering for the two children whose Mothers have recently died. In Year Two, three of the children can be dysregulated for sustained periods of time and we are continually looking for the best ways to support them with their grief.

The largest ethnic groups are White British (75.98%) and any other white background (16%). Mixed White & Asian (1.44%), Mixed White & Black Caribbean (1.15%). Mixed White & Black African (0.92%), Mixed any other mixed background (2.07%). The percentage of children who are not white British has increased by 6.2% since last year. This school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is identified as 9 so we like to celebrate our cultural diversity. Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened in a cycle where each subject has a deep dive on a rolling programme which has happened for the past 12 years so experienced subject leaders know their subject's strengths and areas for development well.

The school currently holds:
The Healthy Schools' Enhanced Award
Sports Mark – Platinum Award
Music Mark
Philosophy for children Silver Award

Katherine Semar Infant and Junior Schools are not faith schools but our ethos is broadly Christian. We have close links with St Mary's Church, which is the nearest Anglican Church, as well as the community church and the Baptist church regularly having assemblies from the Saffron Walden assemblies team. Inclusion is a school priority and we welcome and value diversity. We are particularly keen to build on the supportive relationships we have forged with many partners involved with the school. The school focuses on promoting high academic achievement, providing plentiful opportunities for sport and exercise, creative arts and personal development. Promoting good health is a school priority.

Saffron Walden and the local surrounding area does not have any specialist provision locally and consequently we have a number of children with severe and complex needs who are seeking specialist provision. The LA have placed them in our school whilst looking for a specialist setting. In response to this the Trust are looking at providing specialist provision but this is in an early stage of planning.

The infant and junior schools work extremely closely to further enhance the continuity for children and cohesive community provision. The infant and junior school operate as one school, which has been developing since 2011 when Julie Puxley became the headteacher. This has been further enhanced by Julie Puxley becoming executive headteacher in 2017 of the Junior school and infant school as well as the rest of Senior Leadership Team working across both schools. The children have a smooth transition from Year 2 to Year 3 and beyond. There is now a single governing body, policies, procedures and governor training is aligned. We continue to have a joint website and joint weekly newsletter for parents. We have shared co-ordinator posts, enriching subject leadership. Planned, shared staff meetings and training are of a high quality and create continuous professional development for staff. There is a deeper understanding of the progression of learning between key stages and shared assessment methods. The SLT work together daily to enhance provision in classrooms, using staff specialisms. Due to high staff retention the shared vision and ethos is well-developed as staff have built this vision with key stakeholders over a number of years.

Baseline

Listening 72% EXS+ Listening 29% GDS

Speaking 67% EXS+ Speaking 17% GDS

Understanding 74% EXS+ Understanding 25% GDS

School vision

School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively; and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.



Intent

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures.'
OFSTED framework.

'You live a new life for every language you speak. If you only know one language, you only live once.'
Czech proverb.

We want our MFL curriculum to foster pupils' curiosity and deepen their understanding of the world. Our teaching to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

We want our children to be able to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. We wished for our curriculum to dovetail into the continuing curriculum into KS3 and that our language teaching provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

- understand and respond to spoken and written language from a variety of authentic sources
- teach phonics in French to enable students to grasp the sounds and pronunciation rules of the French language, ultimately enhancing their reading and speaking skills.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving

the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

- discover and develop an appreciation of a range of writing in the language studied.

We want to reintroduce a pupil visit to France to broaden the horizons of all pupils, but especially disadvantaged pupils. Parents are being consulted on this in Autumn 2023. Pupils with SEN are supported through scaffolded work and teacher / Teaching Assistant support during the lessons.

Implementation

French long term plan

- Each year group will teach the areas of French identified in the school's long term plan to ensure coverage of knowledge and skills.
- The school's French progression of skills will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

Cross-curricular learning and real world contexts.

- Wherever possible, a cross-curricular approach will be taken to the teaching of French.

Topic launch and land

- Each half term topic will begin with a cross-curricular launch event to engage and motivate the children. This will also act as 'knowledge harvest' allowing teachers to assess children's existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children.
- Each half term will end with a land event which celebrates children's learning and progress. This will involve the children communicating their learning in some way, for example exhibitions or assemblies.

A whole school commitment to French

- French is a highly valued aspect of our school curriculum and permeates many aspects of our school community.
- For example, children often answer the register by answering a question in French.
- Display celebrating the French learning the children have been doing are in the school.
- In the infant school, parents are kept informed about what the children have been learning in the weekly learning letter so that they can continue to practice their French speaking and listening at home.
- In Year Six, an annual opportunity to visit France and practice their French.
- Working across a cluster to deliver units of work, allowing greater cohesion of knowledge into KS3 to allow accelerated progress in KS3.

Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

Impact

MFL (French)	Y1	Y2	Y3	Y4	Y5	Y6	Updated July 2023	KS1 Average	KS2 Average
Total			60	60	61	79	Total		65
Foundation%			3	3			Foundation%		2
Working Towards%			13	8	10	9	Working Towards%		10
Expected + %			83	88	90	91	Expected + %		88
Higher Standard%			35	35	39	33	Higher Standard%		36

<u>Disadvantaged</u>	-	-	-	-	-		<u>Disadvantaged</u>	-	
Total			8	5	9	5	Total		7
Foundation%							Foundation%		
Working Towards%			38	60	11	20	Working Towards%		32
Expected + %			63	40	89	80	Expected + %		68
Higher Standard%					11	20	Higher Standard%		8

<u>Not Disadvantaged</u>	-	-	-	-	-		<u>Not Disadvantaged</u>	-	
Total			51	54	52	74	Total		58
Foundation%			2	2			Foundation%		1
Working Towards%			10	4	10	8	Working Towards%		8
Expected + %			88	94	90	92	Expected + %		91
Higher Standard%			41	39	44	34	Higher Standard%		40

<u>SEN</u>	-	-	-	-	-		<u>SEN</u>	-	
Total			3	5	9	6	Total		6
Foundation%							Foundation%		
Working Towards%			67	40	44	17	Working Towards%		42
Expected + %			33	60	56	83	Expected + %		58
Higher Standard%					11		Higher Standard%		3

<u>Not SEN</u>	-	-	-	-	-		<u>Not SEN</u>	-	
Total			55	53	52	73	Total		58
Foundation%							Foundation%		
Working Towards%			11	6	4	8	Working Towards%		7
Expected + %			89	94	96	92	Expected + %		93
Higher Standard%			38	40	44	36	Higher Standard%		39

<u>EAL</u>	-	-	-	-	-		<u>EAL</u>	-	
Total			7	10	10	16	Total		11
Foundation%							Foundation%		
Working Towards%			14			13	Working Towards%		7
Expected + %			86	100	100	88	Expected + %		93
Higher Standard%			29	20	60	25	Higher Standard%		33

Not EAL	-	-	-	-	-		Not EAL	-	
Total			53	50	51	63	Total		54
Foundation%			4	4			Foundation%		2
Working Towards%			13	10	12	8	Working Towards%		11
Expected + %			83	86	88	92	Expected + %		87
Higher Standard%			36	38	35	35	Higher Standard%		36

Boys	-	-	-	-	-		Boys	-	
Total			20	29	28	41	Total		30
Foundation%			5	3			Foundation%		2
Working Towards%			10	17	11	10	Working Towards%		12
Expected + %			85	79	89	90	Expected + %		86
Higher Standard%			40	34	25	24	Higher Standard%		31

Girls	-	-	-	-	-		Girls	-	
Total			40	31	33	38	Total		36
Foundation%			3	3			Foundation%		1
Working Towards%			15		9	8	Working Towards%		8
Expected + %			83	97	91	92	Expected + %		91
Higher Standard%			33	35	52	42	Higher Standard%		40

There is a consistent percentage of children achieving the expected standard and a growing number of children reaching the higher standard (apart from Y6)

Why? – We opened Y5 up to new pupils with an extra class and the vast majority of these 16 new pupils arrived with ability in French, far below the Katherine Semar standard.

No additional booster classes set up for them in French because the priority is their reading, writing and Maths where there is significant weaknesses.

SWCHS will stream the pupils, and as many pupils into Y7 arrive with very low prior attainment, they will be placed in lower sets in Y7, while the majority of Katherine Semar pupils will be in middle/higher sets.

Disadvantaged pupils

Disadvantaged pupils numbers are consistent across most year groups, although Y6 has 19 Disadvantaged pupils, which is far higher. This is related to the new pupils that arrived. There is a rising trend of Disadvantaged pupils at our school since the pandemic began and with opening up Y5 and Y6 to new pupils.

Disadvantaged children are less successful at French than non-Disadvantaged pupils children, but the gap closes in KS2. The Y6 cohort have many new children, who did not receive the 6 years of consistently high French teaching that the others have been exposed to, lowering the Disadvantaged pupil figures for KS2.

We have reintroduced a French trip as a motivator for pupils to learn French and have successfully applied for a grant from a charity to allow all our Disadvantaged pupils children to attend.

SEND

The children with SEND do not make the same good progress in French, however, their attainment matches well with their attainment in the Core subjects. Many still meet the expected standard and 2 are working at the higher standard.

EAL

Bi-lingual children have the same high outcomes in French, with more of them able to reach a higher standard.

Significant developments in the subject

- After using a language assistant for 2 years, class teachers overwhelmingly felt confident in delivering their own French lessons.
- Working with the local secondary school and other local primary schools on implementing a new curriculum in French (Rachel Hawkes Scheme) and aligning the topics taught to allow teaching in Year 7 French to have consistency of previous knowledge.
- Reinstated the French day visit to Boulogne-Sur-Mer in 2021 after a pause of 2 years due to Covid.
- Renewed a three-year link with our partnership school in Beijing, China. Annual visit of Chinese students, working on cultural and language curriculum.

Strengths

- Network of schools, sharing good practice, developing same resources.
- Staff training, on the first inset day over two years has engaged staff to feel confident in delivering their own French lessons
- Children engaging with the subject and enjoying the learning
- A range of Kagan structures being
- Links made with Music and Christmas events
- A new French progression has been written by the MFL Subject Leader with input from a French SLE within the trust, who will continue to support and monitor its implementation as it is embedded.
- A new scheme was launched to staff by the subject leader in Autumn 2020 to support delivery of the new French progression. The scheme focuses on improve children's acquisition and retention of French language and grammar, both oral and written, through a spiral approach to teaching as set out in the new French progression.
- International visit at end of KS2 to round off the primary curriculum. Trip to France for Year Six was planned for Summer 2020 and 2021, but cancelled due to Covid.
- Written work in books being developed in upper Key Stage 2.
- A new French progression document is now fully embedded into the INSPIRE curriculum.
- Termly assessments now made, checking the childrens understanding and knowledge of the French taught that term, in line with the new French progression.

Areas for development

- To continue to improve results in the Year 7 baseline carried out at SWCHS.
- Develop key vocabulary / knowledge organisers for each unit of work.
- To improve children's acquisition and retention of French language and grammar, both oral and written, through a spiral approach to teaching as set out in the new French progression.

Monitoring and evaluation systems

OUR MONITORING – How will we monitor the effectiveness of our MFL (FRENCH) policy?

At Katherine Semar we believe that the most effective way to monitor the impact of our MFL (FRENCH) policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in MFL (FRENCH):

- **Lesson Observations and Learning Walks**

Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **Work Scrutinies**

- Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

- **Governor Visits**

- As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of MFL (FRENCH) at our school and their feedback actively informs subject development through our curriculum action plan.

SMSC

Spiritual

- Playing with different forms of language and how words sound.
- Listening to poetry/songs.
- Working with storytellers in France.
- Expressing their personal thoughts views, beliefs, opinions and feelings.
- Empathising with the emotions of characters in stories including through imaginative play and role-play.

Moral

- Recognising and discussing the example set by good and bad characters in stories.

Social

- Learning to work co-operatively in groups for discussion and completing a task.
- Working with children from other cultures on exchange/school visits.
- Developing communication skills.

Cultural

- Hearing/reading novels stories and poems from a variety of cultures and traditions

- Talking and writing about the cultures they come from and their influence
- Understanding lives of children in different cultures
- Making links with Children from other cultures

Training

See Training Folder.

Enrichment

Trip to France
Chinese partnership school visits
Singing French songs in assemblies/ singing practice