

## What MFL looks like at Claybrooke & Dunton Bassett Primaries



"One language sets you in a corridor for life.

Two languages open every door along the way."



What MFL Lessons (KS2) look like in our school:

The chart below highlights six key areas in a MFL lesson and details what might be happening:

<p><b>Teachers who...</b>  re-cap previous learning  model ideas and concepts  use subject-specific vocabulary carefully and precisely.  use AfL questioning skilfully  use mini-plenaries to address misconceptions.  use intervention across the whole room at the point of need for individuals or groups.  guide children to use equipment appropriately  mark over the shoulder, giving instant feedback</p>	<p><b>Children who...</b>  engage and are confident.  demonstrate learning behaviours (R2R)  reason and can explain their thinking clearly  can use partner talk or group talk to help them  are willing to take risks and challenge themselves  can choose appropriate apparatus  practise skills and problem-solve  explore through play and maths games  learn through song and rhyme  learn MFL through art and other subjects</p>
<p><b>Support Staff who..</b>  are pro-active  take the initiative  are well-directed  prepare resources for teaching  clarify instructions for targeted children 1:1  lead a group in the classroom  contribute to over the shoulder marking</p>	<p><b>Equipment being used might include...</b>  Singing resources.  Videos  Puppets  Spanish Scheme (TES)</p>
<p><b>MFL books that show...</b>  Amount of MFL work will be minimal in books.  mainly spoken language/paired work.  Work in books should be differentiated in the form of: level of support, use of equipment, time given, challenges and scaffolding.  a variety of tasks (a mastery approach)  Written/pictorial/working wall/discussions</p>	<p><b>A mastery approach that means...</b>  mastery for all; all children have access to challenging, deepening, enriching activities at their level. ('Dive Deeper')</p>

This is what we do:

- Planning is based on TES Spanish Scheme of work.
- Raised profile of MFL: Boards in room, individual books.

This is how we know how well our pupils are doing:

- Teacher assessments
- Regular book scrutiny, learning walks, pupil interviews
- Feedback
- Targeted use of TAs- targeted individuals or groups.
- TA/Teacher conversations

This is the impact of the teaching:

- Confident children who can talk about MFL
- Depth of understanding/application in different contexts (Dive Deeper)