

PRIMARY SUBJECT LEADERS

MfL

Name: _____

School: _____

LA/Trust: _____

Date: _____



Hounslow
Education
Partnership

MfL Subject Leaders (Sept 2021)

This workbook has been designed specifically to support the work of subject leaders in primary schools as they keep a record of both their actions and the outcomes of these actions.

This MfL Subject Leaders Workbook is the companion document to the MfL Subject Leaders Resource File.

There are subject leaders resource files & workbooks for the following subjects:

- Art & Design
- Computing
- English
- Design & Technology
- Geography
- History
- Maths
- MfL
- Music
- PE
- PSHE
- Science

The structure of each workbook follows the same format:

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(*[www](#) – what went well; [ebi](#) – even better if)

Part A: Subject leader audit questions

TASK	NOTES	COMPLETED	DATE
Am I clear about the NC Aims for MfL?			
Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers/assistants			
Have I completed an audit of my own knowledge, skills & understanding against these aims?			
Have I identified sources to support me in my own subject knowledge?			
Have I written a Statement of Intent for MfL?			
In writing the Statement of Intent, did I refer to paragraph 179 of Deep Dive Resource 1?			
Re: Para: 179, do I have a written response for each of the five bullet points?			
Has this statement been approved by HT/SLT/all staff?			
Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in Teaching, Learning & Assessment (TLA) for MfL?			

Have I clarified with my line manager what good or better TLA in MfL 'looks' like? (and hence what is not yet 'good' enough)			
Supplementary questions:			
How long have I been the subject leader for MfL, and what support (CPD) have I received either internally or externally?			
What resources do I use to support me as a subject leader?			
How have I designed the MfL curriculum?			
What am I trying to achieve through the MfL curriculum?			
What scheme of learning does the school follow (published or your own)?			
How is this subject taught, and why?			
How do children progress in this subject from one year to the next? (Remember that progress is knowing more, remembering more and being able to do more.)			
How do I ensure that pupils retain their subject knowledge?			
How do I ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject?			
What would I expect an inspector to see when they visit MfL lessons and speak to the pupils?			

How do teachers clarify any misconceptions by pupils?			
What links are made between MfL and other subjects – can I give an example of where this works particularly well?			
Can I tell of any examples where I have supported other teachers/assistants in MfL and the impact that this has had on their teaching/pupils' learning?			

Part B: Snapshot www/ebi for MfL

THE KEY STRENGTHS IN:

Teaching, learning & assessment in MfL are:

The MfL curriculum are:

THE MAIN AREAS WE NEED TO DEVELOP IN:

Teaching, learning & assessment in MfL are:

The MfL curriculum are:

Part C: Statement of curriculum intent

From the Ofsted Education Inspection Framework (EIF)

Intent

Para: 196.

In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

Para: 197.

The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education and pupils achieve highly. These factors are listed below.

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

MfL: Statement of Intent (School name):

Write your Statement of Intent here:

Part D: MfL & cultural capital

From the Ofsted Education Inspection Framework (EIF)

Cultural capital

Para: 203.

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It (Cultural capital) is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How MfL at (School x) contributes to the development of pupil's cultural capital.

Write your Statement of Intent here:

Part E: Subject leaders response to the Ofsted June 2021, research report into MfL

<https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages>

High-quality MfL education may have the following features:

Pillars of progression in the curriculum: phonics, vocabulary, grammar Phonics

Main findings	My commentary
Curriculum plans show clear logic behind progression in phonics, including when to teach differences between English sound–spelling correspondences and those of the target language.	
Planned practice and review of phonemes and how these link to graphemes is in place.	
Curriculum plans show how small differences in sound can unlock meaning for pupils.	
What do I need to do next	

Vocabulary

Main findings	My commentary
Curriculum plans recognise that vocabulary is an important component of language knowledge.	
Curriculum plans recognise the importance of building a strong verb lexicon, especially in the early stages of language learning.	
Curriculum planning of vocabulary, grammar and phonic knowledge and progression should go hand in hand, as they are all related and connected.	
Curriculum leaders consider both the breadth and depth of vocabulary knowledge they will teach. They: <ul style="list-style-type: none"> make sure that they prioritise high-frequency words 	

<ul style="list-style-type: none"> consider carefully which topic-based vocabulary (other than high-frequency words) they teach ensure that learners can use these words across different contexts consider how 'deeply' items of vocabulary need to be learned and at what point consider how and when to introduce more advanced semantic aspects of vocabulary knowledge (such as synonyms, antonyms, shades of meaning and how they change with context). 	
<p>Teachers aim to increase learners' automatic and fluent recall through:</p> <ul style="list-style-type: none"> a schedule of planned revisiting to ensure that words are retained in long-term memory introducing and using vocabulary in comprehension and production, in both the oral and written modalities and across different topics. 	
<p>Curriculum leaders also think strategically about:</p> <ul style="list-style-type: none"> which words are the most important for the scheme of work so that teachers can focus on these to develop learners' level of mastery gradation (what pupils learn and when across the years of study) making links between words within word families and recognising similarities and differences between English and the language being learned how to link vocabulary to external accreditations or assessments. 	
What do I need to do next	

Grammar

Main findings	My commentary
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When planning the curriculum for grammatical progress, leaders consider the nature and rate of grammatical progression, the complexity of grammatical concepts and structures, and which aspects of a grammatical structure are introduced and when (such as which parts of a verb paradigm).	
<p>Leaders make sure that all pupils can understand grammatical concepts and structures rather than being required to work it out for themselves, through:</p> <ul style="list-style-type: none"> • an explicit but succinct description of the grammatical feature to be taught • practising the grammar point (through listening and reading) • practice in productive use of the features being taught (through speaking and writing). 	
<ul style="list-style-type: none"> • Teachers consider productive use of grammar in free writing and speech in a range of contexts. Using a language spontaneously is central to pupils' language ability and based on their ability to manipulate language. 	
<ul style="list-style-type: none"> • The curriculum includes ample opportunity to revisit the same grammar in different contexts, for different tasks, with a range of vocabulary. 	
What do I need to do next	

Planned and purposeful progression in the curriculum: from novice to expert learner

Main findings	My commentary
Teachers ensure that learners fully grasp the basics of language knowledge before expecting elements of expertise to come together reliably, remembering that only the most proficient pupils at GCSE will be working as expert learners, although a greater proportion of those in the sixth form may be doing so.	
Teachers support pupils' development of reading, listening, writing and speaking abilities over time.	

Teachers develop competencies ‘above’ that of a sentence or simple paragraph/utterance or simple conversation when learners are becoming more expert. These competencies may include discourse awareness (such as text analysis and inference) and sociolinguistic nuance.	
What do I need to do next	

Pedagogy

Main findings	My commentary
Learning in a language classroom is largely intentional and not left to chance.	
Teachers’ use of the target language is carefully planned, is tailored to pupils’ language ability levels and builds systematically on pupils’ prior knowledge.	
Teachers create opportunities for pupils to practise using the target language, including helping them to apply their knowledge in an unscripted way, which may be slower and more error-prone than planned speech.	
Any authentic texts are well chosen for their linguistic content and level, and teachers plan their use carefully; they do not expose pupils to large amounts of unfamiliar language.	
Error correction is explicit where the focus is on accuracy: pupils are prompted that there has been an error and their own correction is elicited. It may well be focused on a particular aspect of the curriculum at a given time.	
Pupils who are more proficient or have a higher capacity to notice or analyse language or have higher motivation may be able to pick up more language incidentally. For example, this may be through recasting errors, teachers’ use of target language or engaging in authentic materials.	
What do I need to do next	

Assessment

Main findings	My commentary
Meaningful assessment is part of Assessment is aligned to a clearly structured and sequenced curriculum. the curriculum in primary languages classrooms.	
Assessments are carefully designed so that they are valid (for example, pupils cannot guess the meaning of vocabulary by a process of elimination).	
Assessment is aligned to a clearly structured and sequenced curriculum.	
For more expert learners, assessment checks learners' understanding of language, and ability to produce long stretches of language and more complex language, in less scaffolded environments.	
What do I need to do next	

School's culture and policies

Main findings	My commentary
School leaders committed to ensuring that language teachers have both a strong understanding of curriculum progression in languages and strong subject knowledge.	
Well-considered transition processes and a curriculum that builds step by step across key stages.	
What do I need to do next	

Part F: Annual monitoring calendar

- 1) Exemplar calendar
- 2) Your version
- 3) Checklist: groups
- 4) Annual overview
- 5) Evidence collected against NC Aims

Exemplar calendar

Month	Learning Observation	Pupil Voice * suggest doing this at the same time as 'pupil work'	Pupil Work	Any Other Activity
September	xxx	week 3/4: talk to pupils about experiences in subject last year	if new to post, search out pupils' work from previous year to get an overview of learning against the subject's NC Aims	meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals'
October	learning walk in EY/KS1/L & U KS2 (eg – visits to YN, Y2, 4 & 6)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	always feedback the www/ebi from any monitoring/review activities
November	learning observations in EY/KS1/L & U KS2 (eg – a selection of YR, 1, 3 & 5)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	always feedback the www/ebi from any monitoring/review activities
December	xxx			Gather feedback from teachers from term 1 (re: www/ebi) Prepare termly update of www/ebis (for feeding back to HT/SLT – and possibly linked Governing Body (GB) representative)
January	xxx	talk to pupils about experiences in subject last term		meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals'
February	learning walk in EY/KS1/L & U KS2 (eg – visits to YR, Y1, 3 & 5) (check	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with	

	<i>whether the www/ebis from term 1 are the same/improving ...)</i>		them	
March	learning observations in EY/KS1/L & U KS2 (eg – a selection of YN, 2, 4 & 6) (<i>check whether the www/ebis from term 1 are the same/improving ...)</i>	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
April				Gather feedback from teachers from term 2 (re: www/ebi) Prepare termly update of www/ebis
May	follow-up learning observations/walks to assess whether the wwws are still wwws and whether any ebis have moved in the direction of a www	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
June	follow-up learning observations/walks to assess whether the wwws are still wwws and whether any ebis have moved in the direction of a www	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	Gather feedback from teachers from terms 1-3 (re: www/ebi)
July				Gather feedback from teachers from terms 1-3 (re: www/ebi) Complete subject self-evaluation report/action plan for the next academic year (<i>share with HT/SLT – and possibly also linked GB representative</i>)

Your version

Month	Learning Observation	Pupil Voice * suggest doing this at the same time as 'pupil work'	Pupil Work	Any Other Activity
September				
October				
November				
December				

January				
February				
March				
April				

May				
June				
July				

MfL:

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Checklist: Have I included as many as possible of the following 'groups' of pupils?

Group	When	Who
EYFS		
KS1		
KS2 (Lower)		
KS2 (Upper)		
Lower/Middle/Upper Ability pupils		
Disadvantaged/Non-disadvantaged pupils		
Pupils with SEND		
EAL pupils		
(What other 'groups' do you need to focus on?)		

Annual overview

Month	Learning Observation	Pupil Voice	Pupil Work	Any Other Activity
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				

Evidence collected against NC Aims

NC Aims	Listening & responding	Speaking	Reading & responding	Writing
Yr N www				
Yr N ebi				
Yr R www				
Yr R ebi				
Yr 1 www				
Yr 1 ebi				
Yr 2 www				
Yr 2 ebi				
Yr 3 www				
Yr 3 ebi				
Yr 4 www				
Yr 4 ebi				
Yr 5 www				
Yr 5 ebi				
Yr 6 www				
Yr 6 ebi				

Monitoring Calendar B (Summary)

NC Aims	Listening & responding	Speaking	Reading & responding	Writing
Yr N				
Yr R				
Yr 1				
Yr 2				
Yr 3				
Yr 4				
Yr 5				
Yr 6				

Overall Summary

NC Aims	Listening & responding	Speaking	Reading & responding	Writing
www				
ebi				

Part G: MfL self-evaluation report

This is the author's initial interpretation of a best-fit between the previous subject criteria and the current (2021) Quality of Education (QoE) criteria.
(See Subject Leaders Resource File for this information)

INTENT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		Leadership is well informed by current developments in the subject. Subject reviews, self-evaluation and improvement planning are clearly focused on raising standards and improving the provision for the subject. There is a shared common purpose among those involved in teaching the subject, with good opportunities to share practice, discuss the teaching and learning of languages and gain access to subject training. Curriculum planning ensures pupils have opportunities to develop all four skills equally.
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		The curriculum is broad, balanced and well informed by current initiatives in modern languages and includes opportunities for learning more than one language. Curriculum planning is responsive to pupils' prior learning, including for pupils transferring from primary to secondary schools.
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. <i>[If this is</i>		Curriculum planning is responsive to pupils' prior learning, including for pupils transferring from primary to secondary schools.

<i>not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		
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IMPLEMENTATION		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		There is a shared common purpose among those involved in teaching the subject, with good opportunities to share practice, discuss the teaching and learning of languages and gain access to subject training. Planning is informed by a good level of subject expertise. Pupils develop the skills they need to become independent language learners because teachers use an appropriate range of resources and teaching strategies to promote good learning across all aspects of the subject.
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.		Teachers communicate the value of modern languages to pupils very effectively. Teachers routinely use the target language for classroom communication and generally insist on pupils responding in the language.
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.		
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.		

Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		Pupils willingly participate in activities that require them to use the language to communicate orally and in writing as a result of good teaching. Teachers routinely use the target language for classroom communication and generally insist on pupils responding in the language. Text is used well to improve pupils' pronunciation and as a 'cue' for speaking and writing. Reading is used to develop intercultural understanding and pupils read for pleasure. Imaginative use is made of a breadth of listening materials to develop pupils' understanding of the spoken word.
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		Pupils are able to work independently when given the opportunity, taking the initiative in their work and when working with others.
Reading is prioritised to allow pupils to access the full curriculum offer.		Text is used well to improve pupils' pronunciation and as a 'cue' for speaking and writing. Reading is used to develop intercultural understanding and pupils read for pleasure. Imaginative use is made of a breadth of listening materials to develop pupils' understanding of the spoken word.
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.		Text is used well to improve pupils' pronunciation and as a 'cue' for speaking and writing. Reading is used to develop intercultural understanding and pupils read for pleasure.

The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.		
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		Imaginative use is made of a breadth of listening materials to develop pupils' understanding of the spoken word.

Part H: CPD Log

- 1) CPD I have attended
- 2) CPD I have delivered

CPD I have attended

Date	Title	Provider	Actions

CPD I have delivered

Date	Title	Who to	Impact/feedback

Part I: Subject leader development plan

Subject: _____

Subject Leader: _____

Academic year: _____

Date	Target	Record of actions taken	Impact/evaluation	Target achieved (& date)
Autumn Term				
Spring Term				
Summer Term				
End of year summary				