

Part 3 The Next Steps

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“We need to be wholehearted about teaching MFL and they need to be taught in an environment in which the children are uninhibited and have plenty to say – at primary school” PARENT

Introduction

The first steps towards introducing a MFL in Key Stage 2 will be to raise awareness of the benefits of primary languages and engage in discussion with staff within the LEA, school and / or MFL department. In the Pilot, this sometimes involved a member of the secondary MFL department or an LEA adviser giving a brief presentation at a headteachers' cluster meeting. Where this discussion was initiated by a primary school, they invited the secondary MFL head of department and / or an LEA representative to the meeting. During this meeting, headteachers agreed in principle to introduce a MFL in Key Stage 2 and in subsequent meetings were in a position to discuss the organizational issues such as funding, who will do the teaching, which language, which classes etc as outlined in **Part 1**.

Part 3 provides **checklists** and **cluster action plan templates** to guide the next steps. They can be used in meetings as tick lists to record progress and to inform future planning.

- The **checklists** provide planning features for the short term, mid term and long term in order to introduce and expand provision of a MFL in Key Stage 2. There is a separate checklist for primary schools, secondary schools and LEAs. These take into account considerations unique to the three circumstances but also contain some joint planning features.
- **Table 1** provides a template for clusters to outline a joint overview of their short, mid and long term objectives and can be used in conjunction with the checklists.
- **Table 2a** provides a cluster action plan template for more detailed planning. **Table 2b** provides an example of a cluster action plan, showing how a new cluster intends to provide a MFL in all primary schools within their cluster, how they intend to achieve this, the time scale involved and ways they will monitor and evaluate their progress.

The tables are designed for use in a range of situations and can be tailored to suit individual clusters' rationale and objectives. Only one version need be completed by the cluster during planning meetings and everyone provided with a copy for a school KS2-3 MFL file.

Primary checklist for introducing a modern foreign language in Key Stage 2

	Funding has been discussed between headteachers and the LEA.
	If we have some form of MFL provision in our school (e.g. after-school clubs, Comenius/International links), we have informed the MFL department at the secondary school about this activity.
	We have made staff, parents and governors aware of our intention to introduce a MFL in Key Stage 2.
	We have a nominated member of staff willing to be the link person for MFL in our school and other staff willing to take over should that teacher move on/change classes.
	The 5 organisational issues outlined in Part 1 have been discussed in a headteachers' meeting and decisions appropriate for the cluster of schools have been made.
	We have attended a staff cluster meeting with representatives from all schools (including any peripatetic teachers) to discuss our aims and put together our cluster action plan (see Table 2a and 2b).
	The cluster has contacted local advisory support and/or CILT Cymru for guidance, training and updates on current good practice, resources and methodology (see Part 4).
	Nominated members of staff are being released for CPD events on primary MFL.
	We have jointly planned the scheme of work, based on the KS2 non-statutory framework (see Part 2) and all schools involved have a copy. We have looked at appropriate resources (see Part 4).
	We have included MFL in our transition plans.
	Provision of MFL has begun.

Short term planning

	We have agreed on the nature of information transfer to the secondary school (e.g. National Curriculum 'I can do' statements, Junior European Language Portfolio, Languages Ladder, pupil portfolios, inclusion of MFL on record of achievement).
	Our secondary colleagues are working with us to support the use of incidental language activities (e.g. registration in the MFL, reinforcement work being done by class-teachers, cross-curricular work where possible, celebration of the European Day of Languages Sept 26th etc).
	Transition activities have been jointly planned for the cluster (e.g. salsa dancing, French breakfast, theatre group, year 6 visits to comp, trip etc).
	We have observed lessons in the secondary school, in order to gain a greater understanding of the other key stage.
	We meet at least termly as a cluster.
	Parents are informed as to how their child is progressing in the MFL.

Mid term

	MFL is an integral part of KS2 and is becoming firmly embedded in the primary curriculum.
	We receive feedback as to how our pupils are progressing in KS3.
	We share good practice on language teaching methodology with other coordinators in the school (Welsh and English).
	We use links within the local community including parents, local business and other agencies to enhance our school programme.

Long term

Secondary checklist for introducing a modern foreign language in Key Stage 2

Funding has been discussed between primary and secondary headteachers and the LEA.
We are aware of any current MFL activity in all our feeder primary schools (e.g. after-school clubs, Comenius/International links).
We have a nominated member of staff in the MFL department to oversee the project and all departmental members will be involved.
We have been informed who our link person is in each primary school.
The 5 organizational issues outlined in Part 1 have been discussed in a headteachers' meeting and decisions appropriate for the cluster of schools have been made.
We have attended a staff cluster meeting with representatives from all schools (including any peripatetic teachers) to discuss our aims and put together our cluster action plan (see Table 2a and 2b).
The cluster has contacted local advisory support and/or CILT Cymru for guidance, training and updates on current good practice (see Part 4).
Nominated members of staff are being released for CPD events on primary MFL.
We have jointly planned the scheme of work, based on the KS2 non-statutory framework (see Part 2) and all schools involved have a copy. We have looked at appropriate resources (see Part 4).
We have included MFL in KS2 in our transition plans.
Provision of MFL in KS2 has begun.

Short term planning

We have agreed on the nature of information transfer from primary schools to the secondary school (e.g. National Curriculum '1 can do' statements, Junior European Language Portfolio, Languages Ladder, pupil portfolios, inclusion of MFL on record of achievement)
We are working with our primary colleagues to support the use of incidental language activities (e.g. registration in the MFL, reinforcement work being done by class teachers, cross-curricular work where possible, celebration of the European Day of Languages Sept 26th etc).
Transition activities have been jointly planned for the cluster (e.g. salsa dancing, French breakfast, theatre group, year 6 visit to our school, trip etc).
We have observed lessons in primary schools, in order to gain a greater understanding of the other key stage.
We meet at least termly as a cluster.

Mid term

MFL is an integral part of KS2 and is becoming firmly embedded in the primary curriculum.
We receive feedback as to how our pupils are progressing in KS3.
We share good practice on language teaching methodology with other coordinators in the school (Welsh and English).
We use links within the local community including parents, local business and other agencies to enhance our school programme.

Long term

LEA checklist for introducing a modern foreign language in Key Stage 2

	We have a member of the advisory team with a specific remit for MFL.
	We have carried out an audit of existing primary MFL activity in our authority (e.g. CILT Cymru Pilot clusters, existing language provision, clubs, schools with International partnerships etc).
	We have taken advantage of the advice and guidance that CILT Cymru can provide regarding primary MFL and are aware of training opportunities and current good practice (see Part 4).
	We have raised awareness of the benefits of primary languages and gauged interest from schools / clusters of schools.
	We have referred schools to the CILT Cymru guidance “Getting Started. Guidance to Support the Introduction of a MFL in KS2” (also available in CD form and downloadable from CILT Cymru website).
	We are aware of funding opportunities available for developing primary MFL / transition.
	We have discussed these funding opportunities with primary / secondary headteachers / heads of MFL in our authority.
	We have a spending plan to develop primary MFL.
	The development of MFL is part of our Children and Young Peoples’ Plans (CYPPs) drawing on experience and expertise of schools involved in the CILT Cymru Pilot.
	We have facilitated the release of school staff for initial planning and ongoing cluster meetings.
	We have planned training and other measures which will support this activity (e.g. in conjunction with local MFL adviser / CILT Cymru advisers).
	We have a set of criteria which will be used to monitor the progress of the CYPP.
	We have a set of criteria which will be used to monitor expenditure and the impact on standards (e.g. through regular meetings with the School Improvement Officer, MFL adviser, transition coordinators, headteachers and MFL staff).
	We facilitate networks of professional practice between schools, allowing staff to share good practice and innovation in the field of primary MFL.
	We are widening support for collaborative working for developing MFL in KS2 across schools.
	We are offering this opportunity to all pupils in KS2 within the LEA.
	We are establishing expertise within both the primary and secondary schools within the authority to sustain primary MFL and ensure that the continuum of learning is maintained between KS2 and KS3.

Short term planning

Mid term

Long term

Table 1 Cluster Action Plan Overview: KS2-3 Modern Foreign Languages

Date:

Short term objective(s):	Timescale:
Mid term objective(s):	
Long term objective(s):	

Table 2a Cluster Action Plan: KS2-3 Modern Foreign Languages

Timescale:

Priority:	
Rationale:	Evidence:
Objective(s):	

Table 2a (continued)

Success criteria:	Evidence:
Key Dates:	When?

Table 2b Exemplar Cluster Action Plan: KS2-3 Modern Foreign Languages

Timescale:

<p>Priority: Provide a MFL for pupils in Year 6 / Years 5 + 6 / from Year 3 in all primary schools within the cluster.</p>	
<p>Rationale: Enrich the KS2 curriculum by:</p> <ul style="list-style-type: none"> • fostering a positive attitude towards language learning, diversity and other cultures; • developing pupils' European awareness and sense of global citizenship; • developing pupils' language learning strategies; • raising levels of achievement in literacy, thinking and communication amongst pupils of all abilities. <p>Complement the KS3 curriculum by:</p> <ul style="list-style-type: none"> • enhancing transition arrangements; • raising subsequent levels of achievement in MFL in KS3. 	<p>Evidence: Termly cluster review of objectives. Annual cluster review of action plan.</p>
<p>Objective(s): Set up cluster for MFL (refer to CILT Cymru guidance Getting Started, Part 1: Making it happen and Part 3: The next steps. Key staff to attend training (e.g. CILT Cymru, LEA, in-house, school-based training). Jointly plan scheme of work (refer to KS2 non-statutory framework for MFL + Getting Started, Part 2: Good practice). Jointly agree on form of transfer of information about pupil progress (refer to Crossing Bridges + Getting Started, Part 2: Area 2) Start teaching. Hold MFL transition event for Year 6 pupils in the cluster. Hold planning and review meetings.</p>	

Table 2b (continued)

<p>Success criteria:</p> <p><i>Primary / secondary MFL cluster established.</i></p> <p><i>Training attended.</i></p> <p><i>Implementation of scheme of work which reflects the agreed rationale.</i></p> <p><i>Provision of MFL throughout the cluster.</i></p> <p><i>MFL cluster transition event held.</i></p> <p><i>Termly joint planning and review meetings.</i></p> <p><i>Information about pupils' progress transferred to secondary colleagues.</i></p>	<p>Evidence:</p> <p><i>Feedback from:</i></p> <ul style="list-style-type: none"> • <i>staff;</i> • <i>KS2 pupil focus groups and questionnaires;</i> • <i>cluster meetings;</i> • <i>training event.</i> <p><i>Feedback to:</i></p> <ul style="list-style-type: none"> • <i>parents and governors;</i> • <i>curriculum group meetings;</i> • <i>LEA contact.</i>
<p>Key Dates:</p> <p><i>Initial planning meeting.</i></p> <p><i>Cluster meetings.</i></p> <p><i>Staff training.</i></p> <p><i>MFL transition event for pupils.</i></p> <p><i>Action plan review meeting.</i></p>	<p>When?</p>

Updates and Notes

This section has been created for you to store your own notes and records.