



## Enjoy, Learn, Succeed

### Intent Drivers – Our Core Values

Perseverance

Aspiration

Respect

Collaboration



❖ **To build all stakeholders understanding confidence and expertise in Oracy (QE1)**

- ❖ 100% of children can describe their learning precisely when asked what they are learning or what they are investigating. (QE5)
- ❖ Subject leaders are empowered to take a proactive approach in leading their subject, provide support for their colleagues, CPD and monitor the impact of their actions. (LM1)
- ❖ Ensure staff share good practice both internally and externally (LM2)
- ❖ Build links with KS3 colleagues to ensure our curriculum prepares children for KS3 readiness (LM4)
- ❖ Pupils are aware of their locality and global citizenship

Target (what to achieve)	Success Criteria (How will you know if it is done)	Actions (How to achieve it)	Resources needed (£ cost)	Link to SDP(1 – 6)
❖ To ensure that the specialist delivery offers progress in teaching of Japanese throughout KS2	<ul style="list-style-type: none"> <li>❖ It will be evident when reviewing planning overviews and lesson plans</li> <li>❖ It will be witnessed during drop-in observations and book looks</li> <li>❖ Staff and pupils will be able to communicate what they have taught/learned during discussions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide KS2 teachers the opportunity to observe expert teaching so that they are aware of and use the tools and resources available to support and meet the new curriculum objectives</li> <li>❖ Conduct half-termly monitoring of planning documents and pupil books</li> <li>❖ Hold regular discussions with staff and pupils to monitor impact and gather feedback</li> </ul>	❖ £0	❖
❖ To use the tools and resources available provided by Mr Chambers to increase the quality of Language teaching in KS2	<ul style="list-style-type: none"> <li>❖ Staff will show an increased confidence in teaching Japanese as well as in their own knowledge of the language</li> </ul>	<ul style="list-style-type: none"> <li>❖ Schedule a meeting between specialist teacher and SLT and MFL lead to determine if the use of learning organisers and retrieval quizzes would highlight the learning journey to pupils and would provide a constant reminder of key facts</li> <li>❖ Hold regular discussions with staff to identify and action any further support or training needs</li> </ul>	❖	❖
❖ To use language learning to: <ul style="list-style-type: none"> <li>➢ build and enhance confidence in communicating and expressing opinions and feelings, to support general mental health and well-being</li> <li>➢ support basic outcomes in Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monitoring (planning, books, observations, assessment and discussions) will show evidence of pupils being able to confidently speak and express themselves</li> <li>❖ Monitoring (planning, books, observations, assessment, and discussions) will show evidence of the teaching of cultural understanding</li> <li>❖ During discussions, staff and pupils will communicate an increased confidence and enjoyment in language learning</li> </ul>	<ul style="list-style-type: none"> <li>❖ Languages Subject Leader to meet with the Specialist Teacher to agree how to form links with a partner school in Japan to enhance and progress Languages learning across KS2</li> <li>❖ Conduct half-termly monitoring of planning documents and pupil books</li> <li>❖ Hold regular discussions with staff and pupils to monitor impact and gather feedback</li> <li>❖ Use the scheme assessment tools to monitor performance</li> </ul>	❖ £tbc (investigate opportunities to connect with pupils and staff with a partner school in Japan)	❖