

DfES 0735/2002

# **Foundation subjects: modern foreign languages example 1: background information**

1. This modern foreign languages department is in a new, mixed comprehensive, formed two years ago following the reorganisation of secondary education provision in the town it serves. There are currently approximately 1100 pupils, in the 11–18 age range, on roll. The immediate catchment area is a residential suburb and provides about 50% of the pupils from four local primary schools. Approximately 40% of pupils travel to school from surrounding rural areas. The intake of the school is socially and geographically mixed. The percentage of children living in high social class households in the immediate area is twice that for England as a whole but this is not true of the more outlying areas. About 6% of pupils are entitled to free school meals, which is substantially below the national average. The level of parental support is good, high expectations predominate and difficult social problems are few. There are very few pupils of minority ethnic origin in the school. The annual intake includes the full range of ability and standards of pupils on entry over the past few years, measured using standardised tests, are above the national average. However, although the distribution of attainment is skewed towards the higher end of the range, there is also a significant proportion of lower achieving pupils.
2. The Head of modern foreign languages has been in post since the formation of the school two years ago. She also has a whole-school role as a senior manager. There are three full-time and two part-time specialist languages teachers in the department. All staff were re-deployed from other secondary schools in the town at the time of the reorganisation.

Note:

Paragraph 1 above is based on the most recent Ofsted report. The only edits were to remove anything which identified the geographical location of the school.

Paragraph 2 is contextual information, provided by the consultant, which is felt to be relevant to the interpretation of the audit.

# Key Stage 3

## National Strategy

### Heads of Department

Status: Recommended

Date of issue: 02/01  
revised 09/01

Ref: DfES 0756/2001

# Auditing a subject in Key Stage 3: MFL

Name of School:	N/a
Headteacher:	Mr L. Silk
Subject being audited:	Foundation subjects: modern foreign languages audit and action plan example 1
Senior manager with oversight of this subject:	Mrs S. Field
Head of department	Mrs I. Hod
Other staff with responsibility, eg. literacy co-ordinator or SENCO:	5 full and part-time specialists
Date of completion of audit:	June 2002

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# Introduction

This booklet is to help a department or faculty to decide on priorities for strengthening its work and to draw up an action plan to improve standards in the subject. It can be used to supplement the whole-school development plan.

The audit is best carried out in the summer term when a wider range of information on pupils' performance is available. A senior manager and the head of department or faculty are likely to lead it, but all staff in the department should be included in discussions and contribute to the gathering of evidence.

Many of the judgements needed can be made through discussion in two or three departmental meetings. Others will arise from analysing test and examination data, looking at samples of pupils' work and marking, referring to records of pupils' progress and from observing lessons. Information from lessons that have already been observed as part of the school's normal routines can be used, perhaps supplemented by observation of a further small sample of lessons across Key Stage 3. The gathering of evidence, especially lesson observations and scrutiny of pupils' work, will need to be planned carefully over a few weeks, since it may require the equivalent of two days of the head of department's time.

The use of best-fit phrases and tick boxes throughout the booklet helps to keep recording to a minimum. Once the possible points for action in each section have been determined, the head of department can complete the action plan. Senior managers and departmental staff will then have a clear view of the overall developments that are needed and how best to use the professional support of a Key Stage 3 consultant.

## Standards in Key Stage 3

Based on last year's KS3 test results and teacher assessments, how do the overall standards achieved by pupils compare with national averages? You could refer to the benchmark information in the DfES's Autumn Package.

Tick boxes or enter grades as appropriate.

### All subjects

**Overall trends over three years.** *The School opened in September 2000 so there is no data for 2001 only at this time.*

Trends over three years	risen significantly	risen a little	stayed about the same	fallen
Over the last three years, pupils' attainment in the subject on entry to Year 7 has:	N/A			
Over the last three years, pupils' attainment in the subject by the end of Key Stage 3 has:	N/A			

2001 English data

2001 mathematics data

2001 science data

### Core subjects only

Percentage of all pupils attaining level 5 and above

Attainment in KS3 tests:	National averages		
	above	in line	below
Proportion (%) of all pupils achieving level 5 and above was:	83 77 79		
Proportion (%) of boys achieving level 5 and above was:	81 78 84		
Proportion (%) of girls achieving level 5 and above was:	86 76 73		
Proportion (%) of all pupils achieving level 6 and above was:	40 51 40		
Proportion (%) of boys achieving level 6 and above was:	37 57 42		
Proportion (%) of girls achieving level 6 and above was:	44	44 37	

<b>PANDA grade</b> for last year's KS3 tests in the subject in comparison with all schools:	<b>A B A</b>
<b>PANDA grade</b> for last year's KS3 tests in the subject in comparison with similar schools:	<b>D E D</b>

### Non-core subjects only

Percentage of all pupils attaining level 5 and above

Attainment in KS3 tests:	National averages		
	above	in line	below
Proportion (%) of all pupils achieving level 5 and above was:	✓		
Proportion (%) of boys achieving level 5 and above was:	✓		
Proportion (%) of girls achieving level 5 and above was:	✓		

## Attainment and progress in KS3 of different groups of pupils

Analysis of data	fully in place	partly in place	not in place
The department analyses its assessment, attendance and other performance information by year group, gender, ethnicity and background of pupils.		✓ Yes but not attendance	

Consider the following groups and any others particularly relevant to your own school or department. You should consider gender as a general issue within each of the groups.

pupils in **different year groups**

pupils from **different sets**

pupils with **special educational needs**

pupils who are **high attainers** in the subject

pupils learning **English as an additional language**

pupils from **ethnic minority** communities

pupils from **travelling** communities

How does the attainment and progress of different groups of pupils compare with the general national and LEA profile? You could use the value added and benchmark information in the DfES's Autumn Package.

### Comments on noticeable differences in the attainment and progress of particular groups:

Girls generally outperform boys at KS3. Boys also underachieve at KS4. Whole school: at KS3 boys in both middle quartiles do less well than those in schools in similar a FSM group. Girls in lowest and middle quartiles do less well. In order to try to address these issues the school is experimenting with mixed gender seating, mixed ability grouping, and the use of ICT.

### What could be done?

Where relevant, list up to two action points directed at addressing differences in progress or attainment of:

Different year groups, sets or classes, including differences between boys and girls	Pupils learning English as an additional language
<ul style="list-style-type: none"> <li>■ Ensure strategies for raising boys achievement are implemented, including increased use of ICT.</li> <li>■ Monitor progress and attainment of a group of Y7 and Y8 boys in the middle two quartiles of their year and a group of Y7 and Y8 girls in the lowest and middle quartiles. Discuss at dept. meetings with view to implementing changes to teaching and learning strategies where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>■</li> <li>■</li> </ul>
Pupils with SEN, or gifted and talented pupils	Pupils from particular communities
<ul style="list-style-type: none"> <li>■ Adjust scheme of work to include differentiated homework tasks designed to ensure access and challenge for all students.</li> <li>■ All staff to become familiar with prior attainment data for students in their groups and their MIDYIS predictors and to monitor the achievement of students against this knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>■</li> <li>■</li> </ul>

## Attainment in different aspects of the subject

*Based on the department's records of pupils' progress and pupils' self-assessments, are there any aspects of the subject where pupils show particular strengths or weaknesses? If so, record them here. You may want to use for comparison purposes those documents that are relevant to the subject, eg. National Curriculum level descriptions; key objectives for Years 7, 8 and 9 where available; the expectations set out in the Framework for teaching English: Years 7, 8 and 9 and the Framework for teaching mathematics: Years 7, 8 and 9.*

<b>Year 7, high attainers</b>	<b>Year 7, middle attainers</b>	<b>Year 7, lower attainers</b>
Boys, in particular, rush written work, making careless errors but are very keen to participate in oral games. Girls more accurate on whole. Reflect more. All need to develop ability to work independently.	Oral participation and attainment generally quite good. Many adopt minimalist approach to written work. Lack confidence in identifying relevant information in reading texts – want to understand every word, insecure at making links and manipulating language.	Often keen and able to participate in oral work, particularly games, but poor literacy skills make reading and writing in the target language more difficult, leading to sense of failure for some by end of Year 7. Need to listen more carefully to instructions.
<b>Year 8, high attainers</b>	<b>Year 8, middle attainers</b>	<b>Year 8, lower attainers</b>
Some beginning to gain more confidence, scanning longer texts for information but many still insecure. Developing ability in extended writing. Understand longer spoken passages and conversations. Developing ability to use language patterns in different contexts – with and without support	Reading – need to develop ability to locate information and make links. Also to adapt 'core' language they learn for use in other contexts. Careless writing and insecure at manipulating language. Rely heavily on teacher support – often reluctant to think and to try to deduce meaning.	Less written work set but standards and presentation poor, especially among boys. Keen on active participation in oral games, etc. but poor at listening to instructions or to one another. Writing frames used. Lack confidence reading in target language. Poor organisation.
<b>Year 9, high attainers</b>	<b>Year 9, middle attainers</b>	<b>Year 9, lower attainers</b>
Developing ability to obtain information from various sources, e.g. dictionaries. Different time frames and more complex structures used in speaking and writing – sometimes with support. Many boys adopt minimalist approach to writing tasks, keen in oral work.	As for Year 8. Some understanding of different time frames. Writing frames used to support 'extended' writing tasks. Minimalist approach to written work by boys.	As for Year 8. Limited ability to organise and communicate without support. Able to make simple statements and give simple opinions.

## What could be done?

### List up to two action points to improve pupils' attainment in each group.

#### Year 7

- Increase use of readers to encourage independent study, producing support materials to render these accessible to lower attainers. Identify opportunities in scheme of work.
- At end of each unit of work, in discussion with students, review and set targets for improvement – assessment for learning approaches are well developed for KS4 MFLs but only used in a limited way at KS3. Need to identify our good practice elsewhere and apply to KS3.

#### Year 8

- Employ explicit teaching strategies to encourage students to spot patterns and adapt for use in various contexts – develop a range of thinking skills approaches.
- At end of each unit of work, in discussion with students, review and set targets for improvement. Current record of achievement currently focuses on the use of an RoA sheet – needs to focus on the process more so as to be fully integrated into all lessons.

#### Year 9

- Increase use of readers to encourage independent study, producing support materials to render these accessible to lower attainers. Identify opportunities in scheme of work.
- Employ explicit teaching strategies to encourage students to spot patterns and adapt for use in various contexts – see above.

## Pupils' attitudes and behaviour

Base judgements on staff discussions, lesson observations and, where possible, talking to pupils about their work.

Tick the most appropriate boxes.

In general:	Virtually all pupils	Most pupils	Some pupils	Relatively few pupils	Insufficient evidence
Pupils show an interest in learning the subject and have positive attitudes towards it		✓			
They listen attentively to their teachers and to each other			✓		
They answer questions willingly, explaining and demonstrating their ideas clearly using subject-specific vocabulary			✓		
They present written and graphical work carefully			✓		
They concentrate and try hard, even when the work is demanding			✓		
They show some initiative and can plan and organise their work without direct supervision; for some of the time they work independently				✓	
They respond positively to suggestions for improving their work.		✓			
They complete homework tasks conscientiously			✓		

### Are there any noticeable differences in pupils' attitudes or behaviour between different year groups, classes or different groups of pupils? If so, note them here.

- Homework is generally a whole school issue – even some able pupils fail to complete it on time/satisfactorily.
- Mixed ability groups in Years 8 and 9 have a more positive attitude than the setted groups
- Working ethos of less able groups poor, particularly boys.
- Year 8 has proportionately more boys. Despite our attempts to avoid having too many boys in lower sets – impossible due to numbers.
- Attitudes and behaviour of less able inconsistent .
- Boys contribute positively to oral work but take less pride in written work.

### What could be done?

List up to three action points to improve pupils' attitudes and behaviour.

- SMART targets used to feedback on homework. Monitor students' response to ensure action has been taken.
- Increase use of ICT in lessons.
- Increase staff awareness and understanding of different learning styles (multiple intelligence) so as to plan for a better balance of visual, auditory and kinaesthetic learning activities.

## Planning

### Schemes of work and medium-term planning

How effective is your planning in Key Stage 3 overall? Check your practice against the following questions and tick the appropriate boxes.

Does your medium-term plan/scheme of work:	usually	sometimes but not always	rarely
outline the work pupils will be taught over the year and each term, with the time or number of lessons to be allocated to each topic?		✓ But not number of lessons/topic	
specify learning objectives in line with expectations in the English or mathematics Frameworks, the NC programmes of study/QCA schemes of work, or agreed syllabus?	✓		
provide breadth and balance across all aspects/attainment targets of the subject?	✓		
identify when and how to develop cross-curricular skills, such as:	literacy;		✓
	numeracy;	✓	
	ICT;	✓	
	thinking skills and problem solving?		✓
consciously build on work done in the subject at Key Stage 2? * a very small number of pupils study French at KS2 (orally only)			✓ N/A
specify special provision for pupils who need it, eg.	'catch-up' for Year 7 pupils who transfer at level 3;		
	support for pupils with SEN;		✓ Differentiated tasks are listed
	support for pupils with EAL?		
provide regular opportunities to make connections between different aspects of the subject and to revisit aspects/topics?	✓		
build in time for regular review and self-assessment of pupils' knowledge, skills and understanding?	✓		

#### What could be done?

List up to two action points to improve medium-term planning.

- Our scheme of work allocates a number of weeks per unit of work. We need to allocate numbers of lessons so that colleagues across the department spend an agreed amount of time teaching identified objectives.
- Investigate ways to develop thinking skills and problem solving then incorporate these strategies into our scheme of work.
- Consider the degree to which the *Literacy across the curriculum* training materials can help us.

## Short-term planning

*Effective short-term or day-to-day planning is a key element of the Key Stage 3 Strategy. The main task of short-term planning is to explain what, how and when pupils are to be taught and to identify the activities to promote, extend and consolidate their learning.*

Do your short-term (day-to-day) plans for a unit of work:	usually	sometimes but not always	rarely
identify clear objectives for what pupils are to achieve in a lesson, based on the medium-term plan?		✓	
indicate the key subject vocabulary to be emphasised?	✓		
outline the main teaching inputs, and key points for teacher exposition, modelling and questioning?		✓	
outline the focus for development of the lesson, including the main tasks and activities for pupils, and the time these are to take?		✓ Time not always listed	
outline expectations for higher attaining pupils, and any extended tasks for them?		✓ Expectations not explicitly listed	
indicate which pupils will receive extra support during lessons, and any modifications or simplifications of tasks and activities for them?		✓ Not always written down	
indicate the essential resources needed, including relevant sections of published materials, practical equipment, and the use of ICT?	✓		
outline key points to be summarised or addressed at the end of the lesson?			✓
indicate, as relevant, homework assignments?	✓		

### What could be done?

List up to two action points to improve short-term planning.

- Establish standard lesson plan format for MFL lessons to include a starter activity, lesson objectives and a plenary.
- Ensure all members of department understand how to put the principles of assessment for learning into practice in their classrooms – particularly with regard to outlining key points.

## Teaching

*Initial impressions, based on departmental discussions, can be recorded first. The head of department and a senior manager will also need to use information from lessons in the subject that have already been observed as part of the school's normal routines, and/or specifically observe over a period of time a sample of lessons across Key Stage 3. Record here whether lessons have the key features listed below.*

<b>Key:</b> 1. the feature is well established 2. the feature is evident in some lessons but not all 3. the feature is not yet part of practice	<b>Initial impression</b> 1/2/3	<b>Observed evidence</b> 1/2/3	<b>Comments/action</b>
Expectations of the level of work and pupils' behaviour are high; there is a productive working atmosphere.	1	1	Lesson observation – teachers have high expectations and follow up when students do not meet them.
Teachers have a good knowledge of the subject. They and their pupils use subject-specific vocabulary correctly.	1	1	All staff specialists in the subjects they teach.
Teachers tell pupils what they are expected to learn in a lesson, and pupils understand which objectives/targets are being addressed.	2	2	Have discussed and encouraged staff to implement. They are beginning to do so but not every lesson – variation across the department.
Lessons are well structured; a variety of activities is used so that pace and momentum are maintained.	1	1	Observation and wide range of activities in scheme of work. Pace not always as brisk as staff would like with low ability classes.
Teachers actively teach the whole class or groups throughout lessons, they communicate an interest in and enthusiasm for the subject to pupils.	1	1	Enthusiastic and committed subject staff. Active throughout lessons.
Group work is purposeful, focused and well-paced. Routines are established which support independent learning.	2	1	Pair work observed – well paced. Used less with middle/lower ability groups. Strategies needed to encourage use and more focus.
All pupils are expected to be engaged and to contribute through a range of opportunities for participation.	1	2	Staff expectations of student involvement high. Not always achieved with all. Strategies needed to improve this.
Pupils receive oral and written feedback targeted at improving their work.	1	2	Oral good. Written variable across department. Targets not always given.
There are sufficient opportunities in some lessons for all pupils to think analytically or creatively, or to reason.	2	2	Limitations of students' knowledge of target language makes it difficult to provide opportunities for lower attainers to think creatively. Needs developing.

[continued opposite]

<b>Key:</b> 1. the feature is well established 2. the feature is evident in some lessons but not all 3. the feature is not yet part of practice	<b>Initial impression</b> 1/2/3	<b>Observed evidence</b> 1/2/3	<b>Comments/action</b>
Teaching is inclusive, ensuring that all pupils are challenged and supported effectively and are fully involved in the lesson; including;  high-attaining pupils;  those with SEN;  those with EAL.	1    2	1    2	Setting allows for this in most classes and differentiated material used in mixed ability classes.  There is little SEN support available – makes effective inclusion difficult at times. Differentiated activities and outcomes used.
A purposeful plenary, normally at the end of a lesson, helps pupils to consolidate key aspects of the lesson and deepen their knowledge and understanding.	2	2	Needs developing – Write into department lesson proforma.
If available, support staff are deployed effectively during whole-class and group time.	2	2	More structure needed. They are not generally involved in planning.

**Are there any noticeable differences between the teaching of different year groups or different groups of pupils? If so, note them here.**

- We use differentiated resources for groups of different abilities. Pair/group work more difficult with large, less able groups because of their behaviour in smaller groups.
- Greater use of teacher modelling with less able groups.
- Differentiated outcomes and resources used for mixed ability classes.

*Where observed evidence indicates that an aspect of teaching is less effective than initial impressions had suggested, it will be important to decide how best to work with staff to introduce or strengthen those features.*

**What could be done?**

List up to three action points to strengthen teaching.

- Implement strategies to improve quality and frequency of group work, particularly with boys and less able students (see *Literacy Across the Curriculum* – ‘Management of group talk’).
- In short-term lesson proforma, include section to indicate provision for high attainers and SEN pupils.
- Extend opportunities in lessons for all students to think analytically or to reason.

## Assessment

Tick the relevant boxes.

Do your assessments match these criteria?	fully in place	partly in place	not in place
Assessment is <b>for</b> learning, not just <b>of</b> learning. It is based on objectives from the subject's scheme of work or key objectives in the English and mathematics Frameworks. It is used to guide lesson planning and identify the particular help that individuals and groups of pupils need.		✓	
Whole classes or groups of pupils have curricular targets for improvement, drawn from objectives from the scheme of work or key objectives in the Frameworks. Individual targets for pupils with SEN are incorporated in IEPs.	✓		
There is a system for tracking pupils' progress against their targets and for responding to pupils who fall behind.	✓		
Marking includes teachers' comments which show clearly what a pupil needs to do to improve. A response from pupils is expected.		✓	
Test papers/assessment assignments are analysed to identify pupils' errors or misconceptions, and pupils are made aware of these. Particular attention is paid to the quality of pupils' reading and writing under test conditions.	✓		
Records are manageable and useful for teachers. Individual records, incorporating pupil targets, are kept for pupils whose progress is markedly different from the norm.		✓ Records unwieldy but useful! Individual records do not incorporate pupil targets	
Pupil self-assessment is expected and respected and used as part of the assessment record.		✓ We have student self-assessment sheets – not used consistently	

### What could be done?

List up to three action points to improve assessment.

- Incorporate our student self-assessment sheets into a process which is built on the principles of assessment for learning. Ensure this is 'high profile': students' own attainment/targets to be reviewed with them at end of each unit of work.
- On the above form, include section for specific targets set by student. Explicit teaching of how to analyse their own performance.
- Implement system of record keeping and target setting for high attainers and SEN pupils.

## Management of the subject and general issues

*This section is not designed to give comprehensive coverage of management issues but focuses on those aspects that are particularly relevant to raising achievement.*

Action planning	fully in place	partly in place	not in place
Are targets set for the proportions of pupils achieving particular levels in the subject?		✓	
Is there a departmental action plan to meet the targets?	✓		
Is the plan monitored regularly by the HOD and SMT?	✓		
When senior managers monitor developments in the subject, do teachers receive feedback?	✓		
Are the findings from monitoring linked to a programme of professional development for staff?			✓

What systems help to strengthen the quality of teaching in the subject:	fully in place	partly in place	not in place
a cycle of lesson observations with feedback?		✓	
regular support with planning?			✓
regular moderation of pupils' work?		✓	
regular sampling of marking and pupils' responses?		✓ In dev. plan for 2002-3	
regular departmental discussions about the quality of teaching and learning?	✓		
a planned professional development programme for staff?	✓		

### What could be done?

List up to three action points to improve the management of the subject.

- Staff to observe one another teaching and to provide feedback – coaching?
- Staff cross-mark students' books to moderate and share good practice.
- Departmental meetings to include more time for discussion of short-term lesson planning – emphasis on more collaborative planning.
- Use the 'additional support' to formalise approaches to linking departmental training needs, arising from the auditing process, to an identified programme of professional development.

## Action Plan

<b>Priority</b>	<ul style="list-style-type: none"> <li>▪ Assessment for learning – adapt the existing record of achievement sheets and develop a process for assessment for learning which is consistent across the department and is embedded in everyday lessons. Must include the generation of student targets.</li> <li>▪ Develop thinking skills activities in MFL – incorporating metacognition.</li> <li>▪ Short-term planning – agree an approach across the department, incorporating objectives, starters, plenaries, engagement (to include the generation of ‘model’ lesson plans).</li> <li>▪ Introduce coaching – to support the development across the department of the above three priorities.</li> </ul>		
<b>Success criteria and/or target(s)</b>	<ul style="list-style-type: none"> <li>▪ The department will have an agreed record of achievement template for use across KS3.</li> <li>▪ Strategies for embedding the use of the record of achievement in everyday lessons will have been agreed – the impact of this on pupils’ learning will be have been monitored by HOD.</li> <li>▪ All staff will have received training in teaching thinking skills. The department will have collaboratively planned, taught and evaluated two activities for each KS3 year group.</li> <li>▪ The department will have an agreed MFL lesson planning template. This will include learning objectives, a starter, a plenary activity and references to planning for pupil engagement.</li> <li>▪ Each member of staff will have produced one model lesson plan incorporating the structure described above.</li> <li>▪ The department will have collaboratively produced bank of starter activities.</li> <li>▪ All staff will have received training in coaching and will use this knowledge and skill base to support departmental colleagues in developing aspects of the above priorities.</li> </ul>		
<b>Action(s)</b>	<ul style="list-style-type: none"> <li>▪ Central LEA Foundation Subject module training – ‘Structuring teaching and learning’.</li> <li>▪ Central LEA training in coaching.</li> <li>▪ Central LEA Foundation Subject module training – ‘Knowing and learning’.</li> <li>▪ Central LEA Foundation Subject module training – ‘Planning and assessment’.</li> <li>▪ Half-day school based session focusing on development of ‘thinking skills’ activities in the MFL department (sub-group).</li> <li>▪ Half-day school based session focusing on developing approaches to assessment for learning (sub-group).</li> <li>▪ Half-day school based session focusing on ‘short-term’ lesson planning.</li> <li>▪ Evaluate progress to date and agree further action points between now and Easter 2003.</li> </ul>	<b>Person responsible</b> MFL and geography teacher HOD and senior manager HOD and MFL teacher HOD and MFL teacher consultant and HOD consultant and HOD consultant and HOD consultant and HOD	<b>Timing or deadline</b> 23 Sep 2002 2 Oct 2002 7 Oct 2002 18 Oct 2002 5 Nov 2002 – am only Dec 2002 (t.b.a) Jan 2003 (t.b.a) Feb 2003 (t.b.a)
<b>Resources</b>	<ul style="list-style-type: none"> <li>▪ Reprographics costs.</li> <li>▪ Time during whole-school training days and departmental meetings for training and collaborative planning.</li> <li>▪ Books – on thinking skills and multiple intelligences in order to build staff expertise.</li> </ul>		
<b>Consultant support</b>	<ul style="list-style-type: none"> <li>▪ Co-leading school based CPD.</li> <li>▪ Support in the evaluation of thinking skills resources and assessment for learning materials/approaches.</li> <li>▪ Evaluative feedback on the model lesson plans.</li> </ul>		
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>▪ Impact of all ‘priorities’ will be monitored by HoD and KS3 strategy manager. via exercise book and pupil record of achievement sampling and by pupil interviews.</li> <li>▪ Individual teachers will monitor impact via sampling record of achievement sheets and the provision of feedback for departmental meetings.</li> <li>▪ Feedback at targeted MFL meetings on development of thinking skills, the different aspects of lesson structure – KS3 strategy manager to attend these. The department will have agreed meetings.</li> <li>▪ HOD and KS3 strategy manager to observe targeted aspects of lessons.</li> </ul>		

## Notes

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