

MFL Governor Questions 2023 – Mrs June Yee (Governor) and Lynne Mearns (MFL Lead/SLT)

What is your background as a leader of MFL?

Lynne has a love of languages and has visited China with BAPS in 2018 and 2019. She has also taught in Inner Mongolia during the Summer of 2019. Lynne has coordinated visits for children and staff from Taicang Experimental School in 2017, 2018 and 2019. This took the form of participating in school life at BAPS, visits around the Wirral and a cultural celebration from both schools. She has mentored 2 teachers from Little London Training School in Inner Mongolia when they taught at BAPS for a year. She coordinated and mentored a group of teachers from China when they came to teach at Wirral schools and live in the locality. Lynne has presented to a large group of people residing on the Wirral from Hong Kong. She supported them with the educational system and expectations in England. Stuart and Lynne have been successful in securing a bid for over £70,000 to take children to China in 2023. This was unable to take place due to travel restrictions. They hope to be successful with another bid in 2024. Lynne understands the importance of learning a new language and the way it can open up possibilities for travel and work opportunities both locally and around the world.

What are the current priorities for MFL in our school?

To use agreed pedagogy and Oracy 21 project to build confidence in languages.

To learn vocabulary, grammar and phonics in sessions.

To speak and write with growing confidence using pinyin for Mandarin.

To learn about cultural festivals in China.

Curriculum

Is the curriculum designed in such a way that there is clear opportunity for pupils from Year 3 to Year 6 to deepen their.....?	<i>A progression map of knowledge and skills is used to plan sessions throughout the years 3, 4, 5 and 6. Prior knowledge is used to recap and consolidate. This is then enhanced by speaking, written tasks, listening tasks and identification of phonics, grammar and new vocabulary.</i>
Is the curriculum designed to give fair weighting to the aims of the National Curriculum?	<i>All expectations are included in the progression document. All objectives are included.</i>
Are there opportunities to ensure that children have sufficient opportunity to build their fluency?	<i>Children build knowledge and confidence through repetition, prior knowledge conversations, songs, games and writing. Higher level vocabulary, grammar and phonics are used as the topics are revisited.</i>
How ready are pupils for each new stage?	<i>The children recap their knowledge from previous lessons and topics. They each have a notebook to refer to for vocabulary and pronunciation support. The children have a quiz at the end of each topic in the form of listening, written tasks spoken tasks. This forms an assessment of knowledge and understanding.</i>
Do pupils remember the core knowledge needed before moving on?	<i>There are assessment quizzes and video evidence of children. They have their notebook and quiz to support them with core knowledge when revisiting a topic.</i>
How is MFL knowledge/skill planned to be revisited over time?	<i>BAPS have a progression of knowledge and skills document that is mapped out for each year group. There is a topic map where the knowledge and skills have been tracked. There are session plans for each topic. The topics are revisited each year with deeper level of vocabulary, phonics and grammar.</i>
Are pupils achieving our ambitious goals?	<i>The children aspire to attain higher level language skills. It is a new language for all children when they begin to learn in year 3 and the expectation in year 6 was impressive.</i>

	<i>SEND children are often empowered in language sessions and have confidence in themselves in front of their peers. This was identified in 2 classes I visited. Language learning equips children for successful job opportunities in the local area due to investment or wider travel aspirations.</i>
How are pupils who find it most difficult to learn being given the best chances to keep up?	<i>There is a specialist teacher in BAPS for every session. This allows CPD for staff and also enables staff to support with the tasks in each session. Some SEND children thrive in language sessions as they learn through song, repetition, aide memoire book.</i>

Pedagogy

Do teaching approaches include high quality instruction, purposeful practice and feedback opportunities?	<i>The specialist teacher uses a BAPS teaching model for the sessions. This will include connecting to prior learning, modelling, enabling practice and application into written tasks or conversations. The children learn through speaking, listening, songs, games and written tasks. There is a level of scaffolding for children when learning new vocabulary and repetition is used for consolidation.</i>
Do pupils have opportunities to connect their learning with what has come before?	<i>The children recap content and prior knowledge from a previous session or topic. This may take the form of using games, song, conversation, quiz or using aide memoire book.</i>

Assessment

Does assessment check that pupils have learnt the component knowledge of the curriculum?	<i>The children are assessed throughout sessions through tasks and teacher assessment. The children participate in quizzes at the end of each topic. The quiz will consist of listening tasks, written tasks, visual quiz and conversation with a partner for pronunciation.</i>
How does assessment impact on pupils' learning?	<i>The children assessed on their knowledge and skills throughout the sessions. They are supported and scaffolded as they learn new concepts and master new skills. This may be in the form of targeted questioning, small group support or support from teacher.</i>
How does assessment inform curriculum design and adaptation?	<i>Session plans are adapted and refined based on teacher assessment. High level expectation remains in place with a higher degree of scaffolding and repetition.</i>

Culture

Does the school have high expectations of what all pupils can learn in MFL?	<i>There are high expectations in place for learning Mandarin at BAPS. There are very few primary or secondary schools who teach Mandarin in school. The children understand they learn Mandarin because there is an opportunity to visit China during their time in BAPS and that learning a language opens their eyes to travel/work opportunities in the future.</i>
Do teachers and pupils believe all can achieve in MFL?	<i>There is a strong belief that learning a new language provides travel/work opportunities in the future. All children and staff in year 3,4,5 and 6 participate in weekly sessions to develop higher level language skills and knowledge through specialist support. Communication between people from different parts of the world is essential to develop links and enhance understanding.</i>
Are there any other opportunities for MFL learning in the curriculum?	<i>There is an opportunity for children to visit China in year 5/6. The children communicate with their sister school in China through technology to build relationships prior to the visit. Children from China have visited BAPS in 2017,2018 and 2019. The whole school was involved in welcoming and teaching the visitors</i>

	<i>about BAPS, Wirral and England. A language/conversation club will be held at lunchtime during the Summer term.</i>
Is proficiency in MFL celebrated?	<i>There are displays around school which shows Mandarin language prompts and a display celebrating a visit to China. Assemblies, social media, certificates are ways children can be celebrated for their language development. BAPS is beginning to use Global School Alliance which is a platform to communicate with their sister school in Taicang to build relationships in preparation for a visit. There are other CPD ideas and cultural aspects that can be shared with the children on their language journey.</i>

Systems

How well are staff supported in developing their own subject and pedagogical knowledge? What support are non-specialists given?	<i>A specialist teacher teaches the session each week. Staff stay in the lesson and use the session as CPD training. This enables staff to scaffold prior learning and support new learning in each session. It also builds an ethos of new learning for the children as staff participate in the session.</i>
How are any other adults teaching MFL being supported to understand the curriculum and promote and deliver inclusive practice?	<i>Staff attend each session for their class. Other staff are supported and informed through staff meetings, display, email and whole school cultural events. Staff understand that the development of language learning is essential to develop skills in order to enhance work/travel opportunities.</i>

Policy

How do school wide policies impact MFL?	<i>The Oracy 21 project in school supports the development and confidence of language learning in school. The BAPS teaching model using a pedagogical approach is used within the sessions.</i>
Do whole-school policies give flexibility to enable a high-quality MFL education?	<i>Teaching model elements and Oracy 21 project supports language learning and a varied approach of games, songs, listening, written and oral communication.</i>
Is sufficient time allocated to teaching MFL?	<i>Yes. Classes take place every week for children in year 3,4,5 and 6. There is support for children and development of CPD in sessions.</i>

Further notes: