



Research & Development Impact Report No. 3

How can the primary MFL curriculum be reshaped across a group of schools in order to improve consistency of pedagogy and so improve transition to secondary?

"I really like Spanish and can't wait to do it in secondary school!"

Jacqueline, Year 5

"This scheme of work was developed specifically to engage children, which is key to progression. We wanted to encourage participation and found that mixing well thought-out content with an increasing amount of smiles and enjoyment resulted in better recall and enthusiasm to learn more.

Language (including MFL) is a social tool which is best learned if one has a reason to learn it. Having fun is as good a reason as any for 5-11 year olds and we have made every attempt to have our scheme of work reflect this."

Pablo Griffiths, MFL coordinator, Sir Thomas Abney Primary School

Who might find this research useful?

- MFL leads in Primary Schools and Leadership Teams who want to collaborate on curriculum development projects



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With huge thanks to Ian Mullaney, Headteacher at Rushmore Primary School for his expertise and for keeping the momentum going with this development

Research & Development Impact Report

Developing a Spanish Curriculum for HTSA schools

Project	Headteacher – Rushmore Primary School	Phase(s)	Primary Phase
Participants	12 Language Teachers / Leads from alliance schools		

School context relevant to this research:

HTSA Heads decided, during the spring term of 2014, to create an MFL (Modern Foreign Languages) Forum whose first task was to develop a Spanish curriculum for participating HTSA schools by September 2014 in response to the statutory requirement of the new Primary curriculum that all Primary schools should introduce the teaching of a MFL for KS2 during the academic year 2014 – 15.

Starting point(s):

There was Borough wide consensus that Spanish should be the first language taught in all Hackney schools (or at least as many as possible) in order to improve continuity of learning across Key Stage from primary to secondary.

Key R&D question(s)

How can the primary MFL curriculum be reshaped across a group of schools in order to improve consistency of pedagogy and so improve transition to secondary?

Intended successful outcomes

- A scheme of work for KS2 to be used in all alliance schools

Success criteria/ Impact measures

- High quality resources and lesson plans
- Confident teachers
- Learners making progress with acquisition of language

Summary progress

Heads decided that all phases (EY – KS2) should be involved in the development of the HTSA version of the curriculum, with support from secondary schools; there was a general verbal commitment made to support the co-ordinator forum.

Rushmore Primary School hosted the co-ordinator meetings and the Head at Rushmore co-ordinated and led up on the development of the curriculum through liaison with other HTSA schools.

The first forums were very well attended. There were initially MFL representatives from up to thirteen schools.

We very quickly realised that the task was enormous so asked for more and more meetings in order to complete it. Representation became unreliable: some schools gave consistent support whereas support from others was patchy and intermittent.

By the end of the summer term 2014, despite these problems, the forum had created a very detailed scheme of work for KS2 with clear grammatical progression and a comprehensive focus on speaking, listening, reading and writing. In addition the forum had created a less detailed and more informal scheme for early years teachers and KS1 teachers for those schools who wished to teach Spanish during those phases.

The Successes

- We met our aims and targets – no mean feat given the circumstances
- The SOW for KS2 is a particularly fine piece of work which meets the formal requirements of the new primary curriculum
- We raised the profile of Spanish and MFL for Heads in the HTSA whether or not their schools now participate in the project
- We have developed an enthusiastic team of co-ordinators (now from seven schools) who are keen to further develop and refine the scheme. At our most recent co-ordinator forum held last week the team created an icloud sharing space for the seven members of the group where materials (lesson plans, the SOW, resources etc.) can be shared and set a focused agenda for this year

Initial timescale

2014-2015 – half-termly forum meetings

Initial resource allocation (human, material and financial)

Final Thoughts

- In retrospect, it is now my belief that we spent a lot of time at the beginning of the project focusing on lower priority issues (EY/KS1) and thus took our eyes off the main event – the KS2 curriculum. We did this for laudable reasons:
 - (a) For the purposes of *Inclusion* (i.e. the Nursery school at the Heads Forum strongly wanted to participate at the time)
 - (b) In the interests of *best practice* (the belief that to be really effective MFL provision should begin with the youngest children)However, it meant that our commitment to the priority was diluted and our resources stretched.
- The success of the scheme was and still is overly dependent on the commitment of individual Heads; a weakness because they may change their minds; or they may leave their school and be replaced with a Head who is less interested. A formal contract whereby all participating Heads sign up and make a commitment which their school is bound to honour for a fixed period of time – this can then be reviewed at the end never really helps to support the development of positive initiatives.
- While the KS2 SOW is really good, it is not an off the peg scheme which can be picked up by any MFL co-ordinator/teacher and just taught. It relies upon the lead being conversant with Spanish to understand the grammatical progression and is not a series of simple lesson plans – it needs to be interpreted by the MFL lead in schools.



"Learning another language makes you feel like you can do anything. I didn't know ANY Spanish and now I've learned lots!" (Ruby, Year 5)

"Spanish helps you communicate with people, the lessons introduce you to a new culture and learning languages is always fun." (Can, Year 6)



"I love all the songs we sing. We sing all together, and Spanish is always happy."

Diego, Year 1

Great to have colleagues from Primary schools in the Alliance working together on this project. Huge thanks to Ian Mullaney, Headteacher at Rushmore Primary School for his expertise and for keeping the momentum going with this great development.

Rae Potter, Associate Headteacher, Clapton Girls' Academy

Progress and Impact Review July 2015

Visible Actions completed

- A robust and exciting Scheme of Learning for KS2 Spanish

What next? / Wider learning

The co-ordinators have now embarked upon developing a set of assessment materials to go with the KS2 SOW. They have created a cyber space for sharing and dissemination of materials and resources. They are looking into how we best support native Spanish speaking children and will be making suggestions about cross participating school Spanish themed initiatives.

Review of resource allocation (human, material and financial)

The costs incurred last year fell mainly to participating school in the form of costs of cover for releasing co-ordinators to attend forum meetings. I don't think the HTSA itself bore these costs although I am happy to be corrected on this. At Rushmore, we managed to release the MFL lead with no additional cost to the school and I do not know what the situation was in other schools. Potentially the costs could have been as high as 10K or as low as 3K.

For this year we have asked the now six actively participating schools to release their MFL Co-ordinators for six meetings over the year at a potential cost of supply cover of a further 7K (approx) or up to £1200 per participating school.

"Spanish is a good subject because when we learn it we have fun. Spanish lessons are like a big game, and the teacher makes us feel as though we can speak Spanish."

Kervan, Year 6

"Spanish is a good subject because when we learn it we have fun. Spanish lessons are like a big game, and the teacher makes us feel as though we can speak Spanish."

Robyn, Year 4

Spanish Scheme Of Work : Year Group 3 Term:1-3

Term 1	Learning Focus	Learning activities	Target vocabulary and grammar focus
<p>1 & 2 (week)</p>	<p>TOPIC: Greetings and introductions</p> <p>Focus: To say hello, how are you, My name is, age and where you are from and goodbye</p> <p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Children can introduce themselves. • Children can say how I am. • Children respond appropriately to greetings using appropriate vocabulary. • Children can say my age & where I come from. 	<p><u>Speaking + Listening</u></p> <ul style="list-style-type: none"> • Teach verbs through Songs. • Carpet work (TPS)-Talk Pair Share with each other • Role Plays/Demonstration/Acting <p><u>Reading</u></p> <ul style="list-style-type: none"> • Show children a paragraph on IWB. Read and ask them questions (what is his/her name?/how old is he/she/where is he/she from?) <p><u>Writing (differentiated)</u></p> <ul style="list-style-type: none"> • Filling in the gaps • Writing sentences about themselves following a model • Writing sentences from memory 	<p><u>New vocabulary</u></p> <ul style="list-style-type: none"> • Hola- Hello • ¿Que tal?/¿Como estas?- How are you? • ¿Cuantos años tienes? -How old are you? • Tengo ___ años- I am ___ years old • Soy de _____ - I am from + place • ¿De donde eres tu?-Where are you from? • Me llamo.... - My name is.... <p><u>Grammar Focus:</u> Verbs: Ser , Estar, Tener, Llamarse (Infinitives), ‘see target vocab’.</p> <ul style="list-style-type: none"> • Subject Pronoun: Yo = I, Tu = You <p><u>Question Words:</u></p> <ul style="list-style-type: none"> • ¿Que?= What/How? • ¿Como?= How? • ¿Cuantos?- How many? • ¿De donde?= From where? <p>De= Of/from</p>
<p>3 & 4 (week)</p>	<p>Topic: Focus: To follow class instructions and classroom nouns in Spanish.</p> <p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Children can recognise class instructions and respond appropriately. • Children can identify classroom objects in Spanish. 	<p><u>Speaking + Listening</u></p> <ul style="list-style-type: none"> • Use gestures-body parts to show instructions. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Flashcards • Games-Simon dice (Simon says) • Matching exercises. <p><u>Writing (differentiated)</u></p> <ul style="list-style-type: none"> • Make classroom instructions for display in your own class in Spanish. <p>Copy and translate Instructions from Spanish and English.</p>	<p><u>New Vocabulary</u></p> <ul style="list-style-type: none"> • De pie- On your feet/Stand up • En el suelo-Sit down/ On the floor • Levanta la mano -Hand up • La pizarra-the board • La mesa-the table • La silla-the chair <p><u>Grammar Focus:</u> “the” Feminine: La –the Masculine: El -the</p>