School Development Plan Objectives for Modern Languages: 2016 – 2017

Aim	Objective	Target group	Action	Who is responsible?	Dates	Evidence
To have knowledge and evidence of how pupils are learning about Modern Languages across the school	To build a picture of how the teaching and learning of languages is currently delivered in each class. To identify good practice already taking place.		• To talk to Class Leads • To look at any evidence of learning of modern languages in IEPs and other sources	V. Henry	Oct 2016	Notes from conversations, and evidence taken from IEPs and other classroom sources.
To develop my own knowledge of the Modern Language Curriculum and how it applies to our learners.	To have knowledge of how we can support pupils in learning about different languages in ways that are appropriate to their needs.		• To develop my knowledge by reading the National Curriculum for Modern Languages • To research the teaching and learning of Modern Languages in relation to SEN. • To learn from colleagues here and in other schools who have knowledge and experience in this area. • To identify activities that would enhance the experiences of languages for our pupils.	V. Henry	Oct 2016	• Notes from literature and online sources • National Curriculum extracts • Notes from conversations with colleagues • Evidence gathered from other schools
To support staff to develop appropriate activities for the pupils within their class.	To ensure that all pupils have an opportunity to learn about and/or experience another country and its language in a way that is appropriate to their needs.		• To give staff an opportunity to learn from each other by holding a brainstorming session focusing on Languages at a whole school session. • To develop a list of activities which could take place in the classroom for staff to use in planning.		Nov 2016	Notes taken from brainstorming and information sharing session. List of possible activities
To ensure that the learning of languages is visible in the school.	To ensure that pupils and the school community can observe the learning that is taking place and be proud of the pupils' achievements.		To arrange with Class Leads to • include language learning as a focus to an assembly and/or class newsletter. • submit photographic and/or video evidence to Amanda for the school website • gather evidence for inclusion in IEP folders.		July 2016	Evidence of pupils' learning in a variety of formats. Evidence within log books and IEPs.