MFL - Student uptake strategy 23/24

Rationale:

At The Turing School, our vision is to provide an outstanding, evidence-informed education within a supportive environment that enhances students' cognitive and social-emotional outcomes. In line with this vision, we understand the importance of developing students' linguistic competencies and cultural understanding through Modern Foreign Language (MFL) education.

Currently, the student uptake of MFL is below our desired level. To achieve our vision and meet the government's target of 90% of students completing the EBacc by 2025, it's crucial that we increase MFL uptake.

The Value of Language Learning:

1. **Broad and Balanced Curriculum:** Through MFL education, students communicate effectively and authentically in other languages. This experience, built on engaging and meaningful subjects, cultivates global understanding and enriches their personal growth.

2. **Social-Emotional Development**: Learning a foreign language broadens students' understanding of diverse cultures and perspectives. It fosters empathy, adaptability, and resilience, as students navigate and appreciate differences.

3. **Future Opportunities**: Proficiency in foreign languages can unlock numerous career paths and academic pursuits that potentially increase future earnings. It equips students with the skills to thrive in a globalised world.

4. **Community Engagement**: Our vision is to develop students who are active contributors to society. Engaging with different languages and cultures enables our students to better serve and understand our diverse local community, and the global community at large.

Term 23/24	Curriculum Leader Tasks	Senior Leadership Tasks	Student Leaders Tasks
Term 1:	CPD department focus - Motivation (Instructional Coaching); Conduct a KS3 survey on language interests and perceived barriers; Evaluate technology use in the curriculum, increase opportunities (e.g. language apps); Assessment review (with MLE) for motivation (increase performance).	Evaluate MFL curriculum improvements; Emphasise the importance of language learning in assemblies; Facilitate subject specific CPD based on subject development targets; Increase option choices to 4 - based on student feedback 22/23	Participate in the survey; Take leading roles in assemblies on language; Provide feedback on curriculum improvements
Term 2:	Plan cross-curricular project/s at KS3 that bring languages into other lessons (e.g. Geography); Organise 'taster' sessions in various languages; Adapt assessment to increase student performance; Present at parental KS3 evenings on the importance and benefits of language learning	Provide support for cross curricular projects; Follow up presentation with a lagged communication on the importance of language learning to parents; Target wider range of students in Year 8 - students and parental communication.	Support launch and participate in language awareness activities; Help organise and promote 'taster' sessions; Help collate positive student experiences from KS4 students.
Term 3:	Plan and organise KS3 language-focused tutor activities or event (e.g., language day); Establish a language club or conversation group; Send newsletters to parents updating them on upcoming activities	Provide logistical and financial support for the language event; Contact local businesses to request community presentations for jobs that use different languages; Create languages content for social media, promoting languages at PCS.	Participate and promote language event; Share personal language experience for the newsletter.

Term 4:	Initiate partnerships with local universities; Arrange guest speakers; Plan field trip/s.	Support partnership initiatives; Use contacts to help arrange guest speakers.	Support guest speaker visits
Term 5:	Plan Virtual field trip/s within KS3 curriculum to experience other cultures; Plan explicit careers in languages lesson/s for Year 7 and 8; Lead Year 7 assembly on the importance of language learning.	Fund a school set of VR headsets to facilitate virtual field trips; Default language is all students do EBACC in parental communications (social-norm); Being targeting Year 7 students during parent-teacher meetings	Lead presentations in Year 7 lessons to promote language GCSE
Term 6:	Evaluate strategies implemented in the academic year; Make necessary adjustments for action plan for next year; Celebrate language events and participation from the year through social media and newsletter.	Provide time for the evaluation and subsequent adjustments; Continue targeting Year 7 students during parent-teacher meetings	Provide feedback and suggestions based on student experience of events through the year; Participate in celebration content of language events throughout the year.