IMPACT+ EXERCISE TABLE OUR AIM: To increase confidence, motivation, developing linguistic skills and ultimately language uptake in students via the use of ICT and Project Based Learning.

| **AREA OF IMPACT** | **IMPACTS / OUTCOMES** | **INDICATORS** | **DATA SOURCES** | **TIMESCALE** |
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| **SHORT TERM** | **MEDIUM TERM** | **LONG TERM** |
| **SYSTEMIC** | Long term changes in MFL SoWs: More project based learning with a cross-curricular impact | SoWs for next few years include Project Based Learning. | SoWs include etwinning projects, MFL lessons: Project based learning has now been included in SoW where appropriate and with the use of eTwinning where possible. MFL staff have applied for eTwinning Workshops to learn more about the application. eTwinning ambassador in school has trained staff. |  | X | X |
| Increase use of ICT in MFL teaching/learning | SoW includes an increase use of ICT | SoWs, MFL lessons: A repertoire of ICT based teaching and learning activities have been included in SoW. |  | X | X |
| Increasing the profile of MFL in the school community. | Output of the project/ | Final Videos: Sudents’s work has been disseminated via social media and school website and Weekly News Update. Coordinator has talked to neighbouring schools about impact of the project.  | X |  |  |
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| **ORGANISATIONS** | Development of long-term relations with partners. | Future Exchanges/ etwinning projects | Future exchanges are programmed and etwinning projects are part of of SoW and MFL lessons. An exchange with an etwinning project has been programmed for next year. A second Erasmus project is being discussed.  |  | X | X |
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| **LEARNERS** | Students’ linguistic skills and confidence to start a conversation in another language oral) improve, especially spontaneity while keeping their new contacts.  | Language Tests and students questionnaires at the beginning of the project and afterwards.Good participation in lessonsStudents develop an ability to redraft workStudents use social media with partners to communicate | Language tests and questionnaires show an improvement in attainment and confidence from part of students.Lesson observation outcomes**Y9 and Y10 results show an increase, on overage of 55%, in students’ performance in oral and listening skills after the project. Students’ and parents’ feedback show how confident both feel about how much improvement has been made. Around 70% of the students involved in the project try to use the target language spontaneously at all times.** | X | X | X |
| Students have a positive attitude towards languages and, consequently, their motivation improves. Students carrying out the project have a positive impact on other learners not doing the project directly | Taking part in extra curricular activities in MFL (Language LeadersUptake of students at GCSE/AlevelDissemination talks/experience to other students | Numbers of students taking part in extra curricular activities improve.GCSE/Alevel numbers improve: **All students in Y9 carrying out the project have opted to do the language they have done the project on for GCSE. All students involved in the project are considering doing a language for Alevel. Where they were studying two languages, students doing the project have opted to do for GCSE the language they worked on during the project.** |  | X | X |
| Students get a better understanding of cultural differences/heritage and avoid misconceptions by celebrating diversity. | Project OutputUse of questionnairesPresentation of students’ experiences to younger students at Junior school and other local schools. | Project Videos and post-project questionnaires show understanding of cultural heritage: Students have shown, via reflection, on many occasions a deeper understanding on other cultures and heritage. | X | X | X |
| Students develop ICT skills by learning to use different apps, such as Padlet, Bookmaker, Clips or iMovie. | Project OutputProfessional training on video editing and filming | Project Videos/ Padlet/ Prezi: Students have shown an improvement and confidence on using different ICT tools to enhance their learning. | X | X | X |
| Vertical relationships among students are fostered as Alevel students mentor younger pupils.  | Use of Questionnaires/ photographic evidence | Good relations among Alevel and younger students have been established: students testimonials. Alevel students are more involved in the running of the MFL department. | X | X |  |
| **STAFF** | MFL feel more confident on the use of ICT | Professional training by Joe Dale | MFL lessons via observation | X | X |  |
| MFL staff explore new ways of teaching/learning.  | SoWs include Project Based learning | MFL lessons via observation: **Good practice has been shared and many of the apps used in the project have been used by teachers in everyday teaching: for example the creation of an Oral Wall or GCSE revision schedule using Padlet. Use of QR codes.** | X | X |  |
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