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** | | |
| --- | --- | --- | --- | --- | --- | --- |
| **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. |  | X | X |
| Increase use of ICT in MFL teaching/learning | SoW includes an increase use of ICT | SoWs, MFL lessons |  | X | X |
| Increasing the profile of MFL in the school community. | Output of the project/ | Final Videos | X |  |  |
|  |  |  |  |  |  |
| **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. |  | X | X |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **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 lessons  Students develop an ability to redraft work  Students 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 | 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 Leaders  Uptake of students at GCSE/Alevel  Dissemination talks/experience to other students | Numbers of students taking part in extra curricular activities improve.  GCSE/Alevel numbers improve |  | X | X |
| Students get a better understanding of cultural differences/heritage and avoid misconceptions by celebrating diversity. | Project Output  Use of questionnaires  Presentation of students’ experiences to younger students at Junior school and other local schools. | Project Videos and post-project questionnaires show understanding of cultural heritage | X | X | X |
| Students develop ICT skills by learning to use different apps, such as Padlet, Bookmaker, Clips or iMovie. | Project Output  Professional training on video editing and filming | Project Videos | 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 | X | X |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |