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. |  | 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 |  |  |
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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.  |  | 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 | 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 |  | 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 | 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 | 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 |  |
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