**Professional Development Consortium in MFL – Final Report**

Sent in by Sarah Ledger, Leighton Park School, Reading

1. Which of the eight Principles have you incorporated into your teaching or language-related work? (See the Principles listed on page 2).

1,2,3,7,8

1. How many other teachers in your department/ other colleagues have also worked with the Principles?

none

1. Please outline briefly the ways in which you have used the Principles: e.g. classes involved, type of activity used.

I have changed the way I ‘correct’ pupils in my Year 7 class – I have actively encouraged them to use their fledgling German for ‘genuine’ communication (ie. effectively get a message across) even if there are some errors in what they produce, and I have actively promoted the concept of using a ‘best alternative’ when pupils are unable to say exactly what they want.

1. Has implementation of the Principles had any impact on students' learning? If yes, please outline briefly what these were:

Yes, I am astonished at how a ‘little and often’ focus on key structures in Year 7 combined with actively promoting them to re-use these structures in all kinds of contexts, often unrelated to the work at hand, has had a great effect on their ability to write confidently and enjoy using ‘real’ German.

1. Did you experience any difficulties in implementing the Principles? If so, please outline briefly what these were:

It is slightly hard to assess attainment effectively in a way which ties in with our current reporting system ie. existing National Curriculum levels, and unfortunately, I am not able to report using the new levels being trialled by the PDC in MFL.

1. Will you continue to use the Principles in your teaching/related work? If so, in what way?

Yes, definitely. I hope to continue the approach taken with Year 7 as they move up the school, but this will involve rewriting the curriculum plans, and I am currently thinking about how best to do this.