

Modern Foreign Languages Curriculum Intent

Values that Underpin our Curriculum

Modern Foreign Languages values statement

The focus of our curriculum is strongly directed towards the development of pupils' communication skills, self-efficacy, strong and durable retention of language, independence and autonomy.

Through the 3 pillars of progression – **grammar, phonology and vocabulary**, pupils will gain strong **grammatical, phonetic and vocabulary** knowledge that will enable them to converse confidently with speakers of Spanish or French. They will learn how to manipulate and retain grammar which will allow them to personalise information that can then be recycled in many real-life situations. Through this knowledge and confidence, they will become resilient and competent linguists who are open minded and versatile communicators.

By the end of KS3, students will understand what it is to be a linguist. Pupils will have a curiosity and fascination in discovering the world and its people, as well as having an interest and intention to travel to deepen their understanding of different cultures and societies. They will have an understanding, of the way in which languages are interconnected and in which languages play a vital part in our daily lives. Pupils will develop an extensive core of **grammatical structures and vocabulary** which will be learned and regularly practised and retrieved **through grammar-based DINS at the beginning of every lesson**, so that students are confident communicators in a variety of contexts across all four language skills.

Pupils will leave the school with the knowledge and understanding that enables them to apply what they know to both familiar and unfamiliar contexts from celebrity culture **to personal relationships**. This will help them to go on achieve their potential, not just at A Level and in Higher Education but as a global citizen living and working in a dynamic and **multicultural** world. Linguists of Fulwood Academy will have an appreciation for the world they live in and a deep understanding of their place in an everchanging multi-cultural society. Through a knowledge rich curriculum, which maintains skills of reading, writing, speaking, and listening in the target language. The invaluable communication skills and creativity developed through learning a foreign language will foster a deeper understanding and appreciation of other cultures on a local, national, and international level.

When communicating 75% of the time is spent listening and speaking and 30% and 25% on reading and writing, therefore our curriculum will focus on these two skills before progressing onto the written production. **Our language curriculum will be taught with grammar at its focus as this supports a deep understanding of the function of the language. Pupils should then be able to manipulate the language for their individual needs of communication.** Through a thorough and frequent exposure to the language with grammar at the centre, students will be able to pick up subtleties such as phonemes, syllables, meaning, lexis, and syntax.

There is ambition and opportunity for all pupils to study a language up to the age of 16. Every pupil is studying Spanish up until the end of Year 9.

EAL students can complete a GCSE in their own language as well as either Spanish **and also French at the moment.**

We Care	We Challenge	We Commit
<ul style="list-style-type: none"> Promoting a love of language learning through cultural capital opportunities such as trips abroad and cultural awareness opportunities in school. Through open evenings staff and students alike work hard to show case what is on offer for language learners at Fulwood Academy. Through French film club we help to further develop the cultural awareness and linguist knowledge amongst our students. Year 11 students are invited to attend intervention sessions so that they can fulfil their potential at GCSE. 	<ul style="list-style-type: none"> Challenge is typical in every lesson. For example, the DIN in every lesson is a grammar-based retrieval task with an added 'we challenge' task. The 'we challenge' task usually requires pupils to translate sentences from English to Spanish. After the DIN, pupils take part in speaking routine where teachers encourage pupils to extend their spoken answers as far as possible. Each pupil should use a time phrase, activity, who with and opinion in their answer. This procedure lends itself to helping pupils write more in extended writing pieces. We take part in national competitions organised by digital language learning platforms like Language Nut Enrichment activities. We take part in voluntary activities promoted through European Day of Languages. 	<ul style="list-style-type: none"> To having good attendances and a typically good attitude to learning. Trying our best in everything we do. To being involved in interclass competitions and national competitions. Studying at home and appreciating its positive impact on personal discipline and academic performance.

Vision for KS3 and KS4 Curriculum

Key Stage 3	Key Stage 4
<ul style="list-style-type: none"> Our 5-year Modern Foreign Language curriculum begins in year 7. We aim for students to confidently understand and apply grammar and vocabulary in written pieces. We aim for pupils to confidently apply their knowledge of phonics, grammar and vocabulary when speaking. By the end of year 9, students will have been introduced to past present and future tenses and a variety of vocabulary relating to each topic area. Students will have had experience of putting into practice their knowledge of this grammar and vocabulary in different activities such as reading and listening comprehension tasks, writing and translation tasks and speaking opportunities. We aim to address misconceptions prior or gaps in knowledge promptly so that pupils make good progress from year 7 onwards. Grammar acts as a thread throughout each year. Students will be required to use and understand a variety of grammar points, but 	<ul style="list-style-type: none"> Our 2-year Key Stage 4 curriculum for Modern Foreign Languages allows us to cover content which builds on grammar and topics introduced in KS3. Content covered at KS4 also allows students to learn vocabulary relating to topics such as Travel and Celebrity Culture. To apply their knowledge of topics such as Travel in writing or in speaking, students can enhance their knowledge of these topics in their own language in the process. Key grammar covered in KS3 is continually retrieved and developed in KS4 and students are reminded of how language knowledge and skills that they have acquired can be transferred in a variety of topic areas. We promote Challenge and encourage students to aspire to a grade 4 minimum in the language they are studying. Our KS4 curriculum aims to inspire future teachers, university lectures, translators, tourist information representatives, air hostesses and more.

<p>our curriculum pays close attention to a variety of verbs formed in the past present and future tenses. (see medium term plans)</p>	<ul style="list-style-type: none"> • We aim to promote a love of learning and proudly advocate for our students to aspire to achieve the top grades. • We aim to devise independent learning skills so our pupils can adequately and sufficiently prepare for the world of work.
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Curriculum- Depth, Breadth and Challenge

Curriculum Design – Breadth and Depth	Curriculum Challenge	Assessment
<ul style="list-style-type: none"> • We follow medium term sequenced from long term plans. GCSE students follow Scheme of Learning set out by AQA. • We use knowledge organisers for each module which contain vocabulary and grammar that we want our students to know by the end of any episode of learning. • We regularly review schemes of learning to identify where each class is up to ensure all knowledge is being taught well and interleaved where necessary. • We also review scheme of learning to identify any potential misconceptions that may arise to plan our lessons accordingly. • We ensure that phonics, grammar, and vocabulary is taught well and to measure a depth of understanding in lessons, we have pupils doing exit tickets such as activities on whiteboards so that teachers can promptly correct misconceptions. • To measure a breadth of study pupils, complete a variety of ‘do it now’ tasks and classwork based on each unit within a module. Classroom activities such as do it now tasks, listening activities, translation and dictation tasks typically are completed in small grey notebooks. 	<ul style="list-style-type: none"> • We ask questions of pupils to extend their knowledge, making connections, applying new learning. We encourage a ‘right is right’ answer from our students. We don’t accept partial answers and we don’t accept an ‘opt out’ mentality from our pupils. For any pupil in doubt, we encourage students to use knowledge organisers or ‘ask a friend’. Pupils then can give an answer or repeat the answer from their friend. • We ensure that phonics, grammar, and vocabulary is taught well and as another means to measure a depth of understanding in lessons is we have pupils doing exit tickets such as activities on whiteboards so that teachers can promptly correct misconceptions. • Each lesson students take part in a speaking routine in the target language where they ask each other about their weekend. Students are encouraged to give specific details to give an extended answer. Students are then cold called by their teacher to give their response. Over time the students build up a stock response in either the past present or future tense and typically students are confident speakers in the TL. • To measure a breadth of study pupils, complete a variety of ‘do it now’ tasks such as multiple-choice questions and classwork based on each unit within a module. Classroom activities such as do it now tasks, listening activities, translation and dictation tasks typically are completed in small grey notebooks and are typically self - assessed or peer assessed. • We celebrate occasions such as Day of the Dead to give our students a deeper understanding of customs and festivals in other Spanish speaking countries. We encourage our EAL students to take part in the assembly on European Day of Languages to provide our British students with the opportunity to understand that their own peers speak a different language and come from a country where the history, customs and traditions are different from their own. • Our annual trip to France with the History department allows our students to see the links between studying both subjects. Travelling abroad also gives our students to put their language skills into practice in a real-life situation such as asking for something at the French market or ordering a drink in a café. 	<ul style="list-style-type: none"> • Assessments are driven by the curriculum, not the other way around. We deliver a rich, deep, and ambitious knowledge-based curriculum. The assessments evaluate how well we can deliver this curriculum and how effectively individual pupils have mastered any section of learning. • Students complete 2 assessments per half term in always in writing and 1 other skill such as reading, speaking, or listening. The purpose of our assessment is to identify the strengths – and any misconceptions or barriers to progress- in an individual pupil’s own learning. We use assessment data to establish whether there are any misconceptions amongst groups of pupils that may need to be retaught, taught differently or otherwise reinforced. • Learning is about affecting changes in long term memory and so we use assessments that establish whether pupils have mastered the basics in our subject and have the confidence to build towards concepts and skills with sufficient depth that are increasingly complex.

Cultural Capital

- European Day of Languages – year 7 bake off for charity, Year 8 Promoting MFL t-shirt designs, Year 9 exploring the advantages of MFL. EAL pupil assembly, several EAL pupils do a whole school assembly via Teams where they introduce themselves in their own language and tell a fun fact about their home country.
- Day of the dead celebration – decorating masks, bake pan de Muertos, write a message on a marigold to a deceased loved one.
- KS3 Cross Curricular MFL and History trip to Normandy (Château Ebblinghem) History battlefields and war cemeteries/French (Christmas markets)

Promoting Equality and Opportunity

SEND and Provision for Disadvantaged	Literacy
<ul style="list-style-type: none"> • Use of pupil passports available on ClassCharts to support SEND and disadvantaged pupils and ensure positive relationships. • Regular data analysis to identify vulnerable groups of pupils and put in place rapid support for the least and most able. • Scaffolding and adaptation of lesson resources • Use of Tas when necessary. • Liaison with SENCO 	<ul style="list-style-type: none"> • Literacy embedded into marking policy. • Knowledge organisers • Vocabulary lists from GCSE specification. • Displays for learning which act as a working wall to compliment lessons taught by class teacher
SMSC and British Values	Leadership and Enrichment
<ul style="list-style-type: none"> • Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen). <p>Spiritual development</p> <ul style="list-style-type: none"> • Students are taught to accept and embrace other languages and cultures through the teaching of MFL. A whole range of GCSE topics, and KS3 material covers topics from travel to education, healthy living, and social awareness. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. <p>Moral development</p> <ul style="list-style-type: none"> • Students are encouraged to show empathy and understanding to others who may or may not have come from other countries, cultures and or religious beliefs which may differ from their own backgrounds. Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL schemes of learning identifies and explores a few moral issues in a global society context for example issues relating to the environment. Our scheme of learning also draws our student’s attention to the moral issues social media as means of communication. <p>Social development</p> <ul style="list-style-type: none"> • Students are encouraged to work independently, in pairs or in groups from time to time to support a particular task. Seating plans and or groups are organised in a way to encourage interaction between pupils who would not otherwise interact together or between students differing abilities. • Students are routinely encouraged to use the target language as the main means of communication in the classroom so that students are confident speakers of the language they are learning. • Students are encouraged to experiment with language and learn from their mistakes. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities, rather than as failures. The students are encouraged to use each other as a learning tool and develop social strategies for dealing with challenges. <p>Cultural development</p> <ul style="list-style-type: none"> • Cultural development and cultural awareness are fundamental in language learning at Fulwood Academy. At all stages of MFL teaching and learning, cultural development is a focus of our success criteria. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace ‘difference’ at all stages of their linguistic development and accept ideas which may be ‘alien’ to them, as culturally significant. Students are encouraged to discuss and challenge stereotypes within a national and international context. Media and new technology are encouraged to explore students’ interest in language and culture in all aspects of their learning. <p>Within each of the above areas of development there is opportunity for all our pupils to demonstrate British values. In our classrooms and beyond we promote a culture of democracy and respect where everybody has a voice regardless of gender, sexual orientation, race, or religion.</p> <p>We encourage our students to show respect and tolerance towards others despite background, creed, or race.</p> <p>Our students have individual liberty to express their opinions on a variety of topics and or issues that arise whilst studying the curriculum but are encouraged to be mindful and speak with diplomacy and respect and empathy for all students.</p> <p>Students at Fulwood academy study with very clear expectations for behaviour in and outside of school. Students are aware that there are consequences for poor decisions and or disrespect and that is because we are committed to enabling our students to leave our school as responsible citizens who respect the rule of law in this country and abroad.</p>	<ul style="list-style-type: none"> • Opportunities in lessons for pupils to take defined leadership roles when engaged in group work, take responsibility for researching aspects of a topic, create resources such as revision cards or revision tips for all to share. • Opportunities beyond the classroom to lead throughout enrichment activities. • Opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities through the academic year.

Modern Foreign Languages Department Curriculum Implementation

Rationale		
Curriculum Delivery	Assessments	Quality Assurance
<ul style="list-style-type: none"> Middle leaders ensure that teachers have access to, and fully understand, schemes of work. Lesson plans are shared and adapted within the department so that there is consistency of curriculum content. Knowing the profile of expertise and experience among team members is essential. Leaders talk to staff, encourage them to reflect and identify development needs for themselves. Classroom observations are focused and purposeful. Key staff model strategies, standards and expectations for team members. There is a supportive culture in which feedback is sought, discussed, valued and acted upon. Coaching is strong. The department has links to other schools, to examiners and national associations where appropriate. Staff are encouraged to follow developments in the subject. There is effective induction for new staff and temporary staff: they are well-briefed on policies, including behaviour management, and this enables learning to proceed smoothly. Know the profile of the Year 7 cohort and which, if any, languages they have studied in their primary school. 	<ul style="list-style-type: none"> The aim of assessment for the Modern Foreign Language department is simple. We want to identify gaps, bridge gaps and then check to see whether the gap in learning has been closed. All assessment tasks are designed with clear success criteria: consequently, teachers can readily determine whether individual pupils or groups of pupils have misconceptions or require further practice to develop their skills. Response to assessment may differ depending on the type of assessment. For example, formative writing tasks will receive written feedback using MFL department's marking for literacy code. Pupils in turn will typically be required to complete a follow task to show how they have plugged gaps in their knowledge. On the other hand, a speaking assessment would generally receive verbal feedback from the teacher and a mark recorded on the departmental tracker ready for a whole school data drop. Feedback in whatever form will always have the aim of developing pupils' skills, knowledge or understanding further. Some other responses to formal assessment or informal assessment for learning in the classroom might include: additional challenge questions for individuals; re-teaching an aspect of work in a different way or having pupils show their understanding through show and tell activities on mini whiteboards. If endemic misconceptions occur, departmental planning may need to be reviewed. 	<ul style="list-style-type: none"> Monitor implementation through internal quality assurance – book checks. Discussions with pupils – does their understanding match our intention? Question level analysis (on occasions when formal assessments are undertaken). There are three occasions during the year at which data is collected by the Trust. This does not equate to pupils taking tests in all subjects on three occasions during the year. In core subjects, common assessments ensure that there is consistency in curriculum delivery and assessment across the Trust. Review of data on a regular basis means that timely interventions can be put into place. Some data inputs may be based on teacher assessments.
Curriculum Breadth		
Cross Curricular Links	Embedding Challenge into the Curriculum	Implementing Wider Reading and Embedding Literacy
<ul style="list-style-type: none"> Teachers have a shared, clear understanding of schemes of work and how they inter-relate. They know the concepts that pupils have already been taught. They consider connections at the point of planning and use these to re-emphasise key learning and affect long-term memory. Classroom display is used effectively: key grammar is prominently displayed, revisited and used for discussion: this emphasises key learning. Teachers use open-ended questioning that encourages pupils to make connections for themselves. SMSC is audited across the curriculum and values are consistently emphasised. Leadership specialism permeates the curriculum. 	<ul style="list-style-type: none"> Pupils undertake activities that require them to develop opinions, categorise information in terms of its importance and identify gaps. 	<ul style="list-style-type: none"> Adults in Academy role model reading for pleasure and for reference/research – show excitement in exploring the subject! Delight in using extended vocabulary – display, recite and reward. Encourage pupils to develop glossaries. Classroom displays with literacy focus.

Promoting Equality and Opportunity		
Staff Collaboration	Intervention and Addressing Knowledge Gaps	Equal Opportunities and Provision for SEND
<ul style="list-style-type: none"> The Modern Foreign Language department uses department time to explore the curriculum and ensure that there is consistency, quality and relevance (recent news stories, new research) to the curriculum delivered. We create opportunities for teachers to work together on defined tasks such as developing new schemes of work, revision resource, displays that will contribute to the curriculum of the department. We find opportunities for teachers to observe each other's practice in a mutually supportive environment. Some staff are participating in a coaching programme to develop their practice. We make use of IT solutions for sharing, annotating and storing planning so that all staff can access, amend and refine for their lessons. 	<ul style="list-style-type: none"> The Modern Foreign Language team sequences knowledge through retrieval practice including the use of starters for memory recall and building in practical skills throughout the year. Assessments are driven by the curriculum, not the other way around. We deliver a rich, deep and ambitious knowledge-based curriculum. The assessments evaluate how well we are able to deliver this curriculum and how effectively individual pupils have mastered that body of learning. The curriculum model emphasises breadth and richness. We provide pupils with memorable opportunities to enjoy learning. Testing is only a means of assessing pupils' learning: it is not an end in itself. Pupils become familiar with assessment criteria so that their learning is purposeful but first and foremost they grapple with subject content and key ideas. Speedy turn round of assessment data: establish and adhere to set deadlines. Question level analysis underpinning rapid analysis of issues to be resolved at cohort/class/group/individual level. AfL in the classroom informs lesson planning and weekly intervention. Feedback from assessments provides learners with smart targets for improvement. 	<ul style="list-style-type: none"> By sharing resources and co-planning, we ensure all students have access to high level quality resources that are adapted to suit the needs of the most and the least able. As a team, we aim to ensure that irrespective of their ability, pupils are taught by enthusiastic teachers, using excellent curriculum plans. As a team, we ensure that for pupils with SEND, steps are taken (advised by specialists in Academy) to remove barriers. When we analyse departmental data, we always look at the SEND performance of our department. We regularly discuss our vulnerable groups studying a language including disadvantaged and SEND. All teachers follow the pupil passports to put in place interventions to address the needs of all of their students.
Reducing Workload		
<ul style="list-style-type: none"> We map out our assessment so we are testing throughout the year but at different time to ensure marking of assessment is manageable. Marking pro-formas and templates are used to simplify marking and reduce the need for excessive written comments. Lessons and resources are shared amongst staff to simplify and reduce time taken for lesson planning. Online homework platform invested in to maximise homework completed with self-marking element. Common schemes of work are a further way in which workload issues are being addressed. CPD sessions provide opportunities to share best practice. 		
Modern Foreign Language Department Curriculum Impact		
Progress and Academic Impact	Personal Development and Behaviour and Attitudes Impact	
<ul style="list-style-type: none"> Pupil voice response. Pupils take up subject leadership opportunities. When pupils revisit concepts, they remember them without re-teaching of the foundations being necessary. Pupils are able to apply their learning in different ways – as shown in debates, presentations, creation of models to show their understanding. 	<ul style="list-style-type: none"> Pupils' enthusiasm, participation in independent work, their interest in going deeper, extra-curricular response. Pupils' ability to make connections and explain for themselves. Pupils are keen to talk about their learning. Pupils take up leadership opportunities with enthusiasm. Extra-curricular provision linked to the subject has a positive response. 	