

Intent (Curriculum Planning)

The MFL department aims to provide a culture-rich, enjoyable curriculum to inspire students to interact and be passionate about languages and prepare them to become global citizens. The curriculum has been adapted to include differentiated qualifications – GCSE and FCSE. The KS3 curriculum is structured to allow an early choice in one of 3 languages offered. KS3 and KS4 schemes of work are sequenced to ensure steady progress, including differentiation, to support every learner. This ensures teachers and students are aware of what a student should be able to know by the end of each year; see progress overviews. Every student has access to a record of their progress and where strength and areas of development lie. Strategies to improve are identified from assessments through teacher feedback and/or written on the yellow sticker. We offer a variety of inclusive, multicultural experiences throughout Key Stage 3 and Key Stage 4 to prepare students to become global citizens.

Implementation (How to teach your intent)

All MFL department members contribute to the ongoing development and implementation of the MFL curriculum to meet our vision. We have advanced knowledge of the languages that we teach. MFL teachers enable students to develop their learning at an appropriate level and pace. This learning is frequently monitored to identify and correct misunderstandings and reinforce prior learning. We employ a variety of engaging and appropriate teaching and learning strategies, such as interactive classroom tasks, incorporating listening, speaking, reading and writing, use of meaningful target language for real purpose and use of authentic resources to ignite interest in language and culture. Qualification appropriate assessments are used to both check student understanding to inform teaching and to prepare students for future qualifications. We deliver KS3 and KS4 programmes of study which build on and extend prior knowledge, providing appropriate and logical progression and continuity in preparation for GCSE/FCSE qualifications at KS4, as shown in MFL progress overviews. The learning experience of students is enriched through a variety of opportunities: foreign trips, study visits, letter exchanges, Eurovision Song Contest, Euro projects and, where possible, the introduction of native speakers to the MFL classroom. We have high expectations of all students and strategies to engage target groups, such as HPA, are regularly discussed, with good practice shared in MFL meetings. All MFL teachers have detailed seating plans and differentiation overviews for all classes in their yellow folders to aid the monitoring of progress and full inclusion of all learners to ensure needs are met. Teaching is differentiated in a variety of ways: modelling, scaffolding, use of coloured overlays/ papers, challenge tasks, support worksheets, deployment of TAs, and level appropriate resources and tasks. We involve learners in the process of learning by discussing work, giving regular feedback through assessment and marking, and encouraging students to evaluate their own work and progress to improve their language knowledge and skills. We frequently work with other staff, parents/carers and the wider community to achieve our vision. Parents/carers are regularly informed of the progress and achievements of their child through subject reports, parents' evenings, linguist of the week and subject annual achievement and progress prizes at Celebration of Achievement evening.

Impact (Success Indicators)

In MFL we believe the curriculum has significant impact on the lives of our students. Languages is a part of the core curriculum with a greater number of students than the national average undertake at least one language at Key Stage 4, which impacts positively on the school's Ebacc profile. The KS3 curriculum is specifically designed to prepare students for the transition to KS4 learning. Students complete assessments in all four MFL language skills to prepare them for the demands of the GCSE and FCSE courses with most students achieving their teacher predicted grades. Assessments are constantly reviewed, adapted and supplemented as necessary. The use of target language is actively promoted to develop skills of spontaneity and the ability to communicate outside the confines of the syllabi. KS4 students leave Kingsmead with a wide variety of linguistic skills which equip them fully for further language learning as part of a formal qualification, in their workplace or when travelling. Through MFL, students develop greater tolerance and understanding of cultures other than their own to encourage them to become global citizens. This, we feel, is very important as we live in a very isolated, rural community which does not naturally bring our students into contact with those from other cultures.