

**Curriculum Statement – Modern Foreign Languages**

**Core Values**

Our curriculum is underpinned by our core values of:

Exceptional Resilient

Innovative Aspirational

Yourself Successful

**Curriculum Intent**

Our aim is to develop a life-long love of language learning in our pupils, to build their confidence, cultural awareness and to ensure that every pupil is able to reach their full potential. We aim to encourage pupils to be independent and resilient learners, who have the confidence to take risks. We will achieve this by striving to deliver outstanding languages lessons, which are well structured, engaging and relevant to learners.

**Secure developments and achievements**

Build the skills in the curriculum to enable students to undertake a MFL GCSE. Open language skills up for all, so that confidence can grow and skills can be developed. Promote the use of a second language in the job market and as a skill for wider life both in school and when students leave

**Prepare students for “life beyond Pewsey Vale”**

In our curriculum, we study the topics; “*Jobs”, “Careers”, “Skills and Qualities*”. We encourage the study of a language as a facilitator to A-level study. We review opportunities available to languages students and MFL speakers.

**Promote active community involvement**

As a department, we aim to involve the community into our work through a range of ways. We are always involved in the transition days for Year 5 and 6 students. In September, we run a range of activities to support and promote ‘European Day of Languages’. We have international links with schools in both France and Germany and run a Language Scholars programme. We invite members of the community into the department to help judge competitions and run a successful MFL Twitter page, sharing best practice and student work via social media.

**Curriculum Implementation**

**Through Transition**

Year 5 and 6 taster sessions and transition days.

**Through Nurture Provision (Individual Needs)**

Learning a new language can be daunting for children. Our aim is to make language learning as interactive and fun as possible whilst focussing on the technical accuracy of the subject. We focus on key words and familiar colour coding in lessons (e.g. masculine nouns coloured blue, feminine nouns coloured green). We start small and build. Students are given a framework e.g. a simple sentence and are taught skills such as pairing so that they gain confidence in breaking apart and rebuilding phrases and sentences. Jigsaws, games and activities are differentiated to help all students’ progress. We liaise closely with support staff to ensure the best support for students.

**Through Enrichment**

In the department, we offer residential trips France or Germany for students in Key Stage three. The aim of the visit is immersion in culture as well as an opportunity to practice language skills. For all learners, we ensure they experience French/German food and drink by running a French/German café during lessons. This year, there is an extra-curricular club where ‘Beginners Spanish’ is on offer for all year groups. This is an additional language to the curriculum offer of French and German.

**Through Teaching, Learning & Assessment**

The schemes of learning link to the current GCSE specification, we use topical resources, authentic resources, exam-board publications, (Teachit, Linguascope, AQA Success at GCSE Writing). Schemes of learning are regularly reviewed in department meetings in view of the timetable or student interest. We can focus on particular aspects of topics when an opportunity arises e.g. music, songs, video clips).

We assess students at the end of each topic, which is typically at the end of each term. Students receive written feedback on their work every four weeks. For GCSE students’, this may be more frequent. Verbal feedback is a key factor in lessons to support learning and to move students forward with their learning. We promote an engaging learning environment, which supports independent learners, promotes curiosity and underpins stable and challenging learning and teaching.

**Through promoting Literacy**

Each subject has a copy of the school’s literacy strategy both in the front of the student’s books and also as a learning mat on desks. This is given to support the accurate use of subject specific spelling and correct use of grammar and punctuation. The subject specific words listed on each document are Tier 2 and Tier 3 language. The aim of this document is to provide learners with a format that is familiar, but developed for the lesson they are in at the time. Classrooms display Tier 2 and Tier 3 language for the specific topics being taught. Spellings of key words are corrected when work is deep marked. A literacy target is given. Both are addressed during DIRT sessions where learners are asked to improve their work in a dedicated section of any given lesson. Students are encouraged to read aloud in lessons and to grapple with difficult texts.

**Through homework**

Homework ranges from vocabulary learning to individual tasks such as preparing a writing answer. Homework is an opportunity to consolidate learning from lessons but also an opportunity for independent learning (e.g. a research topic), or further reading. Homework particularly offers the opportunity to make use of IT as part of revision (Quizlet, Vocab Express, BBC Bitesize, video clips).

**Curriculum Impact**

The impact of the school’s curriculum is measured through several means:

* Outcomes for students at GCSE in Y11
* Progress and attainment data for current year groups
* Uptake to GCSE options
* Engagement in enrichment activities
* Student voice