



Languages Curriculum Vision

Quality of Education: Manifesto

Curriculum Intent

We want our students to be open-minded, resilient, confident communicators. We believe that all students can benefit from studying a modern foreign language in terms of the academic knowledge, cultural awareness and cognitive and literacy benefits.

We believe that learning a language opens doors for students. Qualifications in MFL allow students to access courses at prestigious Higher Education institutions and to mingle with students from more affluent backgrounds with confidence. Exposure to target language culture, cinema and music allows students to expand their horizons beyond their immediate surroundings and family experience.

Language learning plays a key role in the development of students' wider vocabulary, as French and Spanish words are frequently cognates for higher register English words (eg: words with Latin roots). Language learning thereby presents many opportunities to make links to English and enhance comprehension skills.

We believe that the number one purpose of language is to be able to communicate. Therefore, we do not seek to put off students with excessive focus on accuracy in the early stages of their learning. We want our students to experience success and feel confident, in order to motivate them to persevere with their learning.

We seek to develop students' open-mindedness, both to other cultures and to coping with the unknown. We know that **Ambiguity Tolerance** is an important quality to develop in our learners (see: <https://files.eric.ed.gov/fulltext/EJ1105166.pdf>) and strive to promote this at all levels by providing opportunities for students to read challenging texts and see how they can identify relevant information despite not understanding every word. We aim to equip our students with strategies for making sense of unfamiliar language.

Curriculum Implementation

Our curriculum is a 5-year process, which aims to equip our KS3 students for the challenges of the GCSE course, and prepare our most able GCSE students for the rigours of A-Level.

We have deliberately interleaved the 3 Themes of the GCSE across the 5 years, so that students can benefit from spaced learning.

All key grammar structures needed for Foundation GCSE are introduced by mid-way through Y8, allowing plenty of time for embedding

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Classroom language and instructions. School subjects, teachers and uniform. Expressing and justifying opinions.	Introducing yourself and family members. Age and birthdays. Physical and personality descriptions. Colours poems (similes and dictionary skills).	Revision of all prior learning. Speaking assessments. House and home - countries, nationalities and describing your town/village.	House and home - rooms of the house, furniture, prepositions, leisure activities at home. Ideal home.	Leisure - expressing and justifying opinions of infinitives. Using the present tense to say what you do in your free time.	Les destinations touristiques - understanding and giving descriptions of destinations in France and around the world. Saying what there is and what you can do there.
Year 8	Food and Drink - Expressing opinions of foods, saying what you eat/drink in a typical day, beginning to recognise and use the past tense.	Free time - detailed opinions of infinitives. Using the near future tense. Using the past tense. Saying what you like to watch on TV.	Pocket money, chores, volunteering and work. Talking about how you earn pocket money, how you help others, family members' jobs and your future career plans.	Shops and town - saying what you can buy from different shops. Saying what there is in your town and what you can do there. Describing and giving opinions of your local area.	Holidays - where you normally go, how you prefer to travel, accommodation, activities, weather.	Holidays - giving detailed information in past and future tenses. Studying an authentic French/Spanish film. (French - <i>Le petit Nicolas</i> , Spanish - <i>Zape y Zape y el club de la cónica</i>).
Year 9	Loft Story/Gran Hermano - personal description, clothing and past/future activities.	Media - technology, the internet, film and TV, narrating an event in the past tense.	Consolidation of prior learning and exam skills. Year 9 exam week. Healthy Living - talking about diet and exercise in a range of tenses.	Healthy Living - Giving advice for a healthy lifestyle. Saying how you will improve your lifestyle in future. Views on smoking/alcohol. Speaking Assessment.	Celebrations - talking about birthday and Christmas celebrations using 3 tenses. GCSE photo card skills.	Education and future career plans. Comparing your school with schools in fiction and in other countries. Talking about career ambitions. Studying an authentic French/Spanish film.
Year 10	GCSE Unit 2 - Technology in Everyday Life (internet/social media/advantages and disadvantages). GCSE Unit 1 - Self, Family and Friends (descriptions, relationships, views on marriage).	GCSE Unit 1 - Self, Family and Friends (descriptions, relationships, views on marriage). GCSE Unit 3 - Free time activities (sport, TV and cinema, food, shopping).	GCSE Unit 4 - Customs and Festivals (traditions, celebrations and way-of-life in French/Spanish speaking countries). Talking about how you celebrate birthdays/Christmas/other festivals.	GCSE Unit 5 - Home, Town, Neighbourhood and Region. Reading, Listening and Writing Mock Exams.	GCSE Unit 8 - Holidays. Speaking exam skills.	Speaking exam skills. Mock GCSE Speaking exams. GCSE Unit 8 - Holidays.
Year 11	GCSE Unit 6 - Social Issues. Healthy Living (diet, exercise, views on smoking/alcohol). Charities and volunteering.	GCSE Unit 7 - Global issues (poverty and homelessness, environment). GCSE Unit 10 - Life at school/my studies. Reading, Listening and Writing Mock Exams.	Speaking skills revision. Trial speaking exams. GCSE Units 11 and 12 - Post-16 education and future career plans.	Revision of all previous topics and exam skills.	Speaking exams. Final revision. Final GCSE exams.	
AQA Themes	Theme 1 - Identity and Culture		Theme 2 - Local, National, International and Global Areas of Interest		Theme 3 - Current and future study and employment	

1. The following grammar points are introduced/recapped in the different year groups as follows:
 1. **Y7** – opinions of nouns, justifications, adjective word order and agreement, *il y a / hay* + noun, *on peu / se puedet* + infinitive, opinion + infinitive, near future tense, *je voudrais / me gustaría* + infinitive.
 2. **Y8** – opinion + infinitive, perfect / preterite tense, near future tense, modal verbs, sequencing structures.
 3. **Y9** – recap of Y7 and Y8 content, plus direct object pronouns, some reflexive verb structures and imperfect tense.
 4. **Y10 and 11** – Foundation = recap the same core structures across the GCSE topics. Higher = include complex language such as subjunctives, pronouns and additional verb structures.

2. We want our students to understand **questions** in order to be able to formulate their own responses. With this in mind, our **SoW are structured around questions** and lessons are designed to equip students with the knowledge and skills to answer those questions successfully.

3. Students are provided with **Knowledge Organisers** containing all of the key language for each topic. These were used at KS3 during 2018-19 and have been introduced for KS4 for the new academic year 2019-20.

4. Lessons are **teacher-led but student-active**. That is to say, new knowledge is usually introduced by the teacher rather than “discovered” by students, but input is given in small **chunks** with a lot of **questioning** and activities to allow students to process and apply new content.

5. Lessons focus on students **recalling** and **manipulating** language from the KOs to translate models and produce their own answers to the SoW questions.

6. Bell Work tasks frequently involve retrieval of prior learning, either from a recent lesson or from older topics.

7. We make frequent use of whole class translation games (eg: blind Os and Xs, give or keep the points) to model and practise key language structures in an engaging way.

8. **Mini-whiteboards** are used extensively for translation activities, grammar practice, and drafting of written work. This facilitates **assessment** during lessons and also boosts students' **confidence** as their initial mistakes are not permanently recorded in their books.

9. After a period of practice, we expect students to produce the language independently without support from their knowledge organisers (retrieval practice). Students write a response to the SoW question or a writing exam-style prompt in their books, within a time limit. This typically happens every 2-3 lessons.

10. Edexcel ExamWizard resources are used to expose KS3 students to **GCSE-style assessment questions in Reading and Listening**. AQA **ExamPro** booklets have been produced for all GCSE units to support development of the receptive skills. **Authentic resources** (eg: *1jour1actu*) are also used to promote Higher Listening/Reading skills although this is an area for further development.
11. This year's Y11 will have one dedicated **receptive skills** lesson per week, to broaden vocabulary knowledge and develop Listening skills.
12. To promote students' resilience when faced with unfamiliar language in texts, we encourage the use of the **three Cs – Cognates, Contexts and Common Sense**. These are introduced from Y7 in our baseline quiz and reinforced throughout.

Metacognition (Learning Scientists):

Our curriculum has been designed with the intention of **interleaving** the 3 Themes of the GCSE across the 5 years, so that students can benefit from **spaced learning**. Opportunities for **retrieval practice** are regularly provided, via Bell Work and receptive skills activities in class. **Elaboration** of ideas is encouraged with the "say it better" approach and through the revisiting of language and topics over both Key Stages; each time the focus is to consolidate prior learning and deepen knowledge. **Dual coding** is implemented to assist with making connections and aiding recall e.g. "hay" in Spanish is pronounced (eye), and you put your Armani in an "armario" (wardrobe). **Concrete examples** are provided to support students' comprehension of ideas.

SMSC:

1. **Spiritual** – Students are provided with the opportunity to broaden their awareness and understanding of different cultures and beliefs through learning another language. Discussions about the Lifestyle, Festivals and Celebrations in different countries encourages students to reflect on the similarities and differences with their own beliefs and culture.
2. **Moral** – Students study various themes within a global context, for instance, Family life, Work, Education and Lifestyle. They are encouraged to discuss their viewpoints and demonstrate empathy for others, whilst gaining an accurate and truthful understanding of another culture. Stereotypes and intolerance are challenged through the teaching of the language.
3. **Social** – Students are encouraged to participate in a range of activities through pair work, group work and class work. The focus is on communication and students are encouraged to "have a go" within a supportive environment, which is designed to build their confidence and resilience. Mutual respect for each other is essential as students develop their listening and speaking skills.

4. **Cultural** – Students developing an awareness of an unfamiliar culture is a fundamental aspect of learning a language. Appreciating, respecting and embracing differences is paramount and students are provided with the opportunity to experience authentic experiences e.g. Trips abroad and access to authentic resources, in order to, allow students to open their minds and develop their cultural outlooks and awareness.

Building character:

Our aim is to continually work on developing students' resilience over the 5 years through regular low stakes testing and persistent encouragement to "have a go" at every activity. Incomplete tasks and assessments are challenged to ensure students are both academically and emotionally prepared as best they can be for their final examinations.

Cultural capital:

1. Y7 – Tourist Destinations topic, looking at destinations in French/Spanish-speaking countries.
2. Y8 – Food topic (courses in a restaurant, French/Spanish traditional dishes), film project (*Petit Nicolas / Zipi y Zape*).
3. Y9 – Festivals topic, film project (*Les Choristes, Voces Inocentes*).
4. Y10 – Customs and Celebrations, film project (*Intouchables, El Laberinto del Fauno*).

Homework:

1. We do not typically set written homework, as in-class written activities (where the teacher controls the time limit and the resources available to students) are more effective for retrieval practice, prepare students' better for exams, and are more representative of what the student can produce independently, for assessment purposes.
2. We want students to learn how to **revise effectively** starting from Y7, so require them to learn vocabulary at home, using **Spaced Learning and Retrieval Practice**.
3. Homework is then assessed by **weekly (KS4) or fortnightly (KS3) tests in class**. For 2019-20, students have been given the homework schedule for the whole year.
4. If students persistently fail to complete homework, they will have a detention in which they complete the revision they should have done at home (look/cover/write/check).

Assessment:

1. Students' knowledge is assessed throughout lessons via questioning and low stakes retrieval quizzes. Mini-whiteboards are used extensively to allow all students to answer a question at the same time and for the teacher to check all answers.
2. Homework vocabulary learning is assessed weekly (KS4) or fortnightly (KS3) with higher stakes vocabulary tests which are recorded by the teacher.

Receptive skills:

1. At KS3, formal assessments in Listening and Reading are based on a mixture of Edexcel ExamWizard resources (accessible Foundation GCSE questions) and extended texts produced by the department.
2. At KS4, formal assessments are past GCSE papers or AQA ExamPro resources.

Writing:

1. Students are assessed informally through written work in their books. Where possible, this is completed without support after a period of practice and students typically complete the equivalent of 1 bullet point of a GCSE writing task.
2. Formal written assessments at KS3 are based around the GCSE 40-word and 90-word tasks (as appropriate to their stage of learning). Assessments are marked with the GCSE criteria to develop students' understanding of the requirements. Assessments are completed on green paper and are stuck in pupils' books and improved in green pen.
3. Y9 students complete a Foundation GCSE style Writing paper including all components (photo card, 40-word, translation, 90-word) across a variety of topic areas, to prepare them for GCSE.
4. KS4 students are assessed using appropriate 40/90/150 word tasks, initially tasks designed by the department to reflect the topics taught so far, then moving on to real GCSE questions.

Speaking:

1. Students in all years complete a Speaking assessment, based around the General Conversation component of the GCSE. These assessments are cumulative and require students to respond to questions covering the topics taught throughout that year. Students do not have scripted answers to read from and are required to be spontaneous.
2. Students are trained in the skills for Role-play and Photo Card tasks in KS3 and these may be peer assessed in class activities.
3. Year 10 students complete a full GCSE mock speaking examination consisting of a RolePlay, Photo Card and General Conversation. Another mock takes place in January of Y11 to prepare students for their final examination.

Questioning:

1. The principle of Questioning is addressed via the SOW, which is structured around the students' ability to understand and answer questions across a range of topics.
2. Students are regularly exposed to speaking activities within lessons to promote social interaction and build their confidence.
3. A range of questioning techniques are deployed in the classroom e.g. closed and open questions, either...or...questions.
4. The "say it better" approach is applied to every level of response, in order to challenge students to achieve their best.

Curriculum Impact

Impact:

1. Last year's Y11 results reflect the legacy curriculum.
 - o The approach to teaching productive skills did change for some groups (11Y1, 11Y3 and 11X2a/2b) during their final year of study (although they did not have the knowledge organisers). As a result, their Writing/Speaking skills were fairly good – Writing typically above national average, Speaking in line with national average.
 - o Reading and Listening are below national average, particularly Listening. This is a big focus for 2019-20.

2. Current Y11 – this cohort has been impacted by the legacy curriculum. Some of these students have reacted negatively towards our new approach in the delivery of subject knowledge and the challenge of working from memory; there is now much greater emphasis on the constant practice of retrieving vocabulary and key structures. This method is facilitated through more teacher-led lessons, which in turn requires high standards of student behaviour and active participation, in order to maximise outcomes.
3. French has historically suffered from severe grading, which has been recognised by Ofqual and consequently grade boundaries will be reviewed for Summer 2020. This is expected to bring about a boost of $\frac{1}{4}$ to $\frac{1}{2}$ a grade for some students. <https://www.bbc.co.uk/news/education-50293286>
4. Currently our strategies have been very effective in developing Writing and Speaking skills, but the receptive skills need more work. We aim to do this by using ExamPro resources more consistently (last year this was limited by staffing issues) and by exposing students to more authentic texts, earlier.
5. Current KS3 students have stronger foundations to build upon as they have experienced our new curriculum for at least part of Y7 and Y8. This is patchy for some groups due to staffing issues in 2018-19 and these groups still need further training with regards to our expectations.
6. Our ambitious curriculum for Y7 (starting with the topic of school, allowing for students to develop extended opinions with justifications) means that most students are able to achieve success and were able to produce a clear 40-word piece of writing after the first half-term. There are still a number of lower ability and SEND students who are struggling to recall and apply their learning in test conditions, although they largely have a positive attitude and demonstrate knowledge verbally in class in response to questioning.
7. Last year our KS3 gradings were low (average attainment = 7W+/8W+) because our criteria were written incorrectly. We had produced criteria on the basis that Secure was for future Higher candidates (Grade 7) and Secure+ was for the truly exceptional future Grade 8/9 students. We have now reviewed this to make Secure comparable with a future Grade 5/6 and therefore it should now be accessible to our middle ability students. We expect this to lead to increased confidence and feeling of success for our students this year.