

## **The MFL Curriculum Statement**

### **Intent:**

#### **Why and how are we teaching languages?**

There are clear educational, personal, cultural, social, career and business benefits in being able to communicate in a foreign language.

The focus of our curriculum is heavily directed to the development of pupil's communication skills, self-efficacy, strong and durable retention of language, independence and autonomy. Through the 3 pillars of progression – phonology, vocabulary and Grammar, pupils will gain strong phonetic knowledge that enables them to converse confidently and provides a reinforcement of many literacy skills from their first language. They will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be recycled in a large number of 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 in order 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 part in our daily lives. Pupils will develop an extensive core of vocabulary and grammatical structures which will be learned and regularly practised and retrieved, 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 family life to ethical issues and the world of work. 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 in a dynamic and interdependent world. Linguists of Broughton Highschool will have an appreciation for the world they in and a deep understanding of their place in an everchanging multi-cultural society. Through a knowledge rich curriculum, 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 stage.

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. Language will be taught in chunks as this supports fluency and LTM recall. Chunks can then be manipulated. Through a thorough and frequent exposure to the language of that topic or the communicative function, student will be able to pick up subtleties such as phonemes, syllables, meaning, lexis, Grammar and syntax.

There is ambition and opportunity for all pupils to study a language up to the age of 16. Every pupil is studying either German / French up until the end of Year 9, then approximately 60 – 70% of pupils choose to study languages at GCSE level as part of a strong EBacc offer.

## **Linking our curriculum intention to our local community and real-life links to content:**

The curriculum, through enrichment and real-life experiences during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our curriculum to the following:

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- University of Central Lancashire – Routes into Languages Language Days (cultural enrichment)
- European Day of Languages – ‘Das große Backen – ‘The Great Languages Bake-Off’
- KS3 Visit to Paris
- KS3 German Exchange with Bonndorf Realschule (40 years)
- KS3 Visit to Köln (Cologne) Christmas Markets
- KS3 Visit to France (markets)
- German football club (year 7)
- Primary teaching by our year 9 students
- French and German Film clubs (year 8 and 9)

## **Implementation:**

### **How is our curriculum delivered?**

MFL provision is delivered by three German specialists, including one native speaker, and three French specialists. All teachers are highly qualified and experienced teachers and two colleagues have extra responsibilities in school. (Assistant Head and Head of Year)

The MFL department employs a range of strategies to ensure, pupils learn in an enjoyable, positive and inclusive environment. All members of staff have adopted and follow Dr Gianfranco Conti’s approach (a respected MFL teacher and neuroscientist) on his Extensive Processing Instruction (EPI) method. To enable our pupils to become successful language learners, we have reviewed our curriculum and created teaching resources. Our approach includes sentence builders, extensive drilling of chunks through games and speaking activities, as well as a focus on listening and speaking skills. More approaches include explicit teaching of language, decoding and parsing skills. There is a systematic retrieval of knowledge to produce deep and durable learning.

Through modelling core structures and chunks are presented and modelled in context through reading aloud, using 98% comprehensible input. Pupils gaining familiarity with the language. We constantly raising awareness to patterns and rules of the target language. Receptive processing is important in our teaching, so that pupils are confident before we move on to reproduction. Intensive scaffolded and highly controlled production practice is common practice. Explicit work on grammar and generative processing allows students to expand their language patterns. Interleaving is powerful because we learn best through associative learning by hooking the new to the old. The core structures are practised with old and new vocabulary and structures over time through systematic recycling. Extensive oral and written practice in which scaffolding gradually faded out and spoken or written output is produced by pupils with little support. Language practiced productively without scaffolding but still in familiar context and focus is on fast retrieval. The aim is to develop most students’ autonomy.

Year Group	French	German
7	2 hours per week taught in mixed ability sets	2 hours per week taught in mixed ability sets
8	2 hours per week for two classes	2 hours per week
	2 hours per week either French or German for class with lower ability students	
9	1 ½ hours per week for two classes	1 ½ hours per week for two classes
	2 hours per week either French or German for lower ability class	
10 and 11	Mixed ability sets in both German and French 3 hours of language in year 10 and then 2 hours of language in Year 11 or vice versa	

We aim to give pupils the opportunity to engage and excel in at least one language. Pupils strive for excellence in one language at the start of Year 7 and all but the least able have the experience of learning two languages throughout Years 8 and 9, which gives a firm foundation and knowledge from which to choose their options at GCSE. The least able pupils focus on one language so that they can master one language. Through the provision of two languages in Year 8 and 9, we provide the springboard and experience for able and interested linguists to follow a pathway into languages in further education. Both French and German have equal priority at Broughton and are equally popular choices with very good outcomes for pupils at GCSE.

Mixed ability attainment groups give pupils, who might normally be in a lower set, a confidence boost when they pick up new ideas faster than students who usually excel. For those at the top end we are stretching and challenging them by increasing the depth, rather than the breadth, of their learning. By ensuring that there is a mix of group and individual tasks set in class, closed and open-ended tasks and that the pace of lessons is varied, we are able to identify those who need support, based on how they're performing in that lesson, rather than on a previous test result.

### **What do we teach and why?**

The MFL SOWs follow the national curriculum and are designed with the demands of the GCSE in mind. Our KS3 curriculum foreshadows the three themes of the AQA GCSE course for French and German.

Our SOWs are carefully sequenced and focus initially on three pillars: vocabulary, grammar and on the system of sounds of language and how these are represented in the written word. Vocabulary is chosen based on the most commonly used vocabulary and key grammatical structures. Progression levels are planned throughout the Key stages.

The target language approach in the classroom provides an essential dimension of practice and reinforcement. We constantly adapt and select the language we use in the classroom to take account of pupil learning and capability. We actively encourage students to use the foreign language as a means of communication.

Vocabulary teaching is varied and in accordance with the context. It is constantly practised and consolidated. Language patterns eg. prefixes are regularly highlighted.

Grammar plays a role in each topic and through interleaving the complexity and expansion of knowledge progresses as each year is completed. Grammar is taught explicitly and implicitly throughout all years and is a running thread through all planning and teaching.

Phonics are taught directly and systematically, to help with pronunciation and spelling.

Reading, writing, listening and speaking are taught in conjunction with each other.

Our objective is to enable students of all abilities to develop their language skills to their full potential.

### **How do we assess and why?**

Formative assessment is used regularly throughout the Department to inform the next steps in teacher planning. First of all the pupils complete regular vocabulary tests within larger topics. These "low stakes" mini tests create a dialogue between the teacher and the pupils before a summative assessment.

The Department uses "big writes" or "writing strips" at the end of a larger topic to consolidate knowledge of the topic through writing. These are then marked using a Target and an Action point. Pupils are given designated time in lessons to work on these Target areas. Teachers also use these pieces of writing in class with various activities, for example What A Good One Looks Like (WAGOLL) and What A Bad One Looks Like (WABOLL), Find the mistake (with mistakes taken from the students' work) etc.

Questioning makes up a large part of the language classroom and is used as formative assessment. Whiteboards are used to check understanding. Teachers are able to make a quick decision on whether to move on to the next area or to spend more time on the current one.

We use end of unit assessments from the online resources (Studio / Stimmt) as formative assessment. This informs teachers of the gaps in knowledge, which assists with curriculum planning and encourages interleaving.

### **IMPACT**

The consistent approach across the MFL department has helped to foster the engagement of pupils in language learning and the resultant enjoyment and achievement. Our learners develop their vocabulary and ability to manipulate and incorporate grammatical structures to ensure the highest of standards and the attainment of personalised aspirational targets.

Whilst the EBacc is encouraged in order to keep our young people's options open for further study and future careers the MFL GCSE is an optional subject. Every year French and German are popular options with typically two groups in one language and three groups in the other. This trend has been consistent over the past twenty years. In 2020 70% of students opted for a language with an almost equal split between German and French. Option numbers for 2021 are equally high with 38% of students opting for German and 24% of students opting for French.

Informal and formal lesson observations evidence enthusiastic and active participation, largely in the target language.

Various factors evidence the positive attitudes to French and German speakers and their cultures. The high number of pupils attending annual visits to Boulogne, Paris, Cologne and Bonndorf demonstrates a high commitment to language learning. Our German exchange has been run for 40 years. Visitors are invited into school to talk to pupils and our Year 9 pupils visit the University of Cumbria and teach primary school groups in the target language.

Behaviour is generally excellent in MFL classrooms, rewarding systems applied consistently to maintain pupil motivation and where issues arise the department work as a whole to support colleagues.

Pupil voice has been used in the past to ascertain pupils' perceptions regarding what they like and don't like about MFL. General feedback from pupils is positive and we are looking at developing further systems to get more up to date feedback.

As a result of our shared intent and the curriculum implementation to which all stakeholders contribute, tracking data shows that there is progression in pupils' knowledge and skills from term to term, year to year. Intervention processes are in place with KS4 pupils to help those who are not on track. Our learners achieve well compared to similar schools and well above national averages. Attention to spelling, grammatical terminology and reading aloud supports our whole school reading ethos. Pupils gain GCSE grades which enable them to go into further education and specialise further.

MFL pupils all learn the intended curriculum, with shared lesson plans and resources, shared classes, departmental work scrutiny including moderation, collaborative assessment planning and a departmental sharing good practice day; a monitoring process is in place in which scores are housed centrally and the results of each group can be quality assured. The verbal and written feedback the team provides supports learning which can be evidenced by the high percentage of pupils on track or above in KS3 and the consistency of good GCSE results.

Feedback from other sources impacts on pupils' outcomes. The team looks together at new courses, cascading from CPD opportunities and visits to other schools. MFL teachers listen to and share the observations from pupil voice and parental communication.

GCSE results in French and German are consistently and keep improving year on year. In 2021 40% of pupils have achieved a Grade 7 or above in French compared to 20% of those of similar centres. 90% of pupils achieved a Grade 4 or above in French compared to 81% of those of similar centres. In German student's performance has improved steadily over the last two years. 39% of students achieved a Grade 7 an increase of 11% compared to last year's results. 88% of students achieved a Grade 4 or above compared to 84% of students in similar centres. The girls are still outperforming the boys in both French and German something that needs addressing again in 2021 as a development focus for the department.

### **Covid Curriculum**

Scheme of works have been adapted in order to revisit topics that have been taught during lockdown periods. Vocabulary and Grammar structures have been incorporated in future SOWs. Summer exam for KS3 have all been adapted accordingly. Target language routines have been adapted to incorporate diagnostic tests and retrieval routines. Results of summer exams will be examined and further gaps of knowledge will be identified and included in new routines for September.

SOWs changes:

German:

1 <sup>st</sup> year German	Free-time (present tense verb forms) to be revisited in summer 2022 in second year German incorporated in activities after school and coupled with future tense
2 <sup>nd</sup> year German	Shopping (adjectival endings) to be revisited in summer 2022 in third year German or GCSE course
KS4	revisit topic of school in year 11

French:

1 <sup>st</sup> year French	Free-time to be revisited in summer 2022 in second year French incorporated in daily routine
2 <sup>nd</sup> year French	School to be revisited in summer 2022 in third year French  Resources on firefly have been extensively expanded to aid learning in KS3 and KS4.
KS4	revisit topic of Daily life when teaching topic of school

We refocus verbal communication in the classroom with routines and rituals due to the absence of this during lockdown.