



MFL Curriculum

Statement of Intent, Implementation, Impact

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 Modern Languages Department at Broughton High School aims to provide all pupils with an energetic and dynamic experience of language learning. We adopt a communicative approach to language teaching. Lessons are conducted in the target language and we strive for achievement and enjoyment for all our pupils. We believe that learning a modern foreign language should be fun, stimulating and confidence building, by giving them the tools to be able to communicate with other people and engage with other cultures. Foreign languages is increasingly important in a global economy and have great value in our society.

We aim to develop the ability to use language effectively for practical communication and provide pupils with the linguistic skills, to enable them to learn the vocabulary and structures required in the various in the SOWs in the first instance and for GCSE. We want to promote learning skills of a more general application and encourage the pupils' overall disposition towards the acquisition of knowledge and skills. We want to develop an awareness of the culture and civilisation of those countries where the target language is learned, which eventually develops into cultural empathy and positive attitudes towards speakers of foreign languages.

There is ambition and opportunity for all pupils to study a language up to the age of 16. Every pupil studies either French/German 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.

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 is constantly looking at new ideas in MFL teaching and two members of the Department have had different CPD opportunities throughout the last year. Training day feedback is shared with the rest of the Department as a matter of course and new approaches are discussed, new resources created and then shared. At our weekly briefings we share good practice.

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 set 1 and 2	2 hours per week for set 1 and 2
	3 hours per week either French or German for set 3	
9	1 ½ hours per week for set 1 and 2	1 ½ hours per week for set 1 and 2
	3 hours per week either French or German for set 3	
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 pupils 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 are designed with the demands of the new GCSE in mind. Our KS 3 curriculum foreshadows the three themes of the AQA GCSE course for French and German.

Our SOWs are carefully sequenced and focus initially on 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 pupils 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 pupils 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 pupils' 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.

What does Assessment look like in your subject?

There are four skill areas that are assessed in Languages: Reading, Listening, Writing and Speaking. These are four exams at the end of Year 11. In order to prepare our pupils for these exams, all pupils from Year 7 onwards are assessed in all of these four skill areas from the beginning. Pupils complete two Vocabulary tests (Autumn and Spring), two Writing, Reading and Listening assessments (Winter and Summer) and one speaking assessment. These are all summative assessments.

These assessments have been written with the GCSE exams in mind. In all four skill areas, pupils are expected to answer exam style questions in order to prepare them for the GCSE papers. GCSE questions from a past foundation paper are incorporated into Year 8 and Year 9 assessments so that pupils are familiar with the types of questions they will be required to answer in Year 11.

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 pupils opted for a language with an almost equal split between German and French. Option numbers for 2021 are equally high with 38% of pupils opting for German and 24% of pupils 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. For five consecutive years we have sustained Exchange visits with France and Germany, with our German exchange in its 40th year. 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. A long standing language club is the Broughton German Football club. Meeting regularly, the pupils play football and use German as the means of communication.

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 good compared to nationwide results. In 2019 and 2020 showed that results in French have significantly improved. 38% of pupils have achieved a Grade 7 or above here at Broughton compared to 22% nationwide and 76% of pupils in Broughton achieved a Grade 5 or above here at Broughton, compared to 52% nationwide. In German pupils performance has improved over the last two years but still remains below the national average. Early indications of this year's results however show that

improvement and the exciting gender gap between boys' and girls' performance has been narrowed.

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 st 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
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2 nd year German	Shopping (adjectival endings) to be revisited in summer 2022 in third year German or GCSE course
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French:

1 st year French	Free-time to be revisited in summer 2022 in second year French incorporated in daily routine
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2 nd year French	School to be revisited in summer 2022 in third year French
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Resources on firefly have been extensively expanded to aid learning in KS3 and KS4.

May 2021