



Our Vision

The aim of the MFL curriculum at Ratton School is for pupils to develop respect, understanding and appreciation of the foreign language-speaking culture through study of its language. This will involve the ability to communicate confidently in the language through both writing and speaking. The ability to also understand the written and aural form of the language will be integral to learning. Through these learning experiences pupils will develop a greater appreciation of internationalism and the value of understanding the world beyond their own country. Through increased confidence in communicating with people from a diverse range of backgrounds, it is hoped that pupils possess the open-mindedness and bravery to seek out new life experiences and friendships around the world. In addition, the meta-cognitive problem-solving skills that are enhanced through learning languages should place pupils in a strong position to be competitive in the world of work.

KS3

Intent **KS3**

At KS3 we focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. The curriculum is always underpinned and influenced by culture. Pupils learn to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. A key focus of the KS3 curriculum is to provide a strong foundation upon which pupils can build and develop moving into KS4,

At KS3 we aim for pupils to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied. In order to achieve this, we focus on key areas of applied linguistics

- gain a deeper understanding of the culture and festivals associated with the languages.
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KS4

KS4 builds on the skills and linguistic competencies gained in KS3. We will also build on the foundation of core grammar and vocabulary from KS3, increasing the level of linguistic and cognitive demand.

At KS4 we aim for our students to be able to:

- Understand and use language across a range of contexts, appropriate to their age, interests and maturity levels.
 - Use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment related use.
 - Make use of appropriate social conventions, including informal and formal address and register, as relevant to the task in Spanish.
 - Understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to GCSE.
 - Understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate GCSE.
 - Understand contexts addressing relevant matters relating to:
 - Identity and culture
 - Local, national, international and global areas of interest
 - Current and future study and employment
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- Understand literary texts which can include extracts and excerpts, adapted and abridged as appropriate, from poems, letters, short stories, essays, novels or plays from contemporary and historical sources, subject to copyright.
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Implementation

The MFL department has aligned itself with the most recent changes to the National Curriculum whilst ensuring to stay up-to-date with the latest cognitive psychology research on learning and memory. This has resulted in a 50/50 pedagogical approach of using published resources relevant to the curriculum and new and innovative approaches to best support pupils to learn and, most importantly, later remember and re-use what has been learnt.

There is an agreed pedagogical approach within the department that is designed to specifically address the intent of the curriculum. This approach also incorporates the six principles of Delivery Six Principles - Challenge, Explanation, Feedback, Modelling, Repetitive Practice, Questioning. All lessons begin with a target language greeting and a

Carefully planned starter activity designed to review and build on prior learning (interleaving). Then, when new vocabulary is presented, it is done so using dual-coding of images and words and consists of pupils seeing the new vocabulary in lots of different contexts so that they become very familiar with the new vocabulary or grammar. Memory games are a fundamental aspect of this stage of the learning process. Then, pupils spend time reading and listening to the new vocabulary independently to give them time to fully process the new information. Pupils will then complete a scaffolded task which supports them to use the vocabulary in a safe, no-stakes scenario and build their confidence with producing the language themselves for the first time. Pupils will then see the new vocabulary again in the context of a song or game activity to support pupils to consolidate the new learning. Pupils will often end the lesson by re-producing a new phrase or structure that has been learnt that lesson (either in oral or written format) prior to leaving the classroom.

Knowledge and Skills are transferred to pupils' long-term memories through the activities undertaken in class and through the structures and sequencing of learning over time, including fortnightly homework. Homework and class work is regularly scrutinised to ensure a pupil is progressing appropriately and acted upon accordingly. Tick Time and peer assessment are regularly used too to assess individual and group work.

There are both mid-term (low stakes) and end-of-term term (higher stakes) assessments for all year groups from Year 7 to Year 11 which are taken under exam conditions. This is to ensure that pupils regularly retrieve the information learned and to identify any gaps in learning. Thorough feedback is given to pupils to check understanding effectively and identify and correct any misconceptions. Challenge tasks are available to all higher attainers as well as support material provided for lower attainers. From this year onwards, it has been decided that two of the five (40%) of the end of unit assessments should be speaking assessments because as a department we believe that this is the most powerful and important skill for pupils to build their confidence in and also provides the most feedback to teachers on how well pupils have learnt the necessary content (and therefore where gaps may exist that need addressing).

Our students are given the opportunity to interact with foreign students through trips, visits to our school and exchanges. We are currently partnered to a secondary school in Granada and our students have become pen pals and will host them for a language visit. Our department is also involved in the Erasmus+ project further allowing our students to expand their cultural horizons.

Impact

The impact of the curriculum will be seen through pupils' engagement in the lessons and love of learning languages. This will additionally be displayed through the knowledge, skills and cultural understanding they gain and their ability to express this knowledge and understanding confidently and in exam conditions when required. This will further be evidenced through the excellent results in internal and public examinations. We currently have 6 GCSE groups doing four different languages and are constantly

committed to increasing uptake at KS4. At GCSE we regularly achieve within the FFT5 category making our results some of the best in the country. Many pupils continue to study their chosen language at A-Level and some even further to degree level.