

Subject curriculum intent-MFL

Why is your curriculum shaped the way it is?

- The MFL curriculum at Croft Community School is planned in a way that develops knowledge and understanding of the cultures of others and supports students to develop their breadth of understanding and curiosity of the world. This begins at Key Stage 2 with the development of key skills such as listening and responding to rhymes and songs. The MFL curriculum at Key Stage 2 reflects some of the key personal goals we want our pupils to succeed in, to enquire, to develop their resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability. Pupils learn to perform simple communicative tasks, repeating words and phrases modelled by the teacher, pupils also learn other communication skill such as looking at the face of the person speaking, and using gestures to show that they can understand what has been said. There are different expected outcomes for students depending upon the level that they are working at. The curriculum at Key Stage Three builds on these key skills. It has been created with the needs of our students in mind but still mirrors that of the National Curriculum, thus providing our students with skills and experiences that are beneficial across other areas of their studies. Students learn how to communicate in another language, how to greet others and respond accordingly. The curriculum is planned to allow students to develop a range of different vocabularies based on a number of key themes that they may encounter in the future. This could relate to living in another country, holidaying, or perhaps studying the subject to gain qualifications or accreditations. It supports the development of preparing for adulthood by developing skills and attributes such as co-operation, turn-taking, responding to others. The MFL curriculum enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It provides excitement and eagerness to learn, to develop and support creative thinking, to be able to retain, recall and use critical information. It allows students to express their opinions, develop their independence and supports the development of non-academic skills and qualities.

What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect your school's context?

- The school values are embedded within the teaching of MFL, the teaching of a positive mindset occurs frequently in the teaching of MFL where pupils are encouraged to develop an attitude where they can complete set tasks independently.
- Students are frequently challenged within MFL lessons where expectations are high, pupils are set tasks each lesson that encourage their independence and ensure that they maximise their potential thus promoting high academic achievement. Students are provided with learning outcomes and expectations of the progress they should make during each topic related to the progression outcomes. Students are set outcomes they need to achieve and these are recorded accordingly.

- Pupils are supported to develop emotional and social resilience, they are encouraged not to give up if they find a task too challenging and staff support this by finding alternative methods to encourage students including the use of technology. Pupils are encouraged to take part in lessons, to not be afraid to get an answer incorrect, to persevere with pronunciation and with key spellings, to work independently.
- Positive behaviour and social skills which will prepare pupils for adulthood and enable them to progress confidently to the next stage of their lives are always prevalent in the teaching of MFL. During conversation lessons students are encouraged to follow social conventions related to turn-taking, being respectful of others' opinions and views.
- The teaching of MFL encourages pupils to have an aesthetic appreciation of the French language, of pronunciation and the formation of sentences, as well as French culture. The study of MFL promotes creativity and further individual interests and skills, students are encouraged to learn vocabulary related to topics and interests.

What are the objectives for your curriculum? What do you want pupils to be able to know and do by the time they leave?

Through our MFL curriculum we aim to enable pupils to develop their self-confidence in speaking another language, writing in another language and developing active listening skills that can be incorporated across the curriculum and in later life. We want students to learn a language through a range of compelling contexts which will take them beyond their previous experiences and engage them through creative themes.

- We want students to be able to use the vocabulary that they have learned in a variety of different contexts, to develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
- The curriculum in MFL has been carefully devised so that grammar is sequenced according to prior learning so that students are given the ability to master key concepts at every stage of their journey from Key Stage 2 to 3. By the time students leave we want them to be able to understand and respond to spoken and written language, to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions. We want pupils to be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. We want pupils to be able to discover and develop an appreciation of a range of writing in the language studied.

How does your curriculum plan set out the sequence and structure of how it's going to be implemented?

MFL is taught following a sequence of lessons once a week which begins with the introduction of new vocabulary at the start of each topic unit and then developing this vocabulary to expand previously learned vocabulary and sentence structure. Long term plans have been created with an overview of each topic. There are also medium term

plans created for each half term topic of work. Students are asked to recall and use previously learned knowledge and skills and apply these in different aspects of the subject. Common themes run throughout the curriculum, that of developing MFL conversation skills, reading and recording, listening and responding, and speaking. Students are encouraged to develop these skills throughout MFL and at a level that is appropriate to that which they are working. By the end of the programme of study students will have developed their skills accordingly and this is recorded using the school assessment system. Progress is shared with students at the end of each topic where they are encouraged and supported to have a student voice in the review of the topic.

How is your curriculum differentiated to meet the diverse needs of pupils at Croft?

- Curriculum is differentiated across all the lessons within the subject area. The Progression assessment system is used across school to ensure that students are baselined correctly and their progress recorded against key assessment criteria. Tasks to develop skills and to meet the requirements of the course content are provided for students and lessons are differentiated accordingly across different pathways that students can follow. These relate to the Progression steps of Reading, Writing, Speaking, Listening and Responding. The curriculum and programmes of study are differentiated across these key themes. Students also develop and acquire vocabulary related to key themes of 'Greetings' 'classroom language', 'My Family', 'the household' 'food and drink' 'likes and dislikes' As pupils progress they develop their ability to recall previously acquired vocabulary and to use this to expand on their skills to construct longer sentences both verbally and in the written form. Students' progress at their own pace, support is provided to enable students to acquire key vocabulary, and to meet the course requirements. Learning needs are met via a variety of different methods such as differentiated flexible paced learning, collaborative learning, progressive tasks, and staff input.