

## **Painsley Catholic College – MFL Department Curriculum Statement**

“A different language is a different vision of life.” **Federico Fellini**

“One language sets you in a corridor for life. Two languages open every door along the way.” **Frank Smith**

The MFL department is passionate about language teaching and aims to foster confident, independent and resilient learners, equip them with lifelong skills and enable them to achieve their full potential. We have high standards of teaching and learning and offer a varied and engaging curriculum which promotes active student learning and which enables students to communicate in other languages, learn new ways of thinking and develop an awareness and appreciation of other cultures.

### **Intent – What we are trying to achieve?**

- Our purpose at KS3 is to deliver an engaging yet challenging curriculum to Year 7 and 8 students, with both German and Spanish on offer to all students. During this time, students will be exposed to learning strategies which will enhance their comprehension and acquisition of the second language. The motivating, hands-on activities, which are based on Gianfranco Conti’s cognitive-theory based approach to MFL learning, include narrow reading and listening, raising students’ awareness of rhythm, stress and intonation, retaining chunks of language in the working memory, recognition of grammatical structures and cohesive devices, automaticity, routinization and spontaneity, flooded input and thorough processing. We feel that this approach will create confident, independent learners who are willing to take risks, have a go and learn from their mistakes.
- At KS4, the AQA specification is followed. The themes of identity and culture, global areas of interest and study and employment are covered and the skills of listening, reading, speaking, writing and translation are practised and assessed. By the time students leave in Year 11, students will have acquired a skill for life which they can then use in the wider context.
- Languages are part of the EBacc group of GCSE subjects which keeps students’ options open for further study and future careers. Around 90% of students in the school study a GCSE language which means that it is a very inclusive subject.
- At KS5, the AQA specification is followed. The course builds on the knowledge, understanding and skills gained at GCSE and focuses on language, culture and study. The themes of social issues and trends, political and artistic culture and literary texts and films are covered and the skills of listening, reading, speaking, writing and translation are practised and assessed.
- Enrichment opportunities offered include our weekly languages club, visits to universities in Years 9 and 10 for students who show an interest in and flair for languages, a trip to Germany or Spain at the end of Year 9 and the opportunity to take part in our German exchange programme.
- The nature of our subject enables students to become more aware of our key British values by discussing traditions, customs and festivals across all cultures. The department actively promotes the key values of mutual respect, diversity and plurality. By gaining an appreciation of other cultures, students are encouraged to embrace socio-cultural and economic differences and contexts, emphasising the need for tolerance and justice.

### **Implementation – How do we translate our vision into practice?**

- Success criteria for lessons and homework are embedded in the department’s schemes of learning and used by all members of staff in order to ensure that a consistent approach is followed. Students are aware of exactly what they need to do in order to reach their target grade in both classwork and homework tasks. Effective and thorough feedback is provided to move learning forward at every opportunity.
- The excellent subject expertise available enables the curriculum to be delivered to students effectively. In addition, the wealth of resources which are produced, shared and accessed leads to the teaching of engaging and motivating lessons.

- The new KS3 curriculum design, which gives students four lessons per fortnight, aims to build a strong foundation for learning in both Spanish and German ready for GCSE in Year 9. Students have the option to choose one or two languages at GCSE. The strengths of staff in the department lean more towards Spanish and German which is why these two languages will be the core languages moving forward.
- Cross-curricular links are regularly identified across the key stages and highlighted in the schemes of learning.
- In order to raise students' awareness of the IAG strategy, students across all key stages are taught about the benefits of learning languages, the university courses on offer and the career pathways available involving language skills. These are highlighted through university websites and job advertisements on Indeed and LinkedIn. An information board displaying this information is located at the entrance to the department.
- Students are set by ability from Year 7 onwards. Additional intervention is provided both in lessons and during lunchtimes to address any misconceptions and offer targeted support.

#### **Impact – What is the impact of our curriculum on the students?**

- Students of all abilities respond well to the demands of the curriculum and achieve well. Students make excellent progress across all key stages, shown through the quality of marking, thoroughness of feedback provided, intervention provided, high standards and expectations set and relentless encouragement from staff.
- Students are equipped for the next stage of their life beyond Year 11 with a set of skills which will take them into the workplace or into the next stage of education, including the ability to communicate and to become a team player.
- Students are assessed fortnightly and half-termly on a summative basis and in every lesson on a formative basis through the use of a number of assessment for learning activities, including the use of white boards to check understanding at regular intervals, the strategic use of questioning