

**INTENT:**

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The Modern Languages Department aims to provide students with high-quality training in all skills necessary to consider themselves “strong linguists”: writing, reading, listening and speaking. However, the focus of their education goes beyond the sole use of Spanish and French; the department’s aims to help students gain a clear understanding of different Spanish- and French-speaking countries. This experience is supported by the organisation of activities outside the classroom setting, which include additional language support, MFL cinema sessions during enrichment time and trips abroad, such as the already-established Year 8 residential trip to Barcelona.

All lessons are designed to develop students’ multicultural awareness. The department intends to provide students with a growth mindset in which making mistakes is a way of learning. We expect our students to have high aspirations, to be resilient and to be able to work independently. This is further supported by the use of technology in the classroom, enabled by the use of personal laptops provided by GWA.

Learning in the classroom is enhanced through self-study and homework, which are set regularly, and consist of vocabulary learning and vocabulary tests, extended writing tasks and quizzes and interactive online activities.

We are passionate in our support of the school’s overarching vision: for students to be ACE. We focus on Achievement, supporting students to make rapid progress from each starting point; on Care, encouraging students to lead happy, safe and successful lives; and on Excellence, supporting students to be truly aspirational and to achieve more than they first thought possible.

**Key Stage 3**

In line with the overarching ethos of the school, the department has designed KS3 teaching as a preparation for GCSE exams. Most of our students are taught Spanish and French during KS3. In Year 7 and 8, each language is taught for half of the academic year, with students changing language after the February half term. This provides the students with a solid foundation of basic topics which will be further developed during Year 9, when students are allowed to choose to continue with one or both of the languages. This is designed as a way of helping the students to reach A-Level in which they feel confident to understand GCSE content.

In addition, the MFL department is committed to supporting whole school Enterprise Skills. We have planned into our schemes of learning the explicit teaching of ‘Skillsbuilder’ steps across Years 7-11 in all six skills – Teamwork, Leadership, Creativity, Problem Solving, Listening and Presenting.

KS3 topics include, in both languages:

- Introduce myself. My family, pets, friends and school setting.
- Describing appearance and personality and giving and justifying opinions.
- Hobbies, sports and interests.
- Food and healthy life.
- My city and the weather.
- Holidays and world of work.

## **Key Stage 4**

Key Stage 4 curriculum is still in development. It will include some topics that have been studied previously but will allow the students to gain a deeper understanding of these themes and to improve their analytical and reflective skills. The GCSE provides clear progression to A-Level through the provision of similar approaches to assessment to ensure a clear, coherent transition from KS3 to KS5.

Where necessary, the implementation of the curriculum may involve additional bespoke intervention sessions for students who are not making expected progress.

According to the Pearson Edexcel curriculum, for both Spanish and French, the five themes included in the GCSE exams are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

## **Key Stage 5**

KS5 French and Spanish programmes will develop students' knowledge of the languages while enabling them to prepare for higher education and to enhance their employability profile. They will be assessed through the Pearson Edexcel A-Level exam board.

The KS5 programmes include inspiring and engaging themes, which are linked to some of the most fundamental and interesting aspects of the culture of the target language. Students will expand their knowledge of popular literary and film culture by the in-depth study of one the most relevant contemporary and classical titles. This course rewards creativity, as the assessments place an emphasis on spontaneity and grammar as well as providing opportunities for students to apply their knowledge independently and creatively.

The structure of the course consists of 4 themes:

- Changes and evolution in society
- Culture in Spanish and French speaking countries
- Immigration and multicultural society
- Spanish and French historical events

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## **IMPLEMENTATION:**

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Please see links to the right to our long-term and medium-term schemes of learning. These schemes are designed to outline what we teach to ensure the intent of our curriculum is delivered across each key stage.

Our schemes of learning include:

### **Medium term plans:**

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities

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## **IMPACT:**

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### **ONGOING TEACHER ASSESSMENT**

Our schemes of learning focus on assessment and improvement opportunities and the MFL Department is committed to providing regular and timely written and verbal feedback in line with the school's policy. This enables ongoing reflection on the impact of the curriculum on student progress

### **INTERNAL EXAMINATION RESULTS**

Students undertake three key assessments against GCSE success criteria in each year 7-9. At KS4 and 5, assessments are termly. On each occasion, teaching staff evaluate the impact of the curriculum by assessing student progress against stated learning objectives. Formal exams are conducted at the end of each year, offering a further opportunity to assess student progress and make judgements about the impact of the taught curriculum.

### **EXTERNAL EXAMINATION RESULTS**

At KS4 and 5, our results in national examinations will be a clear measure of the impact of the curriculum. These results will be the culmination of a data trail tracking from a student's first term at GWA as part of the school's annual data collection and reporting of progress cycle.

### **ENTERPRISE SKILLS**

In line with the whole school drive on Enterprise skills, the explicit teaching against 'Skillsbuilder' steps is measured through students evidencing progress within their tracking tool, with the department leading on chosen skills in each year.

## **IMPACT**

### **WORK REVIEWS**

We learn from the 3 annual school work reviews and conduct our own moderation of exercise books and assessments in a clear cycle of department meetings throughout the year.

### **STUDENT SURVEYS**

The MFL department survey's students in all year groups annually, seeking student feedback on the effectiveness of the taught units form a learner point of view and harvesting student voice to ensure the curriculum is kept lively, engaging and relative.

### **MODERATION**

Annual moderation meetings take place within the department to provide quality assurance and better support department wide reflection on the impact of the curriculum.

Where possible (and appropriate) opportunities for external moderation with other high performing schools are sought.

### **DESTINATIONS**

The eventual destinations of students, and the extent to which they are able to lead happy, successful lives, will be the ultimate measure of curriculum impact.

**Read the department annual Curriculum Impact Report for more information**