

Cultural Capital and Local Context	<p>Promote the value of language learning in a fun and interactive way. Encourage students to embrace the diversity that speaking another foreign language will bring, including learning more about their own language and the similarities that exist between English and other languages in the world.</p> <p>Enriched learning which involves students learning about French and Spanish countries and their food, customs, traditions and cultures.</p> <p>Example; Students learn about healthy eating in French and Spanish speaking countries and the festivals that these countries celebrate.</p>
Ambitious	<p>All language lessons are differentiated with challenge for higher achievers and support for lower achievers. Students are taught to apply grammar rules in their independent writing.</p> <p>Learning mats are available and higher phrases and verb tables are displayed in the classrooms along with other key vocabulary.</p> <p>Students are given GCSE style tasks from year 7 onwards to familiarise them with the structure.</p> <p>Authentic texts, news, short videos and 'Story telling' help students to become better at understanding unfamiliar texts.</p> <p>Example: Students will read an example text before producing independent writing which they then peer assess to find ways of improving the task, then redraft. They use learning mats to ensure that they have a wide variety of grammatical structures.</p>
Logically Sequenced	<p>The MFL lessons cover home life, hobbies, school, local area and the wider world.</p> <p>Each year the students cover similar topics but in greater detail as they move up the school.</p> <p>In year 7 we focus on introducing the topics using the present tense but always introduce some different tense work, e.g. the date today, yesterday and tomorrow. At the end of year 7 we introduce the future tense.</p> <p>Year 8 will then introduce past and future tenses and in year 9 all students will work using the 3 main tenses plus imperfect and conditional in set phrases.</p> <p>At key stage 4 students will study the topics in 5 broad themes using a variety of grammatical structures.</p> <p>Example: KS3 is being constantly revised to ensure that it mirrors KS4 so that there is a natural progression. KS4 also prepares the students for KS5 by using more authentic materials.</p>
Intelligent Assessment	<p>The department have developed end of module and end of year assessments that test the students in all 4 skills; listening, speaking, reading and writing. These tests use similar rubrics as the GCSE rubrics so that students get used to the language. They also use similar tasks.</p> <p>Example ; Speaking tests include role plays and describing a picture card, listening and reading tasks include reading for inference, answering in English and target language and writing tasks have translations as well as longer writing tasks with bullet points that students have to use.</p>
Breadth and Depth	<p>Students get the chance to learn 2 languages which broadens their experience of the world about them and the wider world. It teaches them about the differences and similarities between England and other countries, for example in year 7 French they learn about the different timetables in France and year 8 Spanish they learn about different meal times.</p> <p>This is supported by trips to France and Spain.</p> <p>Example ; year 7s have a day trip to France and years 8, 9 and 10 get the opportunity to go on a cultural visit to either France or Spain. (2020 we went to Seville with 41 students for 5 days)</p>
Retention	<p>We continually revisit vocabulary and grammar across a variety of topics, using games and interactive tasks. Homework then reinforces work seen during the lessons.</p> <p>Students are also explicitly taught revision techniques.</p> <p>Example; Some starters encourage students to try different memory techniques. Prior to exams, revision techniques will be practised. We also have our QuACNOT sheet to help students to remember what types of language they are expected to use. (Qu=Qualifiers, A=Adjectives etc.)</p>
Equality	<p>All students are given learning opportunities that allow them to make progress. Lessons are differentiated to allow more able learners to produce more detailed, varied responses and less able learners are given support so that they can make progress too.</p> <p>All teachers have data for each student to allow them to create seating plans for learning.</p> <p>Example; Students with high data and students with SEND will be given specific tasks to cater for their needs.</p>