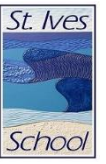




St Ives School - MFL Curriculum Statement



“Le monde de la réalité a ses limites; le monde de l'imagination est sans frontières.” Jean-Jacques Rousseau

Curriculum Intent

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. It combines equality of opportunity to our core learning with opportunities for students to make individual choices regarding their learning experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our Curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

What is unique to the study of MFL?

The importance of studying languages is to enable students to become more open minded, develop their culture awareness and become tolerant of other nations. The lesson content will focus on different themes such as free time and leisure activities, holidays and work and education. On top of expanding their vocabulary, students will have to learn how to master various grammatical points. Teaching will focus on all four skills, which are speaking, reading, listening and writing. Pupils will be participating in role-plays and conversation related to day-to-day situations. The skills the students will develop throughout these courses are lifelong skills which will help with the wider world of work and adult relationships.

Curriculum Implementation

General principles

- MFL is sequenced based on the statutory programmes of study from the national curriculum.
- Fluency in the fundamentals of mathematics is taught through varied and frequent practice with increasingly complex problems over time so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Students will reason mathematically by following a line of enquiry, conjecture relationships and generalisations, and develop an argument, justification or proof using mathematical language.
- Topics are assessed using low stakes end of topic assessments covering key skills as well as a summative assessment each term to review the content taught.

Student organisation

- Students across all five year groups are split into one of five groups. Classes are grouped by ability with KS4 students having a higher and foundation split. All classes receive the same curriculum but teaching and learning activities will vary to suit each individual class with challenges added to lessons to stretch the students.
- Staff make decisions with clear knowledge of who the disadvantaged students are and which class they would be best suited to. This follows our Class Setting Protocol.

Accumulation of knowledge

Through a broad range of activities, students are taught to:

- Identify and use tenses and other structures which convey the present, past and future.
- Use and manipulate key grammatical structures and patterns.
- Develop a wide vocabulary allowing them to give and justify their opinions and take part in discussion about wider issues than their immediate needs and interests.
- Use accurate grammar, spelling and punctuation.
- Listen and respond to a variety of spoken language.
- Transcribe words and sentences that they hear.
- Read original and adapted materials and understand their purpose.
- Read literary texts which expand their understanding of the language and culture.
- Write creatively and translate written texts accurately from and into the target language.

Time allocation

Each year group will have the following allocation for hours where that are taught the Mathematics Curriculum across a two-week cycle:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Hours allocated	3.75	3.75	3.75	5	5
Percentage of curriculum time	7.5%	7.5%	7.5%	10%	10%

Teaching and learning provision

MFL teachers have access to a wide range of digital and online materials to support teaching and learning and we are fortunate to have subject specialists delivering French across KS3 – KS4 and Spanish to KS4. We focus on the four skills of speaking, listening, reading and writing. Students are aware of how their learning builds on prior learning and teachers ensure they frame language lessons within a clear context. We aim to include target language explicitly from Year 7, so that students deepen their knowledge about how language works and enrich their vocabulary as they progress through their learning. We are keen to emphasise the importance of recycling language, within a lesson, a sequence of lessons and across the years and we have designed our curriculum to embed specific skills, vocabulary and grammatical structures over time. We provide plenty of opportunities for students to apply their knowledge independently and we review prior learning as a matter of course at the beginning of every lesson. Good use of AfL and regular key assessments across the four skills ensure pupil progress is well monitored and gaps in understanding are addressed. As pupils progress in their language acquisition, they are increasingly able to cope with a variety of situations in which they can communicate with speakers of French or Spanish.

Adapted provision

- Explicit instruction for SEND and LPA students focused on teacher demonstration followed by guided practice and independent practice.
- Cognitive strategies like memorisation techniques and metacognitive strategies to help students plan, monitor and evaluate their learning. Chunking the task at each stage will support students with SEND to make the information easier to process.

Enrichment provision

- Opportunities available to students in KS4 to attend trips to Barcelona/Paris.
- Opportunity for students to attend a language based Be Inspired programme.

- Competitions organised around languages. Franco Vision, Duolingo competition, European languages bake-sale etc.
- Opportunities to bring learning to life and give some context through visits to institutions.

Curriculum impact

Formative assessment

- Formative assessment is more of a diagnostic tool with some elements of our formative and summative assessments based on knowledge retrieval to enhance knowledge retention.
- Formative assessment strategies include:
 - Low stakes quizzing
 - Vocab tests
 - Short comparative assessments to see how pupils are performing against their peers
 - Lesson exit tickets to summarise what pupils have learnt
 - Silent classroom polls
- Formative assessment is used to monitor student learning style and ability (metacognition) and to provide on-going feedback for student development.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly.

Progress

- Progress is monitored through shared internal tracking sheets where data from the end of unit tests and summative tests is entered and compared.
- This allows for comparison from group to group and across focus groups e.g. PP and SEND
- This is evaluated by the HOF and, where necessary, actions are agreed and implemented.
- The quality of teaching and learning is monitored through lesson visits by the faculty lead and by senior leaders.
- Visits are recorded using Sistra Observe, where follow up action points are actioned as necessary.
- In link meetings between the faculty lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.
- Work scrutiny is also completed and recorded on Sistra Observe by the faculty lead and senior leaders.
- Assessments are moderated and standardisation takes place for the marking of GCSE papers by a maths exam marker to ensure consistency and understanding in applying the mark scheme.

- Peer book reviews are also completed in faculty meetings as a form of moderation and to ensure all faculty staff are consistent in their approaches and monitoring progress.

Summative Assessment

- Assessment during whole school assessment weeks are used to systematically check against set criteria in a given time frame (usually termly).
- Our summative structures are to evaluate student learning and academic achievement at the end of each term and/or unit. This is to give opportunities to aid retrieval of prior knowledge and for interleaving.
- Exam style questions are used to give students an opportunity to evaluate their own strengths and developments.
- Results are reported back to students in the form of a raw mark and percentage and this is recorded on internal tracking sheets for comparisons and analysis between focus groups and classes.
- During the summer term of Yr 10, GCSE past papers are used and students are given a 9 – 1 grade alongside their score/percentage using grade boundaries for that exam series.

Student Feedback

- Student voice is completed to monitor student's understanding and building knowledge in MFL. Results from this are used to inform future planning.
- Students have the opportunity to communicate with teachers during the school day and by using Show My Homework and Google Classroom.