



MFL Curriculum INTENT:

Introduction

At St Augustine's, our MFL curriculum at Key Stages 3 and 4 has been planned to ensure that students develop the knowledge and skills throughout their experience of French or Spanish to allow for progression, access to higher level courses at Key Stage 5 and a deeper understanding of the world and the impact they can have on it in the future.

At St Augustine's, in the MFL Department, we aim to:

- Promote language learning as a valuable, rewarding and enjoyable experience;
- Provide all students with the opportunity to successfully learn one modern foreign language (French or Spanish) throughout KS3, with the opportunity to continue with the same language as part of our GCSE options;
- Encourage the study of a modern foreign language to GCSE and A Level;
- Equip students with a range of structures, skills and vocabulary in order to understand and to communicate effectively in a foreign language;
- Enable students to work independently, in pairs and as part of a group in a variety of activities, so that the learning of a foreign language can contribute to the development of key skills, citizenship and team work;
- Provide students with regular ICT opportunities (i.e.: Active Learn) so as to share the whole-school delivery of ICT across the curriculum;
- Provide all students with their curriculum entitlement in Modern Foreign Languages (currently compulsory at KS3, optional at KS4);
- Promote equality of opportunity in the learning of MFL, so that no one feels discriminated against and everyone can realise their potential;
- Foster a positive attitude towards language learning and to the students' respective cultures;

How have we developed the MFL curriculum?

- The MFL curriculum has initially been based on materials and coursebooks we are using in school at both KS3 and KS4. These have been designed following the National Curriculum, and also taking into account the format and expectations of the new GCSE exam with the Pearson Edexcel exam board;
- Amendments then have taken place to replace some of the uninspiring, irrelevant or redundant modules with more challenging and interesting ones. This has particularly been the case with end of year modules, which we developed so that students have the chance to focus more on the culture of Spain and France and to establish cross-

curricular links with other subjects while still retaining lots of language and grammar components;

- Some of the modules were swapped around to enable students a more logical progression through the grammar and tenses. Some of the modules which were going in all directions were re-structured so that the learning objectives are more focussed and more based around a particular theme or topic.

At each stage of the MFL curriculum the knowledge and skills that students will develop are:

- Listening skills - using a range of materials including authentic materials such as adverts, songs or radio audio recordings;
- Reading skills - using materials we have in school, as well as many reading materials created specifically for our students including differentiation to cater for all abilities; We use authentic materials such as comics, short poems and adverts in line with the new GCSE expectations;
- Speaking skills - role plays and short presentations are embedded in our lessons;
- Writing skills - students are taught to describe photos or pictorial document, also using authentic materials. Students are taught to develop good writing skills via a scaffolded approach (new words with letters missing, sentences with gaps, ordering words to create complex sentences, translating from English into French/Spanish and vice versa). Students are also taught how to write short and long writing tasks;
- Grammar (including basic grammar terminology);
- Tenses - focusing on the present tense, past tenses (imperfect and perfect tenses), the future tense and the conditional tense;
- Vocabulary - organised into topics;
- Pronunciation;
- Word origins (occasionally).

How do we teach our MFL curriculum?

- The curriculum maps have been created around topics based on grammar progression. Each lesson taught contains elements of listening, reading, speaking and writing. Each lesson is broken down into a number of short activities alternating through the 4 MFL skills. A particular focus is on students' oral participation in class. Each lesson follows the STA 5 approach to teaching;
- Teachers use a variety of resources from the course book we use (software and textbooks), materials created by the teachers as well as authentic materials.
- Questioning is a key part of MFL teaching and is an important expectation of each observed lesson;
- Students are encouraged and expected to fully participate in class, repeating new vocabulary, justifying word order and specific grammar points, practising role plays and answering questions in the target language;
- When completing written classwork, students work individually or in pairs (more occasionally in small groups);

- Teaching at the front is kept to a minimum, as MFL is a practical subject. Teachers facilitate the learning by carefully preparing lessons and designing activities to enable language acquisition and progress. Teachers are expected to supervise, and to fully support the students with the learning tasks they need to complete;
- Students use class books to complete their written work. They also have assessment books containing all formal assessments (one every half term at the end of every module and alternating two skills each time) as well as writing tasks practices.

How does our curriculum reflect the school's local context by addressing typical gaps in pupil's knowledge and skills?

- Each module starts with a revision/recap of vocabulary and grammatical concepts previously taught by the teacher to enable a slow start and for students to consolidate linguistic elements which were previously taught;
- Teachers prepare a lot of their own resources or at least adapt them as well as differentiating tasks so that our students have a chance to access the schemes of work and make progress;
- Assessments are inclusive. Students are provided with easy tasks, middle ability tasks and challenging tasks within each assessment to have a chance of achieving at least some of the exercises and, for the most able, to fully demonstrate their linguistic skills and work at a challenging level;
- As our school is a multi-ethnic school with students coming from a wide variety of backgrounds and countries, a particular focus is put upon presenting students with characters and people from a variety of faiths, cultural backgrounds and countries so that students can identify with them. For example, during an end of Year 8 module studying grammar points around the theme of the circus, a particular focus is placed on an early 20th Century clown who was the first ever black artist in France and how he was successfully portrayed by a famous black actor in a recent film. This helps tackling issues of discrimination and racism as well as promoting successful international role models for the students

How is our curriculum equipping the students with the knowledge and cultural capital they need to succeed in life?

- Linguistic – Further Education: students who wish to do so and who have studied French or Spanish at GCSE can continue to consolidate their MFL learning by choosing the subject for A Level at college level;
- Linguistic – Life skills: students may one day live or work in a French or Spanish speaking country and make a full use of the linguistic skills learnt in school. The French/Spanish learnt in school provides the students with strong foundations that they will be able to develop when travelling or living abroad (or working with other countries from the UK);
- Cultural - students learn many aspects of the French and Spanish culture linked to other school subjects (cross-curricular backgrounds). For example, a lot of historical

background is taught in Year 7 when discussing the French Revolution as an end of year project, or religious knowledge with a lesson about Bank Holidays and their religious significance;

- There are also numerous links with English (learning different tenses, when to use them and how to conjugate regular and irregular verbs, word order and basic grammar terminology, use of connectives, and expressing opinions) and developing good verbal and writing skills in general.

MFL Curriculum IMPLEMENTATION:

How do you assess in MFL in order to support pupils to build their knowledge and to apply that knowledge as skills? You must be clear on how you developing understanding and not memorising disconnected facts.

- We use regular mini plenaries in our lessons to check on students' understanding of key concepts and grammar;
- Each lesson ends with a plenary to recap on language acquisition, grammar concepts and vocabulary. We use mini vocab tests to recap on the new words or phrases taught during the lesson;
- Regular questioning to check on students' understanding and retention throughout the lessons;
- Regular short and long writing tasks as well as photo descriptions and translations take place during lessons and are assessed by the teacher in the students' assessment books before being redrafted in green pen by the students;
- Half termly formal assessments completed in assessment books and marked by the teacher. These alternate listening, reading and writing tasks;

What are the teacher's subject knowledge/specialisms in the department?

- All three teachers are fully qualified teachers from the UK as well as MFL specialists;
- All three teachers are competent teaching French and Spanish up to KS4;

How do you encourage through your teaching the understanding of key concepts, presenting information clearly and encourage appropriate discussion?

- Excellent lessons and resources are created and used in each lesson;
- Key concepts, grammar rules and vocabulary are constantly reinforced with recaps at the start of lessons (Do Now) and the use of regular mini vocab tests and plenaries;
- Questioning is constant to check on students' understanding, knowledge and retention;
- Verbal repetition of key words and grammar rules as well as grammar terminology;
- Key vocabulary and grammar are also reinforced by setting regular homework via Teams;

How do you check pupils understanding effectively and identify and correct misunderstandings?

- Questioning is constant to check on students' understanding, knowledge and retention;
- Key concepts, grammar rules and vocabulary are constantly reinforced with recaps at the start of lessons and the use of regular mini vocab tests and plenaries;
- Key vocab and grammar are also reinforced by setting regular homework via Satchel One;
- Regular marking of key tasks and assessments in red assessment books with advice on how to improve;
- Regular assessments take place every half term at the end of each module and assess students on two skills each time.

How do you teach pupils to embed key concepts in their long-term memory and apply them fluently?

- Verbal repetition of key words and grammar rules as well as grammar terminology;
- Same grammar concepts or rules taught and recapped in different ways so that students are more likely to retain and apply this knowledge;
- Key vocabulary and grammar are also reinforced by setting regular homework via Teams;
- Use of questioning to reinforce and recap on learning throughout the lessons.

How do you ensure that new knowledge and skills build on what has been taught before to support the transfer of knowledge into the long-term memory?

- Cross-curricular links are made obvious to the students to further support transfer of knowledge;
- Links with previous modules - each new module has elements of revision and recapping as well as the introduction of new concepts and sets of vocabulary;
- Constant references to key vocabulary and grammar taught in previous modules;
- Our activities are designed to show evidence of new knowledge being applied as well as testing students on vocabulary, grammar rules and tenses previously taught be, so that students gradually build up a bank of words, grammar rules and tenses to be able to complete increasingly more challenging work;
- Constant verbal AFL questioning to check on students' retention of previously taught words and rules.

As a subject leader, how do you know how well the students in MFL are progressing?

- Assessment books are monitored every month (see MFL marking and assessment policy), and written feedback given to other MFL teachers;
- Regular informal learning walks take place in the department with feedback provided;
- 3 formal observations (including joint observations with Line Manager) for each teacher every year, with thorough written and verbal feedback given by the HOD;

- A log is being kept by the HOD with all KS3 end of year target grades and assessment results;
- A log is being kept by the HOD with all KS4 FFT targets and assessment results;
- Continuous informal discussions with colleagues from the department;
- Student survey (student voice).

How often are your department expected to record, upload and review data (Both from a whole school perspective and within the department itself)?

- We follow the whole school policy regarding uploading our data on Bromcom;
- Additionally, a record is being kept internally of students' achievements after each MFL assessment (spreadsheets);

What observations, student voice and book look evidence do you have to support your implementation?

- Assessment books are monitored every month (see MFL marking and assessment policy), and written feedback given to other MFL teachers;
- Regular informal learning walks take place in the department with feedback provided;
- 3 formal observations (including joint observations with Line Manager) for each teacher every year, with thorough written and verbal feedback provided;
- Student voice (survey).

MFL Curriculum IMPACT:

What are the outcomes that pupils achieve as a result of the MFL curriculum they have received?

- Most students are highly engaged with the new curriculum, both in writing (evidence: book looks) and verbally (evidence: learning walks during which students are seen answering questions, reading out answers in the target language and practising the language via role plays);
- Students tend retain vocabulary and structures and are able to remember and re-use past vocabulary/structures within new topics;
- Modules allow for a natural and logical progression;
- Many of the topics are cross-curricular, interesting to learn and relevant to the students (ie: topic about health issues in Year 8 French, topics about global issues linked to geography such as environmental problems at KS4, new module about the circus in France linked to drama in Year 8 French, etc...).

Disadvantaged pupils and those with SEND acquire the knowledge and cultural capital they need to succeed in life.

In MFL, lessons and the resources we use are always adapted or differentiated. Learning objectives and learning outcomes are clear and take into account previous knowledge. Resources are created and adapted to meet the needs and interests of our students to make them relevant, accessible, fun and interesting leading to greater progress. There is a greater focus is put on cultural background from Spain and France.

How clear are assessments in pupils' books?

All assessments are completed in separate red assessment books.

This includes:

- Writing practice completed and redrafted in green pen by the students;
- Formative assessments peer marked in green pens;
- Summative assessments marked by the teacher;

What other evidence of IMPACT do you have? (Increase in option uptake for example)

We are aiming for more Year 9 students opting for GCSE French and Spanish as one of their GCSE options for 2026/2027.