



## Great Marsden St. John's Primary - a Church of England Academy. Our Curriculum Statement for Modern Foreign Languages (MFL)

### **Our Vision**

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

### **Our Mission**

We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.

Ephesians 3

### **Our Values**

LOVING God

LOVING Others

LOVING Ourselves

LOVING Learning

LOVING Life

At GMSJ we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our MFL curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

### **CURRICULUM INTENT**

**Our MFL Curriculum is broad and ambitious.** It is built upon the National Curriculum coupled with defined development of cultural capital “the knowledge that children need to be effective citizens”. Where possible we expose the children to experiences they are unlikely to encounter in other parts of their lives. To achieve this we have a comprehensive and deep knowledge of our families and community that enables us to strategically plan life enrichment.

**Our MFL Curriculum is well planned and sequenced,** it contains the right knowledge in the right order, providing pupils with the building blocks of what they need to know and be able to do to succeed in learning a MFL. The MFL Curriculum is a spiral curriculum (Jerome Bruner) where subject **big concepts, disciplinary and substantive knowledge** are reencountered throughout the child's life at GMSJ.

**Disciplinary Knowledge** refers to the knowledge of **how** to perform a specific skill or task, it is automatic. Examples of disciplinary knowledge in MFL are:

Understanding some French grammar in order to build a sentence.

**Substantive Knowledge** involves “knowing that”. Recalling information from substantive memory involves some degree of conscious effort – information is consciously brought to mind. **It is the Who, what, where, when and why of learning.**

Examples in MFL include:

Knowing some words automatically - for example, greetings, counting.



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The two work together.

**Big concepts** are complex and abstract, such as 'place', 'chronology' or 'grammar'. These **big concepts** hold substantive and disciplinary knowledge. They tie together MFL topics into a cohesive framework. Examples of big concepts in MFL are : Listening, Speaking, Reading, Writing and Grammar.

By encountering the same **big concept** over and over children gradually build understanding of them.

**Our MFL Curriculum has a coherently planned assessment sequence** to measure the impact of the MFL curriculum on the outcomes achieved by children. Children should be building a body of knowledge that they are able to commit to long-term memory, draw from and build on.

### **CURRICULUM IMPLEMENTATION.**

**How we implement our broad and ambitious MFL curriculum.** From Year 3, all children experience the MFL curriculum.

We weave high quality activities which increase cultural capital throughout the MFL curriculum for example: giving children the opportunity to find out about life in another country.

**How we implement our well planned and sequenced MFL curriculum.**

**Big concepts** are charted on the MFL **Curriculum Map**. This careful process ensures that MFL learning is sequenced to build upon prior knowledge. This map also identifies which medium term planning resource must be used to inform short term planning. In MFL this is taken from the TWINKL programme of work.

Each MFL topic states the number of hours that should be spent delivering that learning. Such rigour ensures that learning is focused and diverse.

The timetabling of MFL looks like this:

In KS2

All classes teach 3 MFL topics over the course of the year.

Each of which is 6 hours long.

For the majority of MFL **lessons a defined structure is in place**. This is not dictatorial however, it is expected to see some aspects of the outlined framework in each lesson. In MFL the lesson model would be :

- Recap on previous learning
- Introduction of new vocabulary or consolidation of previous vocabulary (verbal)
- Teaching of application of new vocabulary (grammar etc) where appropriate.
- Independent practice (written where appropriate).



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**Assessment** sits at the heart of MFL teaching and learning at GMSJ. Minute by minute assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. It informs future teaching, identifies starting points and exposes gaps in disciplinary and substantive knowledge. Adults use a variety of strategies to obtain information. These strategies are not specified but a minimum use of 'hands up' is encouraged.

In MFL we assess children's substantive and disciplinary knowledge by measuring their learning over the period of a unit. Children will begin a unit by recording their prior knowledge before teaching takes place. This could take the form of a spider diagram, a continuum or washing line or by writing a response to a picture or video clip. At the end of the unit, children will add their newly learnt knowledge to the original piece of work.

Pupil Conferences - these will take place termly. Groups of children will be invited to bring their assessment books (where applicable) to a discussion with the subject leader. These books will be used as the basis for a discussion about their learning.

Children are taught to 'self assess' their learning against given criteria. Marking and Feedback is a crucial aspect of assessment but this must be manageable. In MFL, verbal feedback is used during discursive work. Written work will be marked against the Learning Objective for the lesson.

### **How we implement an inclusive MFL curriculum.**

In MFL we have high expectations for all and all pupils have access to this part of our broad and balanced curriculum.

### **How we implement the Literacy Golden Thread through our MFL curriculum.**

In recognising that Literacy skills form an essential basis on which the rest of our curriculum is built, it is fed through the MFL curriculum through the use of phonics when decoding the new language.

The Golden Thread emphasizes the teaching of vocabulary. We know that this is often a barrier for our children and therefore requires more input. Technical vocabulary that is essential for the understanding of MFL is taught and some words will be displayed in each class.

## **CURRICULUM IMPACT**

To measure the impact of the MFL curriculum at GMSJ we use qualitative and quantitative information.

What we measure:

- Pupils disciplinary and substantive knowledge across the curriculum.
- Pupil's progress from starting points.



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How we measure:

- Reviewing and evaluating the work pupils produce.
- Pupil voice via pupil conferencing.
- Observation of teaching and learning.

Why we measure:

- To identify strengths in our MFL curriculum delivery and set goals for improvement.