

PRIORY'S 'EBACC AMBITION POLICY STATEMENT' (THE SCHOOL'S RESPONSE TO EBACC UPTAKE)

Aim:

'The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and our current approach is to make good progress towards this'.

Note: our starting point had to be Humanities – now our focus is MFL.

What is our approach to this 'EBacc Ambition':

- We have taken the strategic decision to **build our EBacc entry over time** through a '**negotiable presumption**' of entry approach (see below).
- This is our approach currently, following a decline in uptake since Covid.

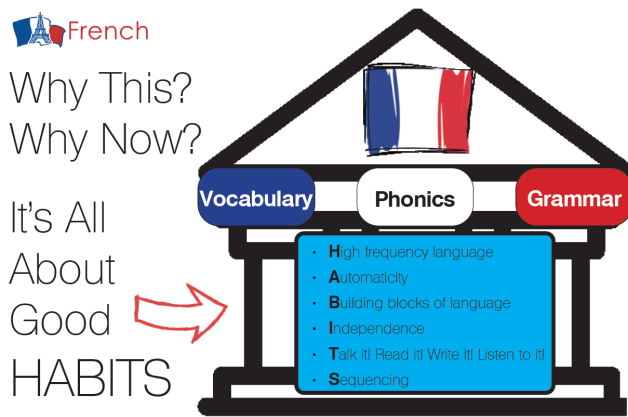
How are we going about this?

- At this stage then, our '**negotiable presumption**' of entry approach has been adopted for MFL uptake – managed through communication with parents, with the presumption that some pupils will be expected to choose MFL – a '*tell us why you wouldn't*' approach, therefore.
- As is the case for most schools, this doesn't take the form of 'compulsory' entry for the EBacc subjects at KS4, yet.
- Schools using this 'presumption' approach tend to have the MFL open to all pupils as an option.
- This ensures equality of access for all our pupils, avoiding any possible challenge around i.e. if a "pathways" approach is adopted based solely on ability.
- Several schools use this approach successfully.

What else do we do to support this approach?

- We build awareness of MFL in KS3 through 'learning' beyond MFL i.e. work to increase international awareness is built into the school's broader work on developing cultural capital.
- We ensure that MFL education in KS3 is well supported.
- Options Process – we deliver multiple talks to parents to highlight the importance of the EBacc qualification suites.
- A news section is inserted into the parental option booklet regarding the EBacc.
- Assembly delivered to all of Yr. 9 highlighting the importance of the Ebacc.
- DfE EBacc leaflet sent to all parents.
- Yr. 9 Languages careers fayre is now held annually, with over 25 different companies/individuals who use languages as part of their roles represented.

- We have changed the curriculum to the NCELP (National Centre for Excellence for Language Pedagogy) – this is having a positive impact on pupils’ MFL experience (in terms of their perception of MFL - pupil voice).
- This is now called LDP (language driven pedagogy). The course is built around the three pillars of vocabulary, phonics, and grammar. By focusing on the most frequently occurring vocabulary in the language and providing a strong spine of grammar, the course provides the foundations for all future language study, including the current GCSE.
- The teaching of phonics has brought about improvements in pupil confidence, reading and independence.
- This approach is made very explicit to pupils and the theory behind this approach is shared with them using the acronym HABITS.



- We changed the exam board for the 2024-year 10 start. Other schools in our networks are also using the same exam board - Pearson Edexcel. This was agreed based on the exam criteria (e.g. pupils can hear the text 3 times on the listening paper making it more accessible to more of our pupils). It will also allow for some great collaborative work/sharing resources/best practice with other schools.
- We will continue to explore opportunities for us to evolve current procedures in school - for example, establish rewards/awards for MFL effort/progress; increase enrichment opportunities (e.g. visits); bring in HE speakers for Y9 – all to engage pupils in languages and emphasise the importance of MFL at options time.