

Languages Curriculum Handbook



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Languages Department Statement of Intent



“They were all filled with the Holy Spirit and began to speak different languages as the Spirit gave them power to express themselves.” Acts 2: 4-6



Curriculum Intent Languages

Our ambitious vision for our Language Learners is that they complete their secondary school experience with an in-depth understanding of how language works, and that they become equipped with a range of skills and knowledge to continue to improve their own language, as well as to develop their skills in one or more foreign languages as they progress on their journey to adulthood. Our language learners will journey through the curriculum with a focus on the real purpose, benefit and enjoyment of language learning which will, in turn, support them when developing the strategies and the resilience needed to decipher meaning, improve their memory storage and recall, improve their conceptual understanding and problem-solve.



Language Learners will develop their understanding of grammar and syntax, transcription and translation, and develop presentation, pronunciation and communication skills alongside aural skills, this will in turn support the strengthening of their literacy.

Authentic contact with speakers of the foreign language will serve to reinforce purpose and enjoyment of language learning as well as develop their cultural understanding. Gospel Values will be reinforced most notably via the daily interactions in classrooms but also through a widening knowledge of the world and of their role that they play as citizens either to protect the environment or care for others in and beyond our community. Cross-curricular links will be reinforced, as opportunities to promote cultural capital are seized, be it through geographical and historic, artistic and architectural and

nutritional knowledge or through wider skills such as ICT skills, mathematical conceptual thinking and how to stay healthy.

Students will build their confidence in languages due to a well-structured course which allows them to gradually increase their skills and knowledge at the same time as regularly revisiting prior learning.

Our Language Learners will have a clear understanding of how this subject can support them with their next steps in learning on leaving St Joseph's. Students will be confident in the skills they have developed. In turn, they will know what lines of work and further study these skills will support them with in the future, as well as how their learning of Modern Foreign Languages will further equip them to 'Live Life to the Full'. John 10:10

Languages Department Overview of Intent

Curriculum Intent – Year 7

By the end of Year 7 our linguists will: have a deeper understanding of the world especially via cultural understanding of Spain/France and the countries that speak these languages. Students will start learning language to ask for information about themselves and others, offer descriptions and express their thoughts, in order for them to communicate with other speakers of Spanish/French.

They learn about topics relevant to them – themselves, family and friends (in both languages) and in Spanish they also look at free-time and school. Where possible they build on KS2 learning of the same language; but regardless of the language studied at KS2, they build on their awareness of phonics and language learning skills as well as Cultural Capital. Cultural Capital is explicitly referenced throughout the SoL as MFL broadens pupil awareness of the world around them and is an intrinsic part of language learning. Students will have the opportunity to complete activities that have a practical purpose, such as authentic contact with Spanish/French speakers. They will begin to interact in the Target Language (TL) via listening and responding and reading and writing. These interactions will increase in length over the year.

Students' understanding of language and language learning will develop via work on pronunciation and intonation, grammar knowledge which is transferable and relevant for future learning, such as opinions and verb conjugation, and the skills of translating and transcribing. Vocabulary will be developed in context and students will be able to build strategies to increase their vocabulary base and revisit it regularly to embed their learning.

St Joseph's students will begin to access authentic writing in the Target Language, be it contemporary or traditional song, poetry and prose and will use this to inspire their own creative work.

Formal and informal assessments will be used to inform future learning in subsequent units, allowing teachers to focus on areas of knowledge and understanding which may need more practice.

Subject Content

- Tenses: present and immediate future with special emphasis on infinitive structures
- Key grammatical structures: gender / articles / adjectives / word order / agreement / formation of questions / possessive adjectives / comparatives / adverbs / basic negatives
- Wide ranging vocabulary including connectives, opinions, and justifications

Curriculum Intent – Year 8

By the end of Year 8 our linguists will build on the curriculum intent from Year 7. All students will continue to have access to both French and Spanish during the year in order to further develop their cultural understanding, and to show them how their language skills can be transferred from one language to another.

Language learning will be developed further in Year 8 by increasing their vocabulary and extending grammatical complexity thus allowing students to access more sophisticated literature and understand its purpose, and express their ideas and thoughts at a deeper level which will, in turn, facilitate discussion and justification of their points of view as well as stimulate their own creativity.

Students will learn to adapt their work to varying audiences and will gradually build their ability to respond spontaneously. Proof reading and strategies to ensure accuracy will become a key part of their skill set and listening and transcribing will develop their aural skills.

Subject Content

- Tenses: present, preterite and immediate future including reflexive verbs, impersonal structures (me gusta / il faut) and some key irregulars.
- Key grammatical structures: gender / articles /adjectives / word order / agreement / formation of questions / possessive adjectives / comparatives and superlatives / adverbs / formal and informal address / negatives
- Wide ranging vocabulary including connectives, opinions, justifications, discussion strategies and prepositions.

Curriculum Intent – Year 9

By the end of Year 9 our linguists will build on the curriculum intent from Years 7 and 8. Focus will be on further developing practice and building their understanding of grammar and knowledge of vocabulary to enable them to become increasingly independent language learners.

Our language learners will have a developed understanding of the Hispanic and French speaking world, they will be increasingly fluent, coherent and spontaneous in their language, being able to self-correct common errors and problem-solve challenging texts be it written or spoken. Work on pronunciation will support their speaking and listening skills.

Subject Content

- Tenses: present simple and continuous, past (preterite and imperfect) and immediate and simple future and conditional including reflexive verbs, impersonal and passive structures (me gusta / il faut) and more irregulars.
- Key grammatical structures: gender / articles / a wider range of adjectives / word order / agreement / formation of questions / comparatives and superlatives / adverbs / a wide range of pronouns / formal and informal address / full range of negatives
- Wide ranging vocabulary including connectives, opinions, justifications, discussion strategies and prepositions.

Curriculum Intent – Year 10 & 11

By the end of Year 11 our linguists will have built their confidence as language learners. They will have embedded the learning from Years 7-9 and be able to work increasingly independently to apply their learning to access the GCSE curriculum; further extending their grammatical and language skills and including the idiosyncrasies of the Target Language.

They will develop their understanding of the world by exploring and discussing relevant issues. Students will be able to face the final exam with confidence as they will also work on the specific strategies and skills needed; deciphering complex texts with words previously unseen, listening to people speaking with differing accents and at different speeds, planning essays under exam conditions, being able to spot the grammatical requirements of translation to and from the Target Language, speaking on a one-to-one basis and holding natural extended conversations in the Target Language.

Subject Content

- Tenses: as with Years 7- 9 *and* compound tenses and the subjunctive tense as well as idiosyncratic grammatical phrases pertinent only to the Target Language.
- Vocabulary: ability to describe in detail and narrate events, as well as idiomatic phrases pertinent to the Target Language.
- Topics: Self and relationships, Cultural Identity and Customs, Sport and Exercise, Health, Education, Careers, The Environment, Homelessness, Tourism, Leisure and Entertainment, Technology, Geography

SMSC in Languages



Spiritual Development:

"To have another language is to possess a second soul." Charlemagne

The Spiritual life of the students in MFL is nurtured and supported. The MFL classroom supports spiritual development not only through the faith activities in school and serving as a witness to the Catholic life of the school, but also by ensuring that our learners develop empathy, compassion and humility. The MFL classroom is one where equality and the dignity of each human being is valued and promoted. Students have the opportunity to learn about different religions, ways of life, and beliefs, in an atmosphere which models openness and acceptance as well as one of joy and awe and wonder as they learn about the wider world.

Moral Development:

"Learning another language is not only learning different words for the same things, but learning another way to think about things." Flora Lewis

A key element of moral development in the languages classroom is tolerance and respect for others. This is modelled both in terms of classroom expectations as well as by promoting a deeper respect for people who do not live the 'same life' that we do. Stereo-typing is challenged as students are supported to appreciate different perspectives and life experiences that can be found in French and /or Spanish speaking countries. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Students are taught to guard against Xenophobia and learn, through experience, to embrace 'difference'. Students are further supported to develop their moral understanding as we study pertinent issues via the medium of the Target Language: Tourism, Eco-tourism, our responsibility to the environment, health, unemployment, poverty and charity.

Social Development:

"A different language is a different vision of life." Frederico Fellini

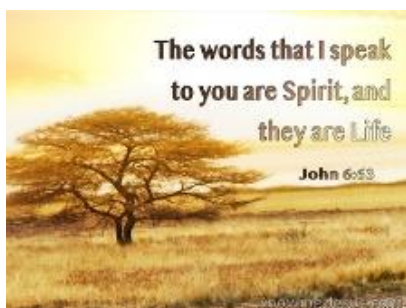
Students in the languages classroom have many opportunities for social development. In the classroom students are supported to develop their communication skills with peers, in pairs and in groups. Students are also given the language and scaffold to improve their debating skills and put forward logical arguments. The oral exam supports them to prepare for presentations and face to face encounters. Beyond the classroom all students are encouraged to have authentic contact with students in France and / or Spain which further supports their social development. The MFL curriculum supports them to better understand their place in society as we study: family life, relationships, role models, fame, equality, nation, race, healthy, poverty, unemployment, homelessness, charity, volunteering and social cohesion.

Cultural Development:

***"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."* Nelson Mandela**

Exploration of language and culture is key to the MFL classroom and the trips that are offered. Students are able to learn a great deal about what it feels like to 'live someone else's life' and understand how cultures differ across regions, countries and continents. They discover differences in daily routine, foods, health, environment, customs, religions and traditions. Students study festivals as well as the role of sport, film and literature in target language countries. Students' attention is also drawn to the etymology as well as the history of language and how and why some languages are more widely spoken than others including the role that large empires played in spreading European languages across the globe.

Gospel Values:



As a Catholic school, our values are rooted in the Gospel message and we develop the values in every one of our students.

Gospel Value	Location in Department Teaching
Faithfulness and Integrity	Marriage & partnership
Dignity and Compassion	Volunteering, poverty & charity, global disasters
Humility and Gentleness	Environment and how we can support it
Truth and Justice	Global issues
Forgiveness and Mercy	The study of colonialism and its impact
Purity and Holiness	Marriage & partnership
Tolerance and Peace	Other religions, beliefs & traditions
Service and Sacrifice	Volunteering, poverty & charity

Promoting British Values in Languages

The Languages department celebrates cultural understanding and diversity. British Values are an intrinsic focus of Languages. The Languages classroom is one where mutual respect and tolerance is promoted, where rules are agreed and are respected, where the student voice is heard and acted upon. Our students are given the opportunity to consider the needs and experiences of people of other cultures and reflect on their own response to this. The student is encouraged to build a framework of moral values which regulates their personal behaviour as well as to question and reason which in turn supports them to develop their own value system.

By studying routines, traditions, religions, festivals and differ ways of life students gain an appreciation of their own cultures and values as well as being able to compare them with the cultures and values of other French / Spanish speaking countries. Students are encouraged to reflect on the differences and similarities of the British way of life with those of other countries. We encourage students to keep an open mind when reflecting on and discussing tolerance and in turn they come to value the rules of law and democratic systems.

Fundamental British Values evidenced in the Languages classroom either as a way of working in the classroom or as part of the curriculum that is studied and discussed.

- **Tolerance**
- **Mutual respect**
- **Individual liberty**
- **Democracy**
- **Rule of Law**

Literacy and Languages



"A 'person' who does not know a foreign language is ignorant of 'their' own."

Johann Goethe (1749-1832)

Literacy is an intrinsic part of the Languages curriculum and work completed in Languages directly compliments development of students' literacy skills. At the same time, it is essential that MFL practitioners do not take the literacy elements for granted. Languages teachers at St Joseph's make literacy explicit both in order to support the learners' understanding, as well as to help to make links with literacy in their own language and thus reinforce learning elsewhere in the curriculum.

Literacy in Languages is promoted in many ways:

Grammar & Syntax	Spelling and Punctuation	Vocabulary	Oracy & Presentation
Articles, Adjectives, Word Order & Agreement, Nouns & Gender, Verbs & Infinitives, Adverbs, Connectives, Tenses, Pronouns, Voices, Gerund, Imperative, Questioning, Forming negatives, Exclamation, Comparatives, Superlatives. Idiosyncratic grammar.	Students are made aware of the importance of accuracy to communication as well as to social relationships. Students become trained 'proof-readers' to help them to spot common errors including accents.	Students learn to improve their communication by increasing their vocabulary including synonyms, antonyms, variety, detail, description, opinion, reason & justification, idiom, presenting arguments.	Oracy is developed by speaking the TL out loud thus embedding correct pronunciation, intonation, interaction & fluency. Oracy is also encouraged to support learning and understanding and students verbalise their learning and articulate their understanding in English.
Reading	Translation	Transcribing	Writing
Students develop a range of reading strategies, not least resilience when faced with challenging texts. These skills are directly transferable and support students to persevere and develop strategies to help decipher meaning. Students also learn advanced dictionary skills in both languages.	As students learn the skill of translation, they become more aware of grammar and syntax. This supports them to understand the difference between words as units of meaning and phrases as strings of meaning. They become more aware of the syntax of their own language as well as the Target Language.	Transcribing supports students' aural skills and helps promote spelling and phonetic matches as well as more in-depth comprehension of the messages conveyed.	Students are taught to plan their work and develop coherence when writing. This is supported by scaffolding and instruction on writing conventions such as letters, e-mails or discussions. Students are given opportunities to improve and value good hand-writing.

SEND in Languages

The Equality Act 2010 and Special Educational Needs and Disability (SEND) Regulations 2014 place certain duties on schools to ensure that students with SEND are able to take advantage of the same opportunities that other students have. To help students with special educational needs and disabilities (SEND) reach their full potential, they first must have equal access to the curriculum. Students in Languages therefore have access to a range of resources which have been designed to support their needs.

Schemes of Learning are cyclical and scaffolded so that all students are taught knowledge and skills in a structured format with many opportunities to revisit/recap and embed learning.

Various methods of formative assessment are used within the classroom including no hands up/use of mini-whiteboards to check for understanding, targeted questioning designed to increase confidence/enhance and develop understanding. We regularly use online assessment tools such as Seneca Learning, Microsoft Forms quizzes, Blooket, etc which allow assessment in a fun and non-threatening environment, whilst not increasing teacher workload.

The assessment rubrics within the department have been designed to be fully inclusive and cover the range of abilities of all students, ensuring that everyone can see that they have achieved and made progress. Students are supported by teachers and Teaching Assistants (where applicable) to achieve well, live marking and verbal feedback where possible allows for immediate / timely feedback and correcting of misconceptions as they arise. Students in Years 10-11 are given the GCSE Mark Schemes before commencement of assessments, and these are discussed and modelled in detail so that all students know what is expected to achieve each of the levels.

Seating plans are designed strategically with children with SEND seated as priority. Specific needs are addressed, i.e. visual/hearing impaired children will be seated toward the front of the classroom; classes with wheelchair users re-roomed to the ground floor and the students seated on the end of a row. Seating (desk) positions are chosen to ensure ease of access and movement around the room for Teaching Assistants and teacher support. The students selected to sit either side of the SEND student are typically chosen as a learning buddy (HA to support) or as a safety friend to ensure that they feel safe in the environment and help to increase their confidence.

A wide range of resources are used to support SEND students within the department; including, but not limited to: enlarged- / colour-adapted (buff-coloured paper and overviews) resources to allow easy demonstration, WAGOLL resources, Sentence Builders, scaffolded activities, text based helpsheets, workbooks, websites and video help resources.

Activities are also varied in order to enable all students to take part in all lessons. These activities cover all four skills: Listening, Speaking, Reading and Writing and are adaptable to ensure students of all abilities can participate at their appropriate level.

The department also encourages the use of various software and tools which can be utilised to support SEND students, for example: ColorVeil can be used on classroom whiteboards in place of overlays, Immersive Reader is used to help with spelling and pronunciation checks.

Languages Structure

The Languages department is made up of an experienced team of four staff who are highly qualified to teach French and Spanish to GCSE and beyond. The department provides lessons that are well-structured to support gradual progress. The philosophy of the Languages department is one of 'success breeds success'; students who are achieving well will continue to do so through a strong sense of self-esteem and affirmation. For this reason, lessons are pitched well and build on prior learning. The whole team work together to produce a coherent curriculum which supports the progress and development of all Languages learners, whether they are starting from scratch, or are native speakers.

Staffing Structure

Mrs J Hopkins – Head of International Languages (including MFL, EAL & Home Languages)

Mrs A McDonnell – Assistant Headteacher (i/c Teaching & Learning) & Teacher of MFL

Mr P Smith – Teacher of MFL

Mrs C Yates – Teacher of MFL

Spanish Curriculum Structure – overview

Year 7	Year 8	Year 9	Year 10	Year 11
Personal Information Free Time School Family & Friends	House & Home Holidays (weather, transport) My Life (technology, free-time, fashion) Food (incl: eating out, shopping) Body & Health	Family & Friends Relationships & Marriage Festivals & Customs Food – Eating Out Hobbies (TV, Film, Sport, Music)	Holidays Tourism Home Town Directions Region Environment Global & Social issues	School Rules Future plans Further education Work experience Jobs
Description Opinion Pronunciation Dictionary skills	Narration Role-play	Description Comparison Narration Similes Role-play LSRW + translation	Narration Description Idioms Exam skills	Variety Writing letters Holding interviews Exam Skills
Articles Agreement Word Order Verb Conjugation Present Tense Immediate Future	Preterite tense Immediate future Comparatives Superlatives Adverbs of frequency Pronouns Negatives Modal Verbs Conditional Reflexive Verbs	Present tense Irregulars Stem changing verbs Reflexive verbs Ser & estar Immediate future Preterite Imperfect Perfect Tense Conditional	Future tense Passive Voice Subjunctive Imperative	Object pronouns Compound tenses Conditional Subjunctive

St. Joseph's MFL Learning Journey



AQA

THEMES:
Identity and culture
Local, national, international and global
areas of interest
Current and future study and employment

Exam preparation;
4 skills:



Exam techniques

Grammar revision



Education Post-16



Life at school & college

YEAR 11

CULTURE: Literary texts

Using 3 time frames

Travel & Tourism

World issues

Environment

Poverty & Homelessness



CULTURE: Festivals in France / Spain & French / Spanish-speaking countries



Food & Eating Out



Cinema & TV



Free-time



Fashion



Why learn a language?



Talking about clothing and school uniform



Time & Timetable



School Subjects & Teachers



Discussing the weather

YEAR 10

Describing a town

Where You Live

Where you would like to live

Charity work

Keeping fit

Family & Friends

Perfect and imperfect tenses



Sport



Music



Mobile Technology



Free time activities



Social Media



Marriage & Partnership



Technology



Eating Out



Being healthy

Perfect tense revision

Technology in Everyday Life

Future and conditional tenses

Describing relationships

Describing self, family and friends

The present tense

Free time

Technology

Eating Out

Body

Being healthy

Family & Friends

YEAR 9

Describing a past holiday

Describing a future holiday

Planning a future holiday

The future tense

Giving opinions of holidays

Holiday activities

Describing a past holiday

Describing a future holiday

Planning a future holiday

The preterite tense

CULTURE: Geography of France / Spain

Describing family and pets

Describing where I live (Town)

Describing where I live (House)

Describing where I live (House)

Meeting and greeting people

CULTURE: Hispanic & Francophone countries

Counting to 100

YEAR 8

Counting to 100

Describing yourself and Others (personality)

Describing people (physical appearance)

Describing where I live (House)

Meeting and greeting people

CULTURE: Hispanic & Francophone countries

Counting to 100

Describing yourself and Others (personality)

Counting to 100

YEAR 7

Counting to 100

Describing yourself and Others (personality)

Giving my opinion

Being sporty

Meeting and greeting people

CULTURE: Hispanic & Francophone countries

Counting to 100

Describing yourself and Others (personality)

Counting to 100

YEAR 7

Counting to 100

Describing yourself and Others (personality)

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." Nelson Mandela

Languages – Progression Steps



Understand, say, write, translate & transcribe...

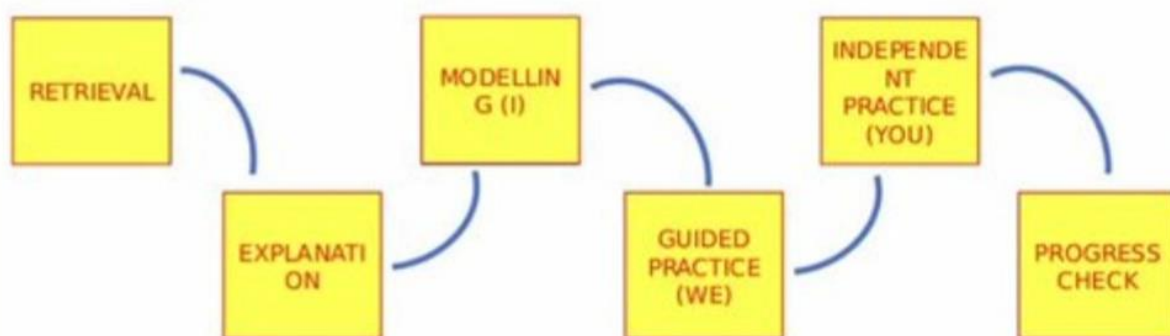
12	... with secure accuracy a range of extended more complex passages including texts that may carry implicit meaning or unfamiliar vocabulary or grammar. Initiate & sustain longer conversations independently & creatively across a wide range of topics. Use complex grammar & less common vocabulary. Use idiosyncratic French grammar including the full range of pronouns, the subjunctive, pluperfect & imperfect continuous tenses.
11	... with a very high degree of accuracy a range of extended more complex passages including texts that may infer meaning. Independently develop & sustain conversations with creativity, the correct register & rare hesitation. Regularly use complex grammar & less common vocabulary. Use idiosyncratic French grammar & a full range of tenses & moods.
10	... with a high degree of accuracy, a range of extended more complex texts including texts that may infer meaning. Develop & sustain conversations with some creativity & little hesitation. Write to provoke interest, convince & express points of view. Use idiosyncratic grammar & a full range of tenses.
9	... with a high degree of accuracy, a range of longer more complex texts in French. Initiate conversations or respond to unexpected questions. Use a wider range of tenses, narrate events, describe in detail, fully justify opinions & adapt previously-learnt language. Express other people's opinion, use comparative adjectives, more negatives, all possessive adjectives, direct object pronouns and the present continuous tense.
8	... with increasing confidence & spontaneity a range of longer more complex texts. Initiate conversations that may include narration or language in new contexts, with good pronunciation & intonation. Use three tenses, work out unknown words & deduce meaning, link sentences & paragraphs & structure ideas. Build competence with irregular perfect tense, direct object pronouns, modal verbs & the imperfect tense.
7	... with increasing accuracy, a range of longer texts. Further develop a more spontaneous & natural conversation including a wider range of questions, opinions, reasons, justifications, & comparison, three tenses together, with good pronunciation & intonation. Build competence with the full perfect (past) tense including relevant time expressions, a wider range of negatives, reflexive verbs, the simple future with 'if', & the imperative form.
6	... with increasing accuracy, a range of longer texts. Further develop conversations including a wider range of opinions, reasons, justifications, detail, description & two tenses together. Build competence with more irregular verbs, expressions of time, a wider range of question words, the 12-hour clock, different modes of address, common prepositions.
5	... with some accuracy a range of short texts & questions in the present or future tense. Further develop conversations including opinions & reasons, at times, spontaneously. Use a dictionary & read 'real' Target Language texts. Build competence with present & immediate future tenses, & more quantifiers.
4	... with some accuracy a range of short texts & questions. Further develop a conversation including opinions & description. Use a wider range of connectives, question words & possessive adjectives. Build competency of the present tense using all 3 verb types.
3	...with some accuracy several sentences & questions. Begin to develop a two-way conversation. Understand adjectival agreement, use intensifiers, expressions of frequency, qualifiers & the present tense of some irregular verbs.
2	...new phrases & basic questions. Begin to develop pronunciation. Understand adjectival agreement, negatives, simple connectives, simple opinion, infinitives & the basic present tense.
1	Understand, say, write, copy & translate new target language (TL) words including numbers & common words. Understand the terms; noun, article, adjective, pronoun, verb, tense, gender, masculine, feminine & plural.

Planning & Assessment Principles

Year 7 begins our 5-year spiral curriculum. The scheme of learning and lesson outcomes are within the relevant areas on the shared drive (and on Teams) and have been drawn up collaboratively by all members of the department. These SoLs are adjusted annually and in the light of new L&T strategies further adjusted to support enough interleaving throughout the Languages journey to support memory and retrieval.

Planning for Consistency: The Importance of Lesson Structure

WJEC Townham



Assessment in Languages is designed for several purposes:

Regular low stakes testing – This allows students to measure their own progress and provides opportunities to revisit prior learning and for students to embed learning and improve their memory and recall strategies. Data is collected informally each lesson. This must not hold a ‘fear factor’ for students as this forms part of the learning strategy but data will support the teacher to make holistic evaluations of teaching and pupil progress. These tests will often be ‘do now’ tasks or activities on Microsoft Forms.

Homework – Homework is set regularly to allow students the essential practice of the work covered in class. Homework is assessed for completion as well as to identify common misconceptions or gaps in learning and / or teaching so that future lessons can be adapted to support further progress. Google Translate is a barrier to progress outside of the language classroom and students and parents are warned against its use. (www.wordreference.com is an acceptable online dictionary website allowed to support students’ independent learning). Flipped learning, listening or reading activities, vocab learning, grammar tests will feature regularly.

Mini-tests – This form of assessment serves to ‘raise the stakes’ for students and promotes pupil ownership of revision and preparation. It is also intended to support students to prepare for exams. Mini-tests allow teachers to model how exams can be completed and allow students to discuss and

evaluate their progress. These tests will support learning as they are designed to give students low risk opportunities to put their learning into practice and receive feedback on their progress.

Summative assessments – The department will run summative assessments at least 3 times a year. This is in order to support the class teacher to evaluate progress and support forecasts as well as to further support adapting the curriculum and pedagogy. Students will benefit from these assessments as they provide: feedback on progress, a chance to revise, re-cap and consolidate, and further opportunity to practise exam skills. They are an opportunity to identify areas of improvement; an opportunity for attention, affirmation and reward.

Class books will contain all notes from lessons and all homework. They should have a front cover on the front of the book, progression scales on the inside cover, and Module overview and tracker sheets at appropriate points depending on the year group and topics. Class books will predominantly use peer and self-assessment as a method of marking with student responses to this marking as appropriate.

Teachers will monitor progress in class by circulating and using green pen in line with the feedback policy. Class books are not expected to provide evidence of ALL learning experiences in the MFL classroom as much work will be carried out verbally or practice will be completed on mini-whiteboards.

The *purpose* of the exercise book is to provide an overview of progress in reading and writing as well as a resource for students to use in lessons and for revision. Students should complete work in blue or black pen with responses to feedback in purple pen. This supports our learners to become reflective learners who take responsibility for their own progress.

Enrichment and Extra-Curricular

The Languages department offers weekly enrichment for lower school and intervention during P6 for Year 11. We also offer other activities and trips/visits as they arise, including those from external providers.

Our enrichment activities include:

- Barcelona Trip
- Spanish Exchange (initially a virtual project with the intention of, hopefully, progressing to a face-to-face exchange in the next year or so)
- Colleges/universities – either visits to the establishments to see their Language Departments or visitors from them coming in to school
- European Day of Languages activities
- Penfriend scheme (with twin town school/s)
- Languages Ambassadors Award scheme
- EAL Ambassadors
- Bolton Languages Network activities (eg: Translation competition)

Post-Covid Education

Although the "Covid curriculum" is no longer a requirement, and the transitional period to "be ready" for full compliance with the new Ofsted framework has now ended (September 2022); a lot of the adjustments to our curriculum due to the impact of Covid-19 will remain in place as good practice going forwards, as they will continue to best support the learning and wellbeing of our students.

We will continue to use elements of remote-learning / EdTech where appropriate (eg: a KS4 student absent but able to join lessons via Teams call; Microsoft Forms homeworks to enable immediate feedback and reduce teacher workload, etc) to ensure that our face-to-face learning is maximised.

Promoting positivity and establishing and reinforcing learning routines will be key.

In Languages we will also ensure we:

- identify and teach essential vocabulary for progression
- make sure pupils have a strong mastery of the sound and spelling system
- prioritise grammar.

The best way to identify essential vocabulary and grammatical structures is on the basis of its frequency. Pupils need to encounter and use core vocabulary and grammar multiple times, in different contexts, to remember it well. Therefore, interleaving will continue to feature heavily this academic year. This will ensure that any absent students are not disadvantaged, whilst at the same time providing those students who were present with spaced retrieval and revision.

Assessment

Regular formative assessment is also a key focus of our curriculum plan. Assessments will take various forms; including low-stakes testing; mini-tests; 'Do Now' activities, etc, whilst summative assessments will also be utilised to inform future planning and interventions.