



MFL– Intent, Implementation and Impact

At St Matthew's 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.

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 where subject ‘big concepts’, disciplinary and substantive knowledge are encountered throughout the child's life at St Matthew's.

Disciplinary Knowledge refers to the knowledge of how to perform a specific skill or task, it is automatic. An example of disciplinary knowledge in MFL would be understanding some Spanish 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. An example in MFL would be knowing some words automatically - for example, greetings, counting.

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. Each class receives their MFL curriculum by specialist tutors from an outside agency - Junior Jam.

For the majority of MFL lessons a defined structure is in place. It is expected to see some aspects of the outlined framework in each lesson. In MFL the lesson model would be :

“Be blessed by God, be happy and aspire to 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).

Impact

To measure the impact of the MFL curriculum at St Matthew's we use qualitative and quantitative information.

What we measure:

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

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.