

# TCEAT Curriculum & Assessment Overview: *MFL*

## **Course description and overarching aims (Intent)**

In an increasingly globalised world, languages have never been so important. Not only is it incorrect that “everybody speaks English”, but many universities now require pupils to have studied a language at GCSE level. What’s more, many employers see language qualifications as a desirable asset as they are evidence of effective communication skills.

In the Trust, we believe that all pupils should have the opportunity to study a language, as the benefits are numerous. Through the learning of a foreign language, students develop key transferable skills, like resilience, pattern recognition and effective communication, and improve understanding of their own language, thus promoting both literacy and oracy skills. Our aim is that all students develop a real passion for languages, which teachers promote both in the classroom and through a wide range of extra-curricular opportunities.

The languages curriculum is designed with an equal weighting of productive and receptive skills through each unit, so that all skills become equally strong. In addition, we promote teacher use of target language and challenge students to produce language independently from the outset, so that they are empowered with the ability and confidence to manipulate language spontaneously in unfamiliar contexts from Year 7 onwards.

## **Curriculum model overview (Implementation)**

How is our curriculum planned and why:

We combine a systematic, explicit teaching of grammar and vocabulary with opportunities for students to engage with the target language across the range of 4 skills. We recognise that learners want to express themselves fully and therefore teach the full range of tenses from year 7, ‘chunking’ these so that they are accessible.

Both skills and knowledge are taught using a spiralled approach allowing key content to be introduced and revisited at regular intervals across all key stages. This approach deepens student understanding and supports students to apply their existing knowledge in unfamiliar and increasingly demanding contexts.

Each unit focusses on both language and culture to inspire passionate linguists who can communicate with confidence and spontaneity. The four key skills: listening, reading, speaking and writing (including translation) are practised regularly and equally over the course of each unit. For the new GCSE specification, we have also embedded explicit phonics teaching and are updating relevant resources to reflect the different skills required, such as gap fill listening and read aloud tasks.

In class, students work progressively through three differentiated outcomes with regular checkpoints built-in allowing students to reflect on their learning and teachers to react where necessary. These outcomes are also carefully planned according to the three tiers of our curriculum

## TCEAT Curriculum & Assessment Overview: *MFL*

(Core, Higher, and Advanced) so that all students are able to access our curriculum. In addition, tasks within lessons include challenge and support to empower all students to work independently.

Grammar is taught using the correct grammatical terminology. Where possible, students are encouraged to use prior knowledge to elicit patterns to work out new structures for themselves. Alternatively, students are taught to apply grammatical knowledge in unfamiliar contexts.

Literacy is developed through the systematic use of vocabulary lists, knowledge organisers, dictionaries and writing frames, as well as the explicit teaching of grammatical concepts, both in English and the Target Language.

All lessons cover a range of skills, use a variety of activity types, and include engaging content. There are also regular opportunities to check student retention and recall, with every lesson starting with a memory task (such as a closed-book vocabulary or translation quiz).

Lesson prep is set every lesson and either consolidates learning, retrieves prior learning or prepares students for the next lesson. Again, prep tasks are designed so there is an equal weighting of productive and receptive skills practised at home.

### Three tiers and three outcomes

Our curriculum is structured so that all students can access the appropriate level of support and challenge. There are three tiers (Core, Higher, Advanced) which cover the same material at increasing levels of challenge. All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3 and KS4. These allow the students to have a high ownership of their learning and a sense of purposeful progression. This means not only is it possible for all students to learn the same key content at a level appropriate to their current understanding, but it also allows students to move between tiers at any point with ease. The spiral nature of the curriculum results in students having the opportunity for further developments in these topics the next time the topic is revisited.

Example:

LESSON OUTCOMES	CORE TIER	HIGHER TIER	ADVANCED TIER
I can name items in my school bag	<b>Bronze</b>		
I can describe what I have in my bag using <b>j'ai</b>	<b>Silver</b>	<b>Bronze</b>	
I can use <b>je n'ai pas de</b> to say what I don't have in my bag	<b>Gold</b>	<b>Silver</b>	<b>Bronze</b>
I can use <b>il a, elle a</b> to say what someone else has		<b>Gold</b>	<b>Silver</b>
I can use <b>il n'a pas de, elle n'a pas de</b> to say what someone else doesn't have			<b>Gold</b>

# TCEAT Curriculum & Assessment Overview: *MFL*

## Assessment Objectives

We have overarching objectives which summarise the skills covered, or the handling of content involved. The internal school assessment system has integrated assessment objectives so that students can be aware of and consciously work on the different strands of content and skills within the subject /course. The internal school system uses the same objectives from Year 7 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5

### GCSE Assessment objectives\*:

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Q1</b>	AO2: 50% AO3: 50%	AO2: 50% AO3: 50%	AO1: 50% AO4: 50%	AO1: 50% AO4: 50%	AO1: 50% AO3: 50%
<b>Q2</b>	AO1: 25% AO2: 25% AO3: 25% AO4: 25%	AO1: 25% AO2: 25% AO3: 25% AO4: 25%	AO1: 25% AO2: 25% AO3: 25% AO4: 25%	AO1: 25% AO2: 25% AO3: 25% AO4: 25%	AO1: 25% AO2: 25% AO3: 25% AO4: 25%
<b>Q3</b>	AO1: 50% AO4: 50%	AO1: 50% AO4: 50%	AO2: 50% AO3: 50%	AO2: 50% AO3: 50%	AO1: 25% AO2: 25% AO3: 25% AO4: 25%
<b>Q4</b>	AO1: 25% AO2: 25% AO3: 25% AO4: 25%	AO1: 25% AO2: 25% AO3: 25% AO4: 25%	AO1: 25% AO2: 25% AO3: 25% AO4: 25%	AO1: 25% AO2: 25% AO3: 25% AO4: 25%	n/a

\* to be updated once new GCSE accreditation finalised

# TCEAT Curriculum & Assessment Overview: *MFL*

## A level Assessment objectives:

- AO1: Understand and respond:
  - in speech to spoken language including face-to-face interaction
  - in writing to spoken language drawn from a variety of sources.
- AO2: Understand and respond:
  - in speech to written language drawn from a variety of sources
  - in writing to written language drawn from a variety of sources.
- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
- AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Year 12 Quarterly assessments	
Q1	Paper 1a: Listening and Writing: 40 mins Paper 1b: Reading and Writing: 1 hour Paper 3: Speaking (card only): 5-6 min (+ 5 mins preparation time)
Q2	Paper 1: Listening, Reading and Writing : 1 h 45 mins Paper 3: Speaking (card only): 5-6 min (+ 5 mins preparation time)
Q3	Paper 1: Listening, Reading and Writing: 2 hours Paper 2: Writing (one essay on set film): 1 hour Paper 3: Speaking (card only): 5-6 min (+ 5 mins preparation time)
Q4	Paper 1: Listening, Reading and Translation: 2 hours Paper 2: Writing (one essay on set film): 1 hour Paper 3: Speaking (card only): 5-6 min (+ 5 mins preparation time)

Year 13 Quarterly assessments	
Q1	Paper 1a: Listening and Writing: 45 mins Paper 1b: Reading and Writing: 1 hour Paper 2: Writing (one essay on set film): 1 hour Paper 3: Speaking (card only): 5-6 min (+ 5 mins preparation time)

## TCEAT Curriculum & Assessment Overview: *MFL*

Q2	Paper 1: Listening, Reading and Translation: 2 hours 30 minutes Paper 2: Writing (one essay on set book; one essay on set film): 2 hours Paper 3: Speaking (1 card & mini IRP)
Q3	A-level mock exams Paper 1: Listening, Reading and Translation: 2 hour 30 minutes Paper 2: Writing (one essay on set book; one essay on set film): 2 hours Paper 3: Speaking (1 card & IRP)
Q4	A level exams

### Knowledge:

The documents below cover the following:

- Substantive knowledge (the main categories that account for the accepted conventions and facts of our subject)
- Disciplinary knowledge (the main subject skills, procedures, thinking structures and behaviours of our subject)

### Curriculum seven-year plan:

MFL students will follow a curriculum map specific to their school. You can find individual course overviews for each school [here](#) (Copia links needed – not sure if this will ultimately link to Trust page? KOB to confirm with Rob & Matt)

# TCEAT Curriculum & Assessment Overview: *MFL*

## Approaches to learning

In the MFL department, all lessons are based on the three core pillars of language learning. These are Grammar, Phonics and Vocabulary.



With this in mind, all lessons are planned:

- to include opportunities to acquire new vocabulary, as well as revising vocabulary encountered previously
- to allow for new grammatical concepts to be introduced or revised in new and unfamiliar contexts
- to enable students to practise key phonics, which are embedded within the lesson content

We use a joint planning approach to ensure all teachers can benefit from their more experienced colleagues. These teachers are then trained to skilfully adapt lessons for their particular classes. This is done through department and whole school CPD, but also by using a common checklist when planning lessons. This is as follows:

## TCEAT Curriculum & Assessment Overview: *MFL*

Questions	Checklist
What is the context?	<ul style="list-style-type: none"> <li>- Teachers use the unit planners to identify where the lesson fits within a sequence</li> <li>- Teachers identify what grammar / phonics / vocabulary students will need</li> <li>- Teachers identify what their class know already</li> </ul>
What is the Learning Objective and associated three-tiered outcomes?	<ul style="list-style-type: none"> <li>- Teachers check that the Learning objective will make a challenging yet accessible lesson</li> <li>- Teachers identify the 3 outcomes, as well as the success criteria for the lesson</li> <li>- Teachers consider possible scaffolding needs for their class</li> </ul>
What is the starter activity?	<ul style="list-style-type: none"> <li>- Lessons begin with the closed-book, recall activity (G – D – E translations). Teachers adapt these sentences to pick up on recent misconceptions (goldfish) and common misconceptions from previous units (dog &amp; elephant)</li> <li>- Students do this task independently on MWBs or in books (indicated with icons) in order to train their memories, and also identify gaps in their knowledge</li> <li>- Teachers ensure there is appropriate support (e.g. first letters of the words or key tips)</li> <li>- Teachers ensure there is an engaging challenge task on the slide</li> <li>- Teachers allow time for all students to attempt all 3 sentences</li> <li>- Students correct their work (on MWB or in books) to learn from their mistakes</li> <li>- Teachers draw attention to common errors (especially those to be revisited in the lesson)</li> <li>- Teachers use appropriate AfL methods to gauge class performance (and identify if content needs to be revisited)</li> </ul>
What are the lesson activities?	<ul style="list-style-type: none"> <li>- All lessons should include a range of tasks (covering both productive and receptive skills), planned as settle and stir activities</li> <li>- Tasks should be planned to break the lesson objective down into manageable chunks</li> <li>- Tasks should be varied, engaging and relevant</li> <li>- Tasks should have appropriate support and an engaging challenge</li> <li>- Teachers should explain tasks in the target language, and check student understanding before starting.</li> </ul>

## TCEAT Curriculum & Assessment Overview: *MFL*

	<ul style="list-style-type: none"> <li>- Teacher instructions should include the context (why this task is important / useful), the success criteria (how it will be marked / assessed), where students are working (in books / on MWBs), how students are working (in pairs, on own), what support students can use (success toolkit / starter sentences on the board), what to do if they finish (engaging challenge task) and the time allowed</li> <li>- Teachers should circulate and provide direct feedback during tasks</li> <li>- Teachers should provide time indicators to promote good pace</li> <li>- Teachers should use appropriate AfL methods to check student progress</li> <li>- If required, teachers should revisit vocabulary / grammar / phonics before moving onto the next objective / task</li> </ul>
What will the plenary be?	<ul style="list-style-type: none"> <li>- Students have regular opportunities to reflect on what they have achieved in the lesson. They may do this through self or peer assessment; using their green pen/highlighters to mark their work.</li> <li>- Students regularly show their teacher what they have achieved, using scores out of 10, MWBs, traffic light cards etc.</li> </ul>
What will the prep be?	<ul style="list-style-type: none"> <li>- Teachers set prep every lesson</li> <li>- Teachers select / adapt tasks to ensure it will take their students 15 minutes</li> <li>- Teachers ensure all students are clear on the prep task before they leave the lesson by asking HDQ / checking planners</li> <li>- Prep tasks either consolidate learning, retrieve prior learning or prepare students for the next lesson.</li> <li>- Teachers should, where possible, use prep tasks indicated in the unit planners, as these are designed so there is an equal weighting of productive and receptive skills practised at home</li> </ul>

### Assessment

The Trust assessment policy is central to support the 10:10 ethic which informs the ethos of all of the Trust's schools. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve. The school assessment system is entirely formative as all assessments are designed to be diagnostic for both the students and the teacher, designed to provide information on progress and provide feedback on areas for improvement as part of a feedback loop. The delivery of the curriculum in all subjects allows for a range of assessment activities including:



# TCEAT Curriculum & Assessment Overview: *MFL*

## *AfL – Assessment for Learning*

AfL is critical to learning. Throughout each lesson students will be given opportunities to test their understanding and give their teacher opportunities to identify issues and correct misunderstandings on the spot. All teachers utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons. These strategies include the use of mini whiteboards, green pens (used to distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, circulation, live marking using a visualiser and various types of questioning.

In MFL we do weekly vocabulary tests to regularly check student retention of key vocabulary and phrases. From Year 7 onwards, we ensure students are not intimidated by these tests, but instead see them as essential checkpoints in their language-learning journey.

In lessons, starters are “Goldfish – Dog – Elephant” recall tasks. These involve students translating sentences from previous lessons to both train their memories, and also to identify any common errors. Teachers are trained to adapt these starter sentences to suit the needs of their classes, as well as to suit the requirements of the lesson in question – as these often provide an essential starting point for both student and teacher in establishing prior knowledge (of both vocabulary and key grammar).

## *Prep*

Prep is designed to support learners to retain and retrieve information therefore strengthening long-term memory. Preps are short tasks, no longer than 15 minutes in length, set each lesson with a due date of the next timetabled lesson. This work is to be completed outside of the classroom (at home or in study club) and is designed to consolidate learning and prepare students for their next lesson.

In MFL we do weekly vocabulary tests, with words being set in the last lesson of the week for testing the following week. The number of words set, tested and the pass mark are as follows:

ADVANCED: 20 words set, 15 tested, 12 to pass

HIGHER: 15 words set, 12 tested, 9 to pass

CORE: 12 words set, 10 tested, 7 to pass

## *Standardised assessments*

## TCEAT Curriculum & Assessment Overview: *MFL*

These are longer tasks designed to provide students with a chance to applying work from several lessons. These may be done as homeworks or in class. These tasks will be in place of prep and have an extended deadline as they will take students longer to complete. Students self or peer assess the home task so they can identify their areas for improvement. The in class task is then marked by the teacher so common misconceptions can be addressed.

### Quarterly assessments

At fixed points throughout the year students sit exams in a formal setting.

Twice per academic year (December Q2, June Q4) students will sit assessments that take the form of formal exams and examine cumulative skills and content acquisition. These milestones are opportunities for students, staff, parents & carers to take stock of progress and performance at this point. We then have the information and feedback needed to take the next steps in their learning.

### Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the 'best version' answer). This allows teachers to adapt teaching as necessary.

Formal assessments and Quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given and time for students to update their progress tracker in their planners.

### External examinations.

KS4 exam board: AQA (Edexcel from 2026 onwards)

KS5 exam board: AQA

At the TCEAT, we also offer examinations in heritage languages for students who learn an additional language outside of the curriculum. The students are able to choose their own exam board.