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| <p>KS3 Rationale Learning another a language provides an opening to other cultures and fosters a deeper understanding of the world. Our curriculum is designed to enable pupils to be able to express their thoughts and needs in another language and to understand and respond to native speakers both in speech and in writing. Our language teaching provides the foundation for learning further languages by utilising a range of different teaching approaches. We seek to build enjoyment through our approach and through including cultural references to the traditions in German speaking countries and by relating learning to key English festivals where possible e.g. World Book Day. Trips to Germany, visits to Manchester University and guest speakers ensure that our learners are clear about the importance of a language in the world of work. In KS3 sequences of lessons are taught which are reflective of the content at GCSE in an age appropriate manner.</p> | <p>KS4 Rationale We follow the AQA GCSE German course which is divided into three themes. Many of the strands of each theme are covered in KS3 in an age appropriate manner, which ensures that much of what is covered in years 10 and 11 can build on prior learning.</p> |
| <p>Pedagogy within the classroom</p> <p>High expectations of all pupils regarding behaviour for learning and outcomes Pace. Every lesson matters. Lessons are well planned and purposeful. “Do now” activities will be followed by brisk and timed activities. Challenge All pupils are challenged in order for them to make the best possible progress from their individual starting points Questioning will be effective in developing pupil knowledge and understanding, assessing progress and informing teacher planning. Progression. All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.</p> | <p>Links to School Improvement Plan</p> <p>Increase the use of low stakes assessments, revision tools and consolidation resources so that pupils increase in confidence and remember the content they have been taught in the longer term Ensure that incisive feedback is in place and that pupils are given opportunities to respond to it so that pupils learn from mistakes, close gaps in their learning and ultimately take more responsibility for their own progress. Literacy- Promote a passion for reading and a thirst for knowledge. Any gaps in reading to be addressed rapidly</p> |
| <p>Skill Progression Pupils build on prior knowledge and skills to help them prepare for the next stage of their education</p> <p>Skills are consolidated from one year to the next, providing the foundation for increasing challenge.</p> | <p>SEN Working to increase our own knowledge of different areas of SEN and how to differentiate appropriately Understanding the SEN needs of all pupils on the SEN register in the class Being flexible and adaptable in teaching approaches to meet the needs of all pupils, not just those with no SEN Not seeing the “label” but seeing the child</p> |

Work given to pupils to be more demanding and to match the aims of the ambitious curriculum

Having as high expectations of lower-ability as we do for the highest; recognising that these pupils may need even more knowledge to plug gaps in their learning than their peers, not less
Creating a “no-excuses” culture: never letting a child’s SEN become an excuse for inadequate or poor-quality work