

Modern Foreign Languages

Intent

Curriculum design

- KS3 (year 7 and 8) – Implementing new approach to languages through story based learning. Moved away from text book centric learning as we consider learning grammar in isolation is not as effective as in situ. The emphasis is on speaking, being able to formulate and answer questions, manipulate language in new situations (driven by new GCSE requirements for spontaneity in speech).
- This new approach is still being developed and resourced and is evolving subject to our reflection as a faculty and pupil progress and achievement.
- KS4 (+ year 9 who cover the first 2 modules of the GCSE). Teaching and learning is based on Kerboodle which is an excellent online resource which has been written for the AQA requirements for GCSE. All pupils have access to this resource. As a faculty we have complete belief in this as an excellent resource for GCSE and as a platform for further study at A level.
- KS5 – We are also using the Kerboodle resources for A level and as above we have full confidence in this as a teaching/learning tool for success in the exam and beyond.

What do we want learners to learn?

- Full understanding of how the language works (grammar). Be able to manipulate the language in different situations. Have the platform to be able to communicate and be more independent. Students should have a varied knowledge of Hispanic/French culture through means of song, news, traditions, literature (KS5), film etc.

How do you want them to learn?

- Above all we are encouraging independence. We are teaching them how to learn and that it's ok to make mistakes. Communication is key. In all key stages students are encouraged to use learning tools such as Quizlet, Word Reference, Duolingo, Lyrics training in order to instil methods of assimilating vocabulary and verbs, also to improve pronunciation.

Implementation

Curriculum delivery

KS3 curriculum delivered by way of story based learning reinforced with grammar activities. KS4 and KS5 delivered through medium of Kerboodle and further enriching, cultural activities.

Teaching

As well as delivering the curriculum as outlined above teachers do have their own styles and are encouraged to be creative and individual. Teachers share ideas and support each other in the challenges that are presented.

Assessment

KS3 assessment is still evolving due to the introduction of story based learning. This is an ongoing process and one that the faculty has flagged up as being a priority.

KS4 and KS5 have very comprehensive assessments at the end of each module of work which successfully test the learning informs the teacher of progress and need for interventions.

Skills developed

See curriculum design and delivery

How are skills developed

See curriculum design and delivery

How does what students learn in KS3 lead on to KS4 and KS5?

Dissatisfaction with textbook led learning and students' limited ability to speak with any degree of spontaneity and inability to apply grammar rules outside the linear grammar exercises, the faculty decided to research a different approach to language learning. Stories have been created so students can see how the language works while engaging in an interesting medium. Students are exposed to high frequency verbs, vocabulary and expressions at a much higher level than text book content provide. Students are required to retell stories and ask and answer questions on them in target language. At KS4 students who have been through this process will be far more proficient in being able to manipulate target language, especially in speaking and writing.

Impact

Attainment

KS3 attainment may seem much slower in comparison with other subjects because the teaching and learning that is being delivered prioritises far more in depth practise mainly in the present tense, with an emphasis on speaking and writing that leads to a far more thorough foundation for KS4. Preliminary results and findings from KS3 are encouraging and students are more able to tackle the rigours and challenges of the new GCSE with confidence. Attainment at KS4 and KS5 is excellent and well above the national average.

Progress

At KS3 this is much slower but as mentioned above is paying off higher up the school.

Knowledge and skill development

The faculty places much importance on giving students the tools to learn and how to use them independently. Home learning is of huge importance in language learning and students in all key stages are expected to practise vocabulary retention at very regular intervals (Quizlet). KS3 grammar is interspersed among the stories and is practised through games, songs and home learning tasks. Edpuzzle is a tool which enables teachers to put a video up for home learning and have students answer questions in the target language as the video progresses – excellent motivation and immediate feedback on success or otherwise.

Destinations

Students learn to appreciate other cultures. Many students appreciate that they are being taught a skill which can be used in their social lives as well as giving more possibilities in their future careers. All 3 current A level students are going to continue Spanish at university.

What attributes does a student have at the end of each key stage?

KS3 – Students are able to tell stories by using high frequency language and are able to manipulate the language for new situations. The students are more independent and are able to problem solve using the tools provided and taught.

KS4 – Students have a growing spontaneity to cope with unexpected questions at exam level. Students are independent learners and can use language tools with confidence.

KS5 – Students are able to research new areas such as culture and technology and are creative and curious. This leads to them being able

to converse in TL on a large variety of topics in a spontaneous manner.
All aspects of language learning are through the medium of the TL.