



Intent

Learning is a change to long-term memory. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities. At Sandlings we want children to be successful through learning through real experiences i.e. using their language skills for a purpose, for children to understand their learning i.e. the need for understanding as well as speaking a second language; and be creative in their in their learning i.e finding different ways to show their learning – using active speaking sessions as well as written work.

Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.

Our curriculum distinguishes between **subject topics** and **threshold concepts**. Subject topics are the specific aspects of subjects that are studied.

Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this ‘forwards-and-backwards engineering’ of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.

For each of the threshold concepts three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provide a progression model.

Knowledge categories in each subject give pupils a way of expressing their understanding of the threshold concepts.

The 4 thresholds concepts for Modern Foreign Languages are:

- Read fluently
- Write imaginatively
- Speak confidently
- Understand the culture of the countries in which the language is spoken

There are a range of topics taught which include:

Food and Drink, Birthdays, Celebrations, School subjects, Holidays, Animals and Pets, Sports, How to tell the time, Body parts and Clothing.

The characteristics we aim to foster in our children are:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is subject specific. We make intra-curricular links to strengthen schema.

A variety of teaching and learning styles are used when teaching MFL:

- Setting common tasks that are open-ended which can have a variety of results as an 'end task' that the children work towards;
- Setting tasks of increasing difficulty using the Rigolo materials for extra support.
- Providing opportunities for pupils to work on their own and to collaborate with others in written tasks
- Listen and repeat activities to learn new vocabulary and phrases.
- Paired work to practise spoken language with conversational structure.

Coverage

Discreet French lessons take place for 1 hour a week in KS2. In KS1, the classes explore French vocabulary at their own pace and in line with their other topics.

At Sandlings, we teach French with a specific focus for the end of each unit, for example a French picnic at the end of the unit on French foods.

We have sometimes have a blocked Languages fortnight where KS2 have the time to teach a unit in depth and KS1 explore languages from round the world with a particular focus on those languages that we have direct links with in school.

Equality and inclusion

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. Through languages week we have a strong focus on learning from those children who have an additional language (or two) at home and encourage them and their families to take part by sending in videos or recordings of key phrases for us to learn.

Homework / Competitions

We hold a Christmas card competition that has a languages theme – previously each card has been written in the language of the country it came from, some children used more than one language and others showcased their home languages (Fijian, Nepalese, Ghanaian (Twi), Bulgarian).

Resources

Rigolo Scheme of work (Rigolo 1 for years 3 and 4, Rigolo 2 for years 5 and 6)

Enriching Our Curriculum

- SMSC is developed in many ways such as:

By exploring the way language is constructed

By helping pupils to have an accurate and truthful understanding of another culture

By learning the skill of communicating in different ways

By exploring different social conventions e.g. forms of address

By appreciating the language and customs of others

By exploring the literature and culture of other countries

By taking part cultural occasions and celebrations

We further enrich the curriculum through competitions and focused themed days.

Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term.

We do, however, use probabilistic assessment based on deliberate practice. We look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run

The role of the subject leader is to monitor pupil outcomes through evaluation of the strengths and weaknesses of MFL teaching and learning across our school. Areas for further improvement are prioritised in an MFL yearly school Improvement plan and the subject lead, through their work in delivering the plan, will work with and support colleagues, including keeping them apprised of new initiatives and developments.

Throughout each topic, teachers assess pupils' French knowledge and understanding. At the end of the term, teachers record pupils' attainment onto our Chris Quigley assessment trackers against national curriculum objectives within particular milestones under four headings:

- Read fluently
This concept involves recognising key vocabulary and phrases.
- Write imaginatively
This concept involves using key vocabulary and phrases to write ideas.
- Speak confidently
This concept involves using key vocabulary and phrases to verbally communicate ideas.
- Understand the culture of the countries in which the language is spoken
This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.

To achieve greater depth, children must show that they are independent learners.

Across the three milestones (Years 1&2 3&4 5&6) it is expected that at the end of each milestone most children will be at an advancing understanding and some will have a deeper understanding. We assess the children's depth of understanding each term and use this to assess whether pupils are on track to meet our expectations by the end of each milestone.

We report on pupil's achievement, attainment and progress in annual report to parents and autumn and spring term parent's evenings and midterm reports.

Reviewed May 21

Review June 24

Impact