Padgate Academy

Department Directory
Modern Foreign Languages

Introduction

At Padgate Academy, the MFL Department endeavours to provide pupils with a creative and engaging experience of learning a language, equipping them with the knowledge and skills they need to become brilliant linguists. We aim to make language lessons challenging, productive and meaningful in order to develop independent, resilient linguists who are able to communicate confidently in the Target Language; consequently, lessons are designed to promote pupils' development of skills in reading, listening, writing and speaking. Alongside developing their linguistic confidence, we also raise awareness of the wider francophone and hispanophone worlds, developing cultural awareness and understanding, with the aim of creating outward thinking global citizens.

An understanding and appreciation of foreign languages is fundamental to our teaching and ethos within the department. Communication, understanding and being understood is at the core of everyday life.

Purpose

The many cognitive benefits of learning languages are undeniable. People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills.

Learning a new language and culture is an important role in broadening a student's horizons and teaching tolerance of others and their beliefs. In this day and age travel and global business is available very easily. We strive to make our students global citizens.

Through the learning of French or Spanish students are taught about language acquisition and methods of learning languages. In learning your first foreign language, you will have developed skills, knowledge, techniques and cognitive abilities that you did not have before, and these will transfer to any other language you learn. Many of the skills will transfer to other parts of your life too.

Languages and culture are important aspects in all areas of life, both personally and professionally, and are vital to the world's future prosperity. Smaller companies need multilingual employees who can help explore new business opportunities in foreign countries and establish new operations abroad. Although many companies use translators to assist them, having employees who are fluent in another language helps to build relationships.

Through building up a body of key fundamental knowledge and concepts, pupils should be encouraged to understand life outside of their local area and develop a yearning for wanting to explore. Students should also be encouraged to understand how MFL can be used within future career options and how MFL can promote individuals onto more successful career paths.

We seek to inspire the next generation of students who can use their MFL skills within their 'A' levels or future studies and careers.

Curriculum

Our curriculum will build on knowledge gained at primary school whilst preparing students to excel at GCSE and beyond by providing the knowledge and skills required. We will provide a rigorous culture of academic study which will include well suited assessment opportunities that prepare students for success with terminal examination.

The curriculum will be matched with other TCAT schools to provide opportunities to share resources and collaborate in order to achieve the best possible outcomes.

The Key Stage 3 curriculum will be matched against the national curriculum, and will be taught across Years 7, 8 and 9. Students will be taught either French or Spanish for the three years of Key Stage 3, beginning the GCSE course at the start of Year 10.

The core body of knowledge delivered at Key Stage 3 will be based around information taken from the national curriculum. These elements will be continually revisited throughout Key Stage 3 and Key Stage 4.

French & Spanish curriculum

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	**3 Little Pigs** **Phonics** **Classroom commands** **Greetings** **Introductions (ça va)** **Alphabet** **Numbers up to 30 – age & birthday (months)** **Animals** **Colours** Articles + gender – adjectival agreements j'ai avoir – all forms je m'appelle c'est Asking questions *Reading, Listening & Translation*	**Music** **Cinema & TV** *Phonics* *Opinions & justifications* Word order Comparisons Describing singers *Reading, Listening, Translation*	**School life and my studies** **School subjects** **Teachers** **Rules** **School facilities** Phonics Opinions + justifications Complex phrases/justifications Comparisons Modal verbs – *il faut, on doit + infinitive* Imperfect + conditional Speaking – 3 PC qs, peer assessed *Reading, Listening*	**Self, Family and Friends** **Family + descriptions (physical and personality)** **Relationships** **Marriage** Adjectival Agreements Comparisons Negatives Timephrases Opinions & Justifications *Avoir & Etre* (present tense) Reflexive verbs Conditional tense Speaking – full PC, peer assessed *Reading, Writing*	**Holidays** **Holiday activities** **Account of a holiday in the past** Time phrases Present Past Negatives Writing Reading translation

Autumn 2	**Basics** *Introducing yourself* *Family members & friends* **Personality** **Descriptions** *Opinions* *Possessives* *Connectives* *Être – je / il / elle / on* *Être all forms* *Introducing others – il / elle s'appelle & son anniversaire* *Reading, Listening, Translation*	**Weather & seasons** **Quand & Si** **Free time activities (recap)** Present tense Timephrases Connectives Opinion Phrases Irregular verbs with weather On peut + infinitive *Reading, Listening, Translation*	**Festivals, customs and traditions** **Clothes** Present tense Opinions + justifications Conditional tense Comparisons Listening Speaking – PC – 3 qs, Teacher Assessed, no unexpected qs.	**Home and Local Area** Opinions + justifications *Comparisons* *On peut* + infinitive Aller – 3 tenses Il y a – 3 tenses Perfect tense Imperfect tense Conditional tense Key prepositions Weather Opinions + justifications *Reading PPE* *Writing PPE*	**Home and Local Area** Opinions + justifications *Comparisons* *On peut* + infinitive Aller – 3 tenses Il y a – 3 tenses On peut Perfect tense Imperfect tense Conditional tense Key prepositions Weather Opinions + justifications *Reading PPE* *Writing PPE* *Listening PPE*
Spring 1	**Family members** **Physical** **Descriptions** Adjectival agreements Possessive adjectives Opinions + justifications Avoir & être – je / il / elle / on Avoir & être – all forms Comparisons Intensifiers Negatives - pas Reading & Translation	**Technology (phone, computer, social media)** **Pour + key infinitives** **Free time (recap)** Present tense Timephrases Connectives Opinion Phrases On peut + infinitive Speaking – general conversation Writing Reading	**Healthy Living** **Food and drink** **Sports** **Eating out** Asking questions Opinions & justifications Present tense Time phrases Ça contient, ils / elles contiennent negatives Complex phrases/justifications Comparisons Modal verbs – *il faut, on doit + infinitive* Addictions + vices Writing Reading	**Holidays** **Free time activities** **Sports** **Weather** **Booking a room** **Problems** 3 tenses Listening Speaking – General Conversation	**Homelife** **Healthy eating**

Spring 2	**Free Time activities** Opinions & justifications Present tense (regular –er verbs) Time phrases Connectives Negatives – pas & jamais Writing, Reading & Listening	**Town, neighbourhood & home** **Areas** **Types of house** **Rooms** **Places in town** Aller Il y a Present tense / or on peut with où & place in town / room in the house. Opinions & justifications Future tense & future timephrases Writing Reading		**Technology & Social Media** Opinions & justifications Advantages & disadvantages Pour & afin de + infinitive Ce que j'aime le plus Ce que j'aime le moins Complex justifications Writing & Reading	**Social & Global issues** **Poverty and homelessness** **Charity and voluntary work** **Unemployment** Superlatives Conditional tense
Summer 1	**Food & Drink** **Eating out** Asking questions Opinions & justifications Partitive article Opinion phrases Negatives – pas & jamais		**Jobs, career choices & ambitions** Family members & possessives (recap) Third person present tense (recap) Near future tense Opinions + justifications Imperfect + conditional Comparisons Real future - Quand j'aurai Writing Reading	**Social Issues** **Poverty and homelessness** **Charity and voluntary work** **Unemployment** Superlatives Conditional tense PPEs – all four skills	**Revision for exams** **Global Issues** **Environment** **Natural disasters** Modal verbs + infinitive
Summer 2	**Customs & Festivals** **La Francophonie** Cultural projects Reading Translation	**Clothes** **Festivals – Bastille Day** Adjectival agreements Present & Future tense Weather Time phrases Opinion phrases Connectives Comparisons Negatives Listening Translation	**Holidays** Opinion + Infinitive Present tense key verbs Perfect tense Imperfect + conditional Opinions + justifications Comparisons Weather Il y a – different tenses Speaking Listening	**Global Issues** **Environment** **Natural disasters** Modal verbs + infinitive	

AO1:LISTENING: understand & respond to spoken language

AO2: SPEAKING: communicate and interact in speech

AO3: READING: understand & respond to written language

AO4: WRITING: communicate in writing

Students' knowledge is assessed through the following methods:

- Do Now retrieval starters at the start of each lesson
- Questionning
- Extended writing
- Homework
- Vocabulary testing

All students will be tested at the end of each unit. These will be conducted under exam conditions. In addition, students will be assessed on different GCSE-style skills throughout each unit. All assessments will contain some element of prior learning.

In Year 10 all students will be assessed in the Year 10 exam period on a past GCSE paper. This will contain all four skills. All students will undertake a full GCSE speaking assessment in preparation for Year 11.

In the Year 11 mocks all students will be assessed with the previous summer's full GCSE paper. This will contain all four skills. All students will undertake a full GCSE speaking assessment.

The results for each assessment will be recorded centrally within a departmental tracker. These results will inform assessment for each Data Capture.

Staff responsibilities:

All staff will mark in purple pen, and students will complete response work in green pen.

Marking and feedback will be provided on the following areas within all subject areas:

1. End of unit / topic assessments
At the end of each unit of work / topic (every 6-8 lessons), all students will complete a standardised assessment covering the areas that have been studied. There should be at least one assessment per half term.

Members of staff will mark all end of unit assessments. This marking will then be moderated as part of the department's 360 quality assurance processes.

Students will be directed to stick assessments in their books.

Following an end of unit assessment, all staff will provide whole class feedback using the 'Whole class feedback' document, print on green and provide a copy to each student that is stuck in books. At least one lesson will be taught based on areas of misconception identified, with planned opportunities for students to independently practice.

2. Pre-public examinations (PPE's) at the end of years 7-11

This includes any mock examinations in Year 10 or 11, or any end of year examinations in Years 7, 8 and 9. Furthermore, this may include TCAT standardised tests in English, Mathematics or Science.

Members of staff will mark all end of year assessments. This marking will then be moderated as part of the department's 360 quality assurance processes.

Following a PPE, all staff will provide whole class feedback using the 'Whole class feedback' document, print on green and provide a copy to each student that is stuck in books. At least one lesson will be taught based on areas of misconception identified, with planned opportunities for students to independently practice.

3. Classwork

Teacher assessment of classwork:

As students are directed to complete independent practice, all staff (teachers/teaching assistants) should circulate the class and provide live marking to individuals work in books with the purpose to check understanding, address misconceptions and identify common areas to be addressed.

Staff should aim to provide live marking to at least half of the class during the lesson as this will provide regular feedback and ensure student work is checked regularly.

Within every 2/3 lessons there will be some evidence of marking / acknowledgement for all students.

Staff should use 'best effort' consequence routinely to ensure all high expectations of all students.

Student self / peer assessment:

During lessons, staff should routinely encourage students to self/peer assess their work to provide instant feedback and guidance on how this can be improved.

4. Marking for literacy

All end of unit assessments should be marked for literacy, alongside marking for literacy during live marking during lessons, using the literacy codes.

Cp	Incorrect use of capital letters
//	Paragraph needed here
Sp	Spelling error
P	Punctuation missing or incorrect
Gr	Grammar is incorrect or misused. This may be an incorrect word or it may be a sentence that does not make sense.
MW	A key word is missing
WW	The wrong word is used
Acc	Accent is missing or incorrect

Students will be directed to correct errors as soon as possible during lessons.

5. Presentation

Staff will direct students to ensure that dates and titles should be underlined using rulers, students should only use blue or black ink, and any tables should be completed using rulers.

Whole class feedback procedure

Following marking of an assessment / end of unit test, a whole class feedback sheet will be completed, printed on green paper and provided to each student to stick in books after each assessment.

A lesson (or lessons) is then spent on teaching the areas of misconception identified, with planned opportunities for students to independently practice.

Units of Work and Assessment

Units of work should begin with intended learning outcomes linked to programmes of study and should build a progressive and sequential series to achieving these learning outcomes. Each unit of work should focus around teaching to the most able, differentiating downwards to establish different learning outcomes. Learning outcomes should be differentiated based on different starting points of students and their individual needs (informed by student data). Units of work should have built in assessments to assess learning of key concepts, knowledge, understanding and application. All assessments should be modelled on actual terminal examination assessments.

Individual Lessons

Each lesson should be themed around a **Key Learning Question** linked to the learning.

Lessons arebe differentiated in terms of their outcomes for different learners within the class to scaffold learning (good / better / excellent).

A structured approach to lesson delivery should be applied in order to support deep learning to take place. Activities/support should be differentiated to enable students to achieve learning outcomes within each lesson.

Lesson Delivery

MFL lessons will planned using the following approach regardless of student ability:

Departmental non-negotiables	Why?
➢ Use the plan-to-teach model in planning lessons	• Recognising students' strengths and weaknesses in the topic • Address misconceptions from previous lessons
➢ Do now retrieval starter for students on entry ➢ Speaking starters – how are you? What are we going to do today? ➢ Challenge question in TL – pupils to translate & discuss lesson outcomes	• Retrieval challenge task to revisit prior learning • Enabling students to build confidence in speaking in the TL • Questioning the key question objective – enabling students to consider links with prior learning

➢ Cover a range of skills from Listening, Speaking, Reading & writing ➢ GCSE-style questions, using the mark scheme where appropriate ➢ Provide challenge / extension activities ➢ Check understanding through a range of AfL strategies	• Exposing students to new knowledge and new concepts • Promoting oracy • Model the application of new knowledge – pronunciation, sentence structures • Checking depth of understanding • Questioning – knowledge recall
➢ Plenary referencing the lesson's Challenge Question	• Knowledge recall • Checking new grammar concepts are recognised and starting to be embedded

Cultural capital

The MFL department encourage a 'can-do' attitude in all students and at all times, not enabling students to 'opt out' of activities or answering questions.

The MFL department are seeking ways to enrich our students learning, both inside and outside of the classroom.

There are links with Chester University for a Year 8 immersion day (July 2019) with MFL PGCSE students.

TCAT OXNET challenge activity for 13 Year 8 students

GCSE Higher tier support events with Priestly College (September 2019)

The MFL department are researching trips to both Spain and France.