

MFL Intent, Implementation, Impact

Intent

Our school ethos (*Intellect, Courage and Empathy*) and the 10 characteristics of the IB learner profile (*Knowledgeable, Balanced, Open-minded, Reflective, Principled, Caring, Thinker, Risk-taker, Communicator and Inquirer*) are at the core of our intent throughout our curricula, at every key stage.

We aim:

- to provide lessons and opportunities that enable students to experience a **balance** of the joy and fun of learning another language with the dedication, *intellect* and **knowledge** required to become accurate **communicators**
- to develop confident linguists, in particular, confident speakers who are able to **think** on the spot, manipulate structures and communicate spontaneously; students who are *courageous* and **take risks** and aren't afraid to make mistakes, but **reflect** upon and learn from them
- to facilitate international understanding and create **caring, empathetic** students who are **open-minded** and **principled** about cultural differences, and who are **inquisitive** about and appreciate a wealth of cultural heritage

Please see the individual Key Stage for cohort and curriculum-specific intent.

Implementation:

Language options and choice

Year 7 - 11	MFL1 (either French or German)		
Year 8 - 11	Continue with MFL1	MFL2 (German / French, Spanish, Italian, Russian, Japanese, Mandarin)	
Year 12 - 13	Beginner French, German, Spanish, Italian	Standard Level French, German, Spanish, Italian, Russian, Japanese, Mandarin	Higher Level French, German, Spanish, Italian, Russian, Japanese, Mandarin

In Year 7, students can study either French or German. We choose these two languages as French is traditional and close to us and because we want to keep German alive - we are proud to have 2% of the nation's German students at sixth form, and this stems from introducing it at a young age. We also have the staff capacity for these two languages to be their MFL1. All of our 7 languages taught are in the top 10 assessed by the British Council as being the most important languages to study.

Before joining the school, parents may request a child's MFL1 on their application form if they have a specific wish. Native speakers will be assessed on an individual basis, although on the whole they will be advised to take up a different language and to sit an external examination in their native language when desirable. Staff will endeavour to ascertain the second language studied by each child at KS2, and the depth of their knowledge in order to group pupils according to exposure to the language, during this time of transition in the KS2 National Curriculum.

In January of Year 7, students have a day off timetable (a Power day) experiencing tasters in the available MFL2. They choose 2 languages that they would like to study, giving them some ownership

and motivation and, depending on staffing / group size, will be given one of their two choices. Given the added difficulty of the languages, pupils wishing to study Russian, Japanese or Mandarin should have the recommendation from their MFL1 teacher.

In year 9, students may opt to continue with their MFL2 for GCSE or may choose Latin instead, again, giving them some ownership over their choices.

In Year 12, students must study an MFL as part of the IB curriculum and they may study 2 should they wish. They have the option of choosing to study at Beginner, Standard or Higher Level. Students are encouraged to speak to their language teachers in Year 11 to ensure they choose the appropriate level for them. Students who have a 5 or above at GCSE in the language will not be allowed to study at Beginner level, as the level of challenge is inappropriate and would constitute malpractice.

All students are taught by a subject specialist, qualified to teach that language at that level.

Curriculum time:

	Number of 50 minute lessons per fortnight
Year 7:	MFL1 8 x
Year 8 and 9:	MFL1 5 x MFL2 5 x
Year 10 and 11:	MFL1 6 x MFL2 6 x
Year 12 and 13:	Standard Level (inc. Beginners) 6 x
	Higher Level 10 x

- Year 7 have the required curriculum time to drill them with a **solid foundation of core language**. They are trained in **speaking spontaneously** from day 1 in order to get them into good routines, and are taught the meta-language and encouraged to **understand differences** between their mother tongue and their MFL1. This takes longer and requires more curriculum time. When they start their MFL2 in Year 8, they have the knowledge of how languages differ from each other, **meta-language**, and **language strategies** to mean that they need less curriculum time than in Year 7.
- In Years 10 and 11, 12 and 13 one lesson per fortnight is in a specialist language lab lesson for increased exposure to listening and to have access to programmes that facilitate vocabulary learning and exam preparation.

Groupings

- At KS3 and KS4 **mixed ability groups** has proved successful for our students' attainment, both in school and nationwide assessments.
- Students learn their MFL1 in their form groups in Years 7 and 8. They are then split by the school into smaller class sizes for KS4. These groups are mixed ability, mixed forms to allow for fresh starts where needed and new learning environments. Students continue in these groups until their GCSE.
- MFL2 groups are decided firstly by **student choice** (as above), **teacher recommendation** (for Russian, Japanese and Mandarin), and then grouped to give a **range of attainments** (taken from their MFL1 study) and **SEN needs** in each class.
- For **KS5**, **students self-select** their chosen level of study and therefore their group, with help from their teacher to find the best fit for them, in accordance with **IB regulations**, school timetable and class size.

Monitoring of provision

- **Spreadsheets** with up-to-date data monitored (and gaps chased) by KS leader, discussed with HoD. **Intervention** for student(s) and teacher(s) as required.
- **Lesson observations** by line manager (at least one per year)
- **Learning walks** by KS leaders and HoD
- Annual **reviews of each KS** (usually KS5 in Autumn, KS4 in Spring, KS3 in Summer) - every teacher observed (usually formally, sometimes peer); work scrutiny always included, and pupil voice usually included in these.
- School **learning team review** every 2 years (usually tie in with one of our KS reviews)
- **Peer observations** set up every other year with a focus (e.g. teaching the new IB)

Curriculum

- Our main emphasis is placed on **enabling and ensuring students speak in the TL** - if they can speak it, they can for the most part understand it (listening and reading) and write it (some work needed on spelling / characters depending on language.)
- **4 skills** (speaking, listening, reading and writing) are covered (at least 3 of the 4 skills in every lesson,) along with **grammar** and **culture**. Writing is done in class to avoid technology-aided work, and whole lessons are dedicated for **reflection and self-correcting** work after completing longer written work.
- Core language grids for each KS to ensure **consistency between classes** and cohorts.
- Objectives tie in with the **IB learner profile** and **growth mind-set principles**, to explain to students why they are learning the day's lesson.
- SoW designed to meet **syllabi requirements**, be **manageable** for students and staff alike, to allow for **recycling** of structures and to **transition** between KS as smoothly as possible.

Assessment

- weekly to fortnightly vocab / language structure tests for all KS
- KS3: half-termly assessments testing the skills for the content and structures learned
- KS4: written work once per half term in addition to half-termly assessments in the skills
- KS5: 10 extended writing pieces across 4 terms, speaking assessments built into SoW; assessments in Nov Year 12, school mocks Easter Yr12 and Dec Yr13.
- all assessments are designed to **build familiarity** with national exams (even from KS3) and **ease the transition** to the next KS

Leadership

The department currently comprises a HoD, KS3, KS4 and KS5 Lead Teachers, 2i/c (currently the KS4 leader) and a Lead Teacher for ICT in MFL. Until Sep 2019, we had a Lead Teacher of Specialism and Outreach - due to budget cuts, this has been rescinded, but we hope it to be reinstated. KS leaders will take charge of specialism and outreach events in their KS.

Each KS Leader has an overview of every language and cohort in their KS. This allows for consistency between languages and a better overview of performance across languages.

The HoD line manages the KS leaders and oversees all KS - including curriculum design, syllabi changes, progress, monitoring, intervention, uptake, trips and staff development. The HoD has fortnightly meetings with KS4 and KS5 leaders and monthly meetings with all leaders together to ensure all KS leaders have an overview of what's happening with others' KS.

Please see another key document detailing our implementation: Language Policy (on school website)

Impact:

- New SoW for KS5 from 2019 (following on from new syllabus in 2018) - changed after teaching for one year and getting to grips with the new requirements, to make it more manageable and more clear for students and staff
- Tweaked SoW for KS3-4 from 2019; to allow for a smoother transition and more time for the content-heavy GCSE, ensuing more time for structures, grammar and culture.
- All new teachers are given training to equip them with the principles, strategies and resources of how to enable students to only speak in the TL.
- NQTs: given a mentor within the department (weekly meetings); attend school and borough professional development sessions. Timetable allocated by the HoD in line with Uni recommendations, the NQTs professional development needs and department/class staffing.
- CPD: 2nd year teachers encouraged to attend PTI New Teacher Subject Day training. Department CPD looked for by the HoD and/or individual staff/line managers. Exam board training organised by the HoD when needed.
- Underperformance: usually identified by observations, learning walks, work scrutiny or monitoring of spreadsheets and reports. Excellent relationships within the department so if staff are struggling, they almost always seek support from the HoD or KS leader. Peer support most usually given (meetings, informal observations, shared marking,) CPD too where applicable.
- Impact of curriculum: analysis of assessment data, KS reviews, Departmental Improvement Plan review, annual examination results analysis