# Bridgewater Curriculum Intent (MFL)

# At Bridgewater, we are committed to providing a curriculum that is broad, balanced, and challenging, which also builds rich knowledge and develops skills which prepare students for their next steps in education, training and employment.

Within the Modern Foreign Languages Faculty we aim to support this by opening the eyes of learners to the wider world through the language and culture of French speaking countries, and, to fully challenge the most able learners, in German speaking countries as well. Fundamentally, being able to spontaneously speak the foreign language to achieve communication is the skill desired by language learners and is therefore our aim across both KS3 and KS4, alongside preparing learners for the GCSE examination at the end of Year 11.

Our learners arrive in the school with an above average level of attainment linguistically, but not necessarily in the foreign languages we teach. We plan our curriculum around enabling all our pupils to make progress rapidly and do as well as they personally can in the languages they learn, and to foster an ambition to achieve at the highest level after leaving the school and to go on to study languages at both A-Level and degree standard.

Our Curriculum is designed based on evidence based research, imitating authentic “real world” language learning as far as possible in a classroom setting with limited time, consequently all content is carefully selected and the sequence of learning is planned meticulously, with the aim of maximising retention of the phonology, vocabulary and grammar points which are taught.

To enable this to happen our curriculum is planned around the following **6 dimensions**:

1. Clarity around the sequence of learning over 5 years.
2. Clarity around the knowledge and the application of knowledge.
3. Vocab and literacy
4. Subject content which is Aspiring, Inspiring and ‘Real World Learning'
5. Memory and Cognition.
6. Assessment. Clarity around the end points and the assessment of what students know and can do.

**Six Dimensions of the BWH Curriculum**

1. **Clarity around the sequence of learning over 5 years**

**Knowing and understanding more at each stage of the curriculum.**

In foreign language teaching and learning, we sequence the work around appropriate topics for the natural progression of learning a language through the underpinning structures. Thus KS3 starts with teaching the key verbs that will support the later teaching of tenses, and which then build to dealing with the challenging GCSE course. Frequent review of structure through a planned interleaving of topics across 5 years enables the gradual building up of the memory and recall skills necessary to being able to spontaneously speak the foreign language.

Evidence shows that sequencing is essential in order to create deep & durable learning in MFL, therefore we follow the MARS EARS sequence.

M - modelling

A – awareness raising

R – receptive processing

S – structured production

E - expansion

A - autonomy

R - routinisation

S – spontaneity

Language is presented using sentence builders and is taught in chunks in order to maximise retention, pupils process that language receptively prior to producing it themselves and then learn how to manipulate it once it is familiar, to avoid cognitive overload. Key structures and vocabulary are recycled across topics to maximise exposure to and retention of the most vital content.

1. **Clarity around the knowledge and the application of knowledge**

**Explicit teaching of subject knowledge and relevant background knowledge that can be applied to problem solving and is transferable between contexts and subjects.**

For each unit of work undertaken, there is an appropriate knowledge organiser, using ‘sentence builders’ necessary to the unit of work, alongside the key knowledge of the grammar that will enable pupils to use the vocabulary well to express themselves. The knowledge organiser is backed up in terms of active learning by using an online resource that makes the pupils play with the knowledge at the core of the unit of work (LanguageNut). Writing and speaking work then enable the pupils use the knowledge in a proactive way to achieve real communication.

1. **Vocab and Literacy**

**Vocabulary: Explicit teaching of vocabulary at all stages of a subject.**

Vocabulary is obviously the key element of language learning. It is taught in an active way, both in introduction in class and through the online applications used by the faculty (and within TCAT). Within grammar learning, the terminology is also taught to enable pupils to access the structures that will lead to better self-expression and clearer communication in the foreign language.

Within classrooms, teachers use a range of strategies to create a positive, high challenge, low threat, inclusive environment. Pupils are taught HOW to learn and low stakes quizzing alongside competitive games encourage pupils to remember as much content as possible.

Extension work targets the latter stages of the MARS EARS sequence and ensures that more able pupils become confident manipulating language across contexts.

1. **Subject content which is Aspiring, Inspiring and ‘Real World Learning'**

To be able to speak a foreign language is in itself an aspiration, and the demonstration of being able to do so inspires learners within the classroom and on optional visits to the target language country (COVID travel proviso currently necessary). We strive to provide real life examples and contexts within all that we teach, and ask pupils to be creative in their thinking in putting themselves in imagined scenarios. The faculty retains its desire to have a foreign language assistant to further the understanding of the real world context. Opening the pupils’ minds to the possible career applications of a foreign language qualification is also planned within the appropriate schemes of work.

1. **Memory and Cognition**

Memory is an absolutely essential skill in learning a foreign language. We work on developing memory skills from the beginning of KS3, and teaching pupils different ways to build on their own perception of their innate memory capacity. Learners in class play memory games to establish a secure base to the vocabulary knowledge, and frequent low stakes testing of this knowledge takes place, primarily in pair work between the pupils. The use of knowledge organisers allows learners to minimise the effect of cognitive overload in speaking work, and simple techniques to withdraw this support and foster retrieval are encouraged as appropriate to the individual learner.

1. **Assessment: Desired outcomes and how they are measured.**

Assessment opportunities in languages are both formative and summative: formative assessment is an ongoing process throughout lessons, through questioning and low stakes memory activities for the pupils. It is also used in the half termly assessments (QMA) we run in KS3 to inform teaching as we progress through the key stage. Summative assessment is delivered through the half termly assessments at KS3, as well as in the Exams Experience in each year group.

At key stage 4, the same formative assessment continues, but there is then also formal examination style testing in Year 10 and Year 11, which allows for the results to be used for summative assessment, and the analysis of the skills in those exams to be used formatively to improve how the learner approaches the final GCSE exam.

Assessment as Bridgewater aims to:

**i) Promotion of Learning**

**ii) Informs teaching**

**iii) Is both formative and summative**

**iv) Recognises student progress and achievement**

**Class Level.**

At class level students are assessed through the following strategies:

* Daily recap quizzing
* Targeted questioning. (no hands up)
* Hinge questions
* Low stakes testing
* Peer to peer quizzing
* Self-quizzing
* Multiple choice questions
* Quality Mark Assessment (**Application tasks**)

**School Level**

Whole school/year assessment points are planned as the best fit to support learning, in a manner which is year group specific.  Whole school assessment is not tail wags the curriculum dog.

KS4 Formal standardised pre-public exams twice a year.

KS3 Formal examination style testing based on retrieval of information throughout the key stage.