

# MFL

## Vision and Intent



Co-op Academy  
Grange

## Our Vision for MFL at Co-op Academy Grange

Here at Co-op Academy Grange, we aspire to expose our students to a broad and ambitious Modern Languages curriculum, rich in skills and knowledge. Our curriculum develops students' self-efficacy, kindles curiosity, promotes diversity and tolerance of other cultures, deepens their understanding of the world, fostering students' love for learning a language. Learning a Language will give students better chances to enter the job market and will be a stepping stone to grasping other languages. Our Modern Languages curriculum will give pupils the opportunity to:

- Use language skills, receptively and productively, for communication in the real world, for practical purposes, for their immediate needs, interests and beyond and to express and justify opinions;
- Develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns;
- Work towards becoming a fluent and spontaneous speaker of the foreign language.

## Our Intent for MFL at Co-op Academy Grange

### Our Curriculum – What do we want our MFL curriculum to be?

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high quality language education should foster students' curiosity and deepen their understanding of the world. Our aim is to broaden pupils' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

We will aim to enrich our curriculum by:

- Providing opportunities to correspond with speakers of the foreign language and where possible to visit the country or to provide an array of activities for both students and families to engage with, where the language is spoken in order to use the language and experience the culture.
- Exploring appropriate authentic materials to enrich language learning (poems, songs, stories, literary extracts and audio-visual materials).
- Acknowledging festivals, traditions and customs which are relevant to the countries where the target language is spoken.
- Taking an active part in the annual celebration of the European Day of Languages to support diversity and culture.
- Giving students who have an ability to speak another language other than English support and encouragement to sit an external examination in this language.
- Offering breakfast/twilight / holiday sessions to encourage students to show independence and 'to go the extra mile' in their learning.
- Holding Trust-wide competitions to enhance collaboration and community cohesion.

To ensure our curriculum is impactful, all our content is underpinned by our four Coop-Values of: Do What Matters Most; Show You Care; Succeed Together; Be Yourself, Always.

## What does it look like in the classroom? (Implementation)

Our teaching should enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and develop an appreciation of a range of writing in the language studied.

Our pedagogy is underpinned by:

- Expert subject knowledge taught by native speakers.
- The nurturing of a 'can do' attitude towards language learning, built through the minimisation of cognitive load (less is more), controlled input-output and scaffolding the understanding and the production of language via the extensive use of worked examples across a wide range of contexts.
- The regular and spaced recycling and retrieval of high frequency vocabulary, verbs and structures across as many modalities as possible to support the store of knowledge in the long term memory.
- Meticulous planning and careful sequencing when teaching procedural knowledge, for example a particular grammar point and anticipation of possible misconceptions allowing for planned intervention.
- The creation of a learning environment where students feel confident to make errors and learn how to move on from these.
- The use of low stake assessment opportunities which allow for systematic and effective checking of understanding throughout a single lesson or a sequence of lessons.
- Interventions that are timely, planned and effective following Trust wide unified assessments.

What will the impact be?

Students should develop a competency that is both broad and deep in the skills of listening, speaking, reading and writing based on a sound foundation of core grammar, vocabulary and phonics. They should also be able to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

Critical learning, high frequency language and key communicative functions are revisited receptively and productively many times as we progress through the curriculum. For example when learning how to describe activities done on a past holiday in French, we need to revisit previous teaching on how to conjugate the verbs 'avoir and être'.

Our ultimate goal with our students is to develop their ability to be self-efficacious and to create the optimal conditions for learner success.

Our curriculum will enable students to:

- Learn within a coherent and progressive framework.
- Explore the breadth and depth of the national curriculum in languages.
- Foster enjoyment and independence through the teaching of new skills across a wide range of contexts.
- Become aware of the advantages that learning a language can have, both in their personal and working lives.
- Understand what they are doing well and what they need to do to improve.
- Build on their understanding of the importance of British values, including democracy, the rule of law, individual liberty, tolerance and respect.
- Improve their spiritual, social, moral and cultural understanding.
- Develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment.