

Chosen Hill School – Modern Foreign Languages Faculty

Intent

The core purpose of our study of Modern Foreign Languages at Chosen Hill, and what we want students to gain from it, can be summarised in the following statements:

- To develop students who are able to communicate with people from around the world;
- To develop students who have an understanding of different cultures and to foster an open mind for a global community;
- We intend to make languages accessible and engaging so that more students opt to study languages beyond the compulsory years;
- To develop students' confidence in a range of transferrable skills such as communicating, listening, interpreting and understanding in order to provide them with skills that will help them be successful in any professional field.

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

Nelson Mandela

The study of Modern Foreign Languages is an essential component in preparing young people for life in the twenty-first century. It develops a range of transferrable skills that will enable students to become successful in any chosen field. The course is a five-year programme that starts in Y7 by developing students' communication skills and by enriching their lives through knowledge of other cultures. We provide opportunities for students to develop their Social, Moral, Spiritual, Cultural and Physical development through a varied and engaging curriculum and by giving them the opportunity to communicate and make contact with children from other parts of the world through pen-pal schemes and residential visits abroad. We also provide students with the opportunity to see how languages are used and how they are useful in the world of work in a variety of ways. One example of this is by asking professionals from institutions like GCHQ to come in and talk to our students about the importance of languages.

Implementation

The Chosen Hill Modern Languages curriculum is planned as a five-year course, developed using sound research by professionals such as Dr. Gianfranco Conti, Barry Smith and Steve Smith. In Y7 and Y8 we focus on phonics to ensure our students feel confident reading the foreign language. Additionally we use a blended pedagogical method that combines introducing Foundation Pathway students to parallel texts and sentence builders. We then support students with independent and creative writing and speaking through structure strips. The aim of this is to expose students to language in the way that infants learn language (i.e. through repetition of accurate modelling of language from an adult who is an expert in the language). We teach sentence structures, rather than individual vocabulary and explicit grammar lessons, and instead focus on developing students' retention of language through memorisation, which leads to automisation of language. We have designed the curriculum and Home Learning for students in Y7, Y8 and Y9 with the Ebbinghaus Forgetting Curve principle in mind, and includes use of retrieval practice. Our parallel texts focus on specific language structures and authentic language, that we repeatedly expose the students to, in order to commit complex to long-term memory and prepare students for GCSE, A Level and beyond.

In Y10 and Y11 we interleave all of the topics within the AQA GCSE curriculum so that the topics are not compartmentalised. While we teach GCSE students with the A Level course in mind, we also expose students to more authentic structures to prepare them to use languages in the outside world. We believe that language structures, such as sentences with the imperfect subjunctive and other complex grammar, need not be taught only to A Level students as isolated grammar lessons, but can be taught as structures that are embedded with the curriculum at Foundation Pathways and GCSE level.

At KS5 we aim to challenge our students with concepts and study skills that will make them independent learners and enable them to be successful at university level. Students follow the AQA A Level Curriculum which covers a range of political, social and cultural topics which enables students to have a greater awareness of the issues around the world. The course also develops the students' independent research skills, their communication skills and their understanding.

Assessment

Within our Curriculum Map for each language we have allocated specific Marking Points which are either formative or summative assessments that all of the team within that language will give the students. The aim of this is to be able to moderate within and across the languages to ensure high standards are being achieved within the different skills. In addition to Marking Points, we also have fixed Assessment Points, which ensure that all skills are being assessed under exam conditions. This is also moderated within the faculty to ensure consistency. We have created Marking and Assessment Points that are similar in format to the GCSE exam style in order to adequately prepare the students from Y7 for the GCSE course. All data is then collated on an internal tracking document and within Teaching and Learning meetings, we allocate time to discuss how specific target groups have performed and what we can do to support those students in subsequent lessons.



Home Learning

Home learning is an essential element of Modern Foreign Languages study used to support, consolidate and extend work covered in the classroom. It allows the promotion of independent learning skills as students apply skills to areas of personal interest, as well as encouraging research creativity and initiative. It is set frequently and regularly, and will be appropriate to the topic and activities covered. In general, Foundation Pathway students will have the equivalent of 30 minutes a week, GCSE lessons 1 hour a week, and A Level lessons 4 hours a week (2 hours from each teacher), in addition to independent study tasks set by the Modern Foreign Languages teachers to be completed during Directed Study Time. All tasks will be set and monitored through Show My Homework, and clearly differentiated to provide meaningful and accessible activities for students.