MFL DEPARTMENT HANDBOOK

ROCKWOOD ACADEMY

Vision:

Here at **Rockwood Academy** the languages department's intent is to ensure every student becomes a global citizen and for learners to be enriched and be able to contribute to the literature and culture of communities around the world. We aspire to expose our students to a broad and ambitious MFL curriculum, which develops an interest and thirst for learning other languages. A curriculum that is rich in skills and knowledge which instils curiosity and promotes diversity and tolerance of other cultures.

Benefits of Language Learning

Learning a language has three key consequences that affect the learners which results in a positive outcome in the whole world community; ACTFL Language Connects lists three impact of learning languages:

- Improves academic achievement
- Provides cognitive benefits to students
- Affects attitudes and beliefs about language learning and about other cultures

A recent article by Unesco in 2020 states that "in a globalized and culturally diverse world, language ability has become increasingly important. It cements human societies, supports cultural vitality and makes socio-economic development possible. Language ability is also essential for cognitive development and as such allows the fulfilment of individual potential and broader learning".

World Famous quotes about learning another language

"If you talk to a man in a language he understands, it goes to his head, if you talk to a man in his own language, it goes to his heart" here **Nelson Mandela** talks to us about the emotional effect on people when we speak to them in their native language.

"The conquest of learning is achieved through the knowledge of languages".
Roger Bacon refers here to the broader benefits of learning a language.

But **Federico Fellini** believe that "A different language is a different vision of life."

CORE Values:
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  In the MFL department we instil in our students the belief that everyone can be a linguist and achieve their highest potential, regardless of their background and challenges they might face in school or in their personal life.

We achieve this through delivering four strands of CORE values, which help students shape their character, education and life experiences at Rockwood Academy.

1. Collaboration

Students learn to collaborate in lessons with their peers practising their speaking skills with conversations and role plays in the target language. As a faculty we also work alongside other departments and collaborate with cross curricular activities such as work on Black History Month, with the Humanities department. ICT is an integral part of learning in MFL with specialised language learning Apps, websites, film reviews and music analysis.

2. Opportunity

Within MFL students are presented with many opportunities to participate in extracurricular activities that aim to utilise and expand their evolving skills set. We run various excursions and trips to different countries to explore their diverse culture and rich history. Our trips to both France and Spain are perfect opportunities for students to practise their language skills-, live and in action! Student opportunities are experienced inside the classroom too with Spanish and French taster sessions and interactive Flamenco dance sessions.

3. Respect

The MFL department promotes a culture of respect and tolerance that is in line with the whole school ethos, the CORE Values and also the NCPE (Department for Education, 2013). Through outward learning of other cultures, beliefs and experiences, students are actively encouraged to broaden their horizons and mind-set. This fosters a healthy classroom environment to challenge any stereotypes and create a ground for mutual respect for all.

4. Excellence

The MFL department at Rockwood Academy aims to effectively challenge each pupil to fulfil their utmost potential as a linguist. Through engagement in lessons and practical activities students build and develop transferable skills that they can use in other subjects and in their future life.

Curriculum overview

Curriculum:

"Languages for Life: Creating Global Communicators"

"Students explore culture and language, leading to an enjoyment and understanding of the value of language learning. Students are encouraged to be independent and resilient when learning new vocabulary and structures with an emphasis on using the target language spontaneously and accurately to build confidence early on in KS3. Our curriculum is designed to develop long term memory and our students' ability to recall information and develop greater expertise in manipulating and recycling the language thus leading to mastery and better outcomes".

The study of MFL serves a cultural and linguistic purpose in that it exposes learners to foreign language and culture, therefore promoting global citizenship and understanding.
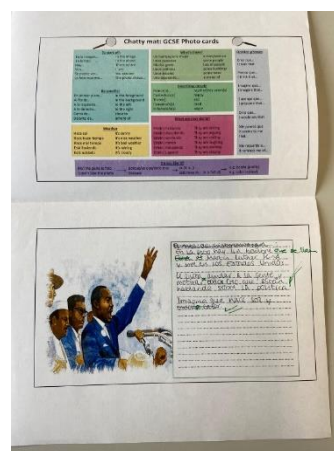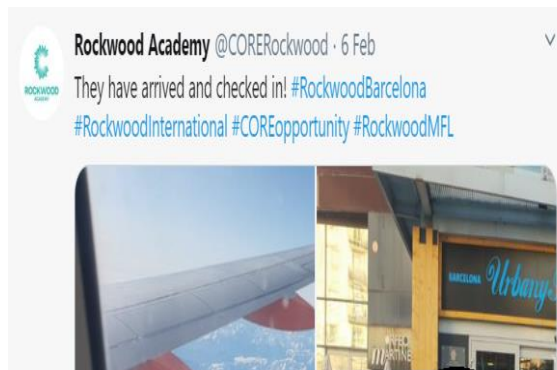
Our curriculum allows students to deepen their knowledge about how language works and enrich their vocabulary in order for them to develop their independent use and understanding of extended language in a wide range of contexts.

French curriculum map

French 2022-23	HT1 Cycle 1	HT2 Cycle 1	HT3 Cycle 2	HT4 Cycle 2	HT5 Cycle 3	HT6 Cycle 3
Year 7	Phonics / Basics All about me	Phonics / Basics All about me	School	School	Hobbies	Hobbies
Year 8	Town / Paris	Town / Paris	Review of year 7 & 8	Holidays	Holidays	Film – les choristes
Year 9	Theme 1 – topic 2 Technology	Theme 1 – topic 2 Technology	Languages & careers	Theme 1 – topic 4 Festivals	Theme 1 – topic 3 Hobbies	Theme 2 – topic 2 Healthy living
Year 10	Theme 3 – Topic 1/2 Studies / School College	Theme 3 – Topic 3/4 Education Post 16/ Careers	Theme 2 – Topic 1 Hometown, Neighbourhood, Region	Theme 2 – Topic 3 Global Issues / Environment	Theme 2 – Topic 4 Travel and Tourism	Theme 2 – Topic 4 Travel and Tourism
Year 11	Theme 2 – Topic 2 Social Issues	Theme 1 – topic 1 Me, my family, friends Marriage / partnership	Review All 3 themes	Exam revision	Exam revision	Exam revision

Spanish curriculum map

SPANISH			
	TERM 1	TERM2	TERM 3
YEAR 7	Phonics & Introduction	Freetime & School life	House & City
YEAR 8	Mobile Phone & TV programs	Food & Shopping	Going out & Festivals
YEAR 9	Cinema & Work	Healthy living and environment	Future plans
YEAR 10	My family & Hobbies	Holiday & City	Environment & Work
YEAR 11	Talking about myself	Exam Revision	Exam Revision

Assessment & Feedback

Assessment

a. Assessment for learning

Typically learning a second language in the classroom will be through numerous small steps and stages that build on previous and new vocabulary and grammatical structures. This aspect makes assessment crucial to support, challenge and reward students. Students are assessed through:

i. **Summative Assessment**: provides a picture of a student's performance and progress at a specific point in time.
ii. **Formative Assessment**: reports to the learner the next step they must take in their learning process and informs the teacher on future planning needs in order to bridge the learning gaps.

In the MFL department we recognise the role and the impact of AFL, as such it is used as a core part of teaching and learning. We believe AFL benefits students and teachers:

✓ AFL is effective for **teachers** when it provides a clear picture of performance and progress of each student at any given time.
✓ AFL is effective when it has an impact on **students' attitudes** to learning which result in improved outcomes.

To effectively use assessment for learning in the MFL department we use a range of strategies to guarantee the accuracy of our judgment and to be able to give students constructive feedback.

During lessons: The MFL department routinely shares with students the learning intentions in the target language and use them to mark work, give feedback or / and rewards. Effective questioning is used to support, stretch and challenge learners.
Strategies utilized are:
✓ Self / peer assessment - spellings, vocabulary, gap fills, listening and reading tasks

- ✓ Peer assessment of pieces of writing using specific success criteria
- ✓ Model answers shared with the class
- ✓ Analysis of whole class performance on multiple choice or other knowledge quizzes (low stake testing) to inform future teaching
- ✓ 1 – 1 verbal feedback during lesson
- ✓ Live marking (i.e. – marking in class)

Marking books and giving feedback: Teachers will provide regular writing feedback using WWW/EBI (Yellow sheet- see appendix 4)

Students are given DIRT time (Dedicated Improvement and Reflection Time) to respond to the teacher's feedback by using a red pen to make corrections, to complete gap tasks or challenging exercises. This helps students improve their work and performance over time – making fewer errors, mastering the content and developing their subject skills and recalling language more spontaneously.

Homework: students are set weekly **homework** - weekly **knowledge tests** to reinforce topical and grammatical knowledge. This involves learning and memorising vocabulary / phrases - chunks, revising key themes, or practise reading or writing skills (using the **quizzing techniques** – students are actively taught **how to study** and memorise for better retention and recall as part of the curriculum).

The MFL department also uses the Active Learn Platform to set weekly homework.

Active Learn indicates Progress & Assess (formerly Pearson Progression Services) for modern languages, is a reliable, easy-to-use online platform with progress assessments and mark books, to measure students' progress, from KS3 to GCSE.

Students use active learn to complete short tasks based on exam skills. The outcome of each student performance allows teachers to understand the whole class progress and therefore identify individual needs and tailor lesson plans. This language platform has hugely improved students' confidence in manipulating the language.

Disciplinary literacy
How do you incorporate literacy into your subject at Rockwood Academy?

Literacy is at the core of MFL teaching and learning. In MFL lessons students experience the following strategies to enhance their literacy skills.

- Dual language texts (Knowledge Maps / SB methodology (see T&L rationale and sequence) to introduce chunks / structures– topical knowledge maps include previous topics chunks + current topic chunks = mixing the old and the new to ensure knowledge sticks in long term memory- this is a great tool to support students (SEND/EAL)
- Sentence builders & related learning activities
- Translation at sentence level + literal translation – translation recycling core grammar structures
- Extended reading + close reading and detail
- Listening strategies and filtering languages linking sound to understanding of written word
- Cognates and near cognates recognition
- Recycling and adapting language – core grammatical structures
- Analysis of phonics – linking written and spoken word / structured phonics – sound strategies
- Linking French / francophone culture to other cultures
- Memorisation – retrieval practice and recycling through drilling / strategies to learn new words
- Analysis of structures – identify and apply language patterns
- Recognising and using language chunks and internalizing patterns
- Language chunks / idioms / expressions
- Literacy displays
- Key vocabulary displayed on board
- Whole class feedback (WCF) – Directed improvement & reflection tasks (DIRT)
- Use of MNEMONICS such as COATS/ CROISSANTS/ AVOCADO – connectives / opinions / adjectives – adverbs / tenses (verbal structures) / Star phrases

Students are guided through the following skills:

Reading – will be modelled by the teacher and students will read a range of texts of varied lengths using a range of strategies as described above. Students will be guided through the phonics, pronunciation, and intonation of the language.

Writing – students will be shown how to construct sentences/ paragraphs using a visualiser to model excellence and will be guided to include key vocabulary and aspects of grammar.

Vocabulary – new vocabulary and structures will be taught via sentence builders and related activities (see above).

Oracy –Students will be given the opportunity to speak, practise and listen to excellent pronunciation models to develop their fluency.

What professional development opportunities will you provide for teachers within your team?

- Departmental meetings have a dedicated slot for staff training and development.
- Every meeting is an opportunity to share good practice and discuss teaching and learning.
- HOF has attended several training sessions on effective leadership, new specification and improving quality of teaching in MFL. As a result, the HOF is now a very confident leader and models high expectation in the department.
- Teachers attend a range of CPD every Whole school Wednesday and they also join external institutes such as Titan, PIXL and British Council.

How will you as a subject leader monitor and evaluate the impact?

In MFL we use a range of tools to measure and monitor the impact of teaching and learning. See below.

- Pupil voice - On many occasions throughout the academic year students are given opportunities to share their thoughts through MFL students' voice questionnaires. The findings of the survey are shared with the department and actions are taken accordingly.

Learning Walks are used to monitor and capture typicality in MFL lessons. This is reviewed and actioned every term.

- Book Scrutiny takes place every month. Staff in the department are involved in moderating the quality of each other. A great opportunity to share good practice as well.
- Pupil Progress is reported in 2 to 3 cycles by the class teachers and is based on formative and summative assessment
- Triangulation Table is issued when all the data is captured through learning walks, work scrutinies and pupil progress, the data is then analysed and strategies for improvement are discussed and implemented.
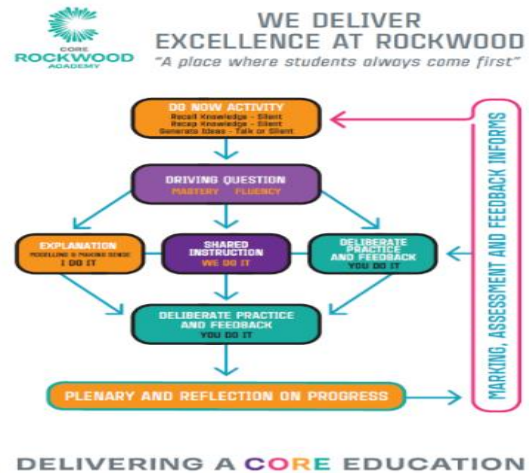
Teaching model:

Teaching and learning in [subject]:

It is important to have a classroom routine pupils can count on every day. Having the same procedures every day cuts down wasted learning time significantly.

Our classroom routines promote a positive environment where all pupils can learn.

Our daily routines include:
- High classroom expectations.
- Meeting and greeting pupils at the door.
- Having the date, title, driving question and "**DO NOW**" activity on the interactive whiteboard as pupils walk in and settle.
- Well planned and sequenced lessons which promote positive engagement from all pupils and lead to clear progress.

WE DELIVER
EXCELLENCE AT ROCKWOOD
"A place where students always come first"

DELIVERING A CORE EDUCATION

Example of what a typical MFL lesson would look like at Rockwood:

Pupils settle into a silent DO NOW activity at the beginning of the lesson which assess prior knowledge or involves consolidation.

Pupils transition into an "I DO/ WE DO" part to the lesson where the teacher delivers new vocabulary /grammar or ideas. At this stage a practical demonstration may be carried out or pupils may watch a video link followed by a discussion and Q & A:

Do now / pour commencer: Traduisez en trois minutes
vert = 1 point / orange = 2-points / rouge = 3 points

My name is	I don't like	I like	I love
it is	I have	I am 12	I live
His / her birthday is	My birthday is	she is called	He is called

Do now / pour commencer: Traduisez en trois minutes
vert = 1 point / orange = 2-points / rouge = 3 points

My name is	I don't like	I like	I love
Je m'appelle	Je n'aime pas	J' aime	J' adore
it is	I have	I am 12	I live
C'est	J' ai	J'ai douze ans	J' habite
His / her birthday is	My birthday is	she is called	He is called
Son anniversaire est	Mon anniversaire est	Elle s' appelle	Il s'appelle

Tu es comment?
- **Describe** physical appearance (hair / eyes)
- **Grammar: master** the verb "to have" with "je, il & elle"

Finally, pupils will end the lesson with a plenary task which allows them to test their newly learned skills in novel, unfamiliar contexts. This helps further strengthen and develop knowledge, understanding and application.

Pupils will then apply the skills they have acquired to a (YOU DO) mini-plenary/ progress task/assessment for learning (AfL) task either independently (if instructed) or with their work partner. This is usually time restricted and instant feedback is provided where pupils will then self/peer assess in red pen.

Sentence Bingo

Show what you know!

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- https://www.linguascope.com/
- https://app.memrise.com/signin
- www.activelearn.com

Staffing for department
Mrs Rida: MFL Head of Faculty (French and Spanish)
Miss Tourabi: French/Spanish Teacher
Mrs Malone: Head of Year (French/ Spanish)
Mrs Aisha Hussain: Spanish Teacher (Maternity leave)