



Vision	Intent	Implementation	Impact
<p>At Baldon School, all aspects of the school ethos, 'Innovate, Focus and Achieve' are underpinned across each subject area. In Modern Foreign Languages we strive to embed these principles within our curriculum: Our aim is to broaden pupils' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world therefore preparing them for life beyond Baldon. The benefits of being able to communicate in a second language are profound, opening minds to different cultures, developing speaking, listening, reading and writing skills as well as increasing employability. The Modern Foreign Languages department at Baldon School utilises these core beliefs with high expectations to develop curious and confident language learners of the future who will have the personal qualities and skills to master whichever language they may choose.</p>	<p>At Baldon the curriculum has been planned to support our students in embedding the knowledge, understanding and skills for progression. It is inclusive and accessible to all students, preparing them for life in the adult world.</p> <p>A high quality language education should foster pupils' curiosity and deepen their understanding of the world. Our teaching enables pupils 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. Pupils develop a competency that is both broad and deep in the skills of listening, speaking, reading and writing based on a sound</p>	<p>Staff use collaborative planning via a shared google drive to ensure all pupils receive the same learning experience. This is implemented through the planning of high quality lessons that are shared with other staff. Staff have regular access to professional development/training to ensure that curriculum requirements are met and subject knowledge developed. Teaching is planned and part of the BOLDON learning cycle, ensuring students are regularly revising information and having opportunities to expand on and develop their learning.</p> <p>Curriculum checkpoints are carried out every 8 - 10 lessons which assess students on current and previous learning and embed the four elements of MFL.</p> <p>A key focus for our assessments in MFL is also to develop excellent listening, writing and reading skills that enable students to both</p>	<p>Examination results analysis and evaluation</p> <p>Retrieval practice at the start of lessons and regular reviews of learning in class.</p> <p>Homework booklets</p> <p>Termly assessments based upon prior learning for retrieval-analysis and evaluation meetings</p> <p>Lesson observations</p> <p>Support for GCSE pupils to study A level at other providers.</p> <p>Learning walks for KS3 and KS4 based upon departmental priorities</p> <p>Regular feedback from teaching staff during department meetings</p> <p>Pupil voice and Parental feedback</p>



<p>At Baldon School, students will study either French or Spanish. They study a curriculum that is rich in both language and culture which contributes to the development of their cultural capital. Through the study of languages, students can see the world from a different viewpoint and embrace the cultures and customs of French and Spanish-speaking nations. In addition, students can gain a greater understanding into their own language by comparing patterns across different languages.</p>	<p>foundation of core grammar, vocabulary and phonics.</p> <p>They are also 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' in all forms. In Spanish, when talking about food and drink and using the idiom 'tener hambre/sed', we need to revisit the present tense of the irregular verb 'tener'. Our ultimate goal with our pupils is to develop their ability to be self-efficacious and to create the</p>	<p>understand the vocabulary and manipulate it to create their own answers in the target language, whilst giving justified opinion. The assessments are designed to build their skills set, so they are equipped for the challenges of GCSE level study.</p> <p>GCSE pupils are given regular mock exams, model answers to aspire to and constructive feedback to improve.</p> <p>Assessments are checked for reliability within the department and moderated and standardised regularly.</p> <p>Staff are subject specialists and sometimes work with external providers to engage and enthuse pupils. Pupils will be given opportunities to use displays in corridors and classrooms to help them further their understanding and present their work.</p> <p>Educational visits play a key part in the study of MFL, for example students have the opportunities to visit restaurants to explore the cultural background of the languages and to use their language with native speakers.</p>	
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