

Curriculum Overview 2021/2022	Subject: MFL	Year Group: Year 7
<p><b>Feedback</b> <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ol style="list-style-type: none"><li data-bbox="533 263 2143 470"><p><b>1. How will students receive feedback in your subject? Frequency and form? (<i>As a principle students should receive formal feedback once per half term</i>)</b></p><p>Teachers will be giving students immediate verbal feedback in class every lesson. They will also receive this once a week when going through homework. Alternatively, feedback to homework may be instant if a teacher is using an online self-marking activity. Written feedback one per half term on a piece of writing or on an assessment.</p></li><li data-bbox="533 510 2143 861"><p><b>2. How can parents help students? Where can parents access feedback?</b></p><p>Parents can refer to the written feedback (www / next steps) in exercise books to see student targets. They can also email teachers for additional feedback, if required. Parents can help students by checking that pupils work is organised effectively and that students are aware of upcoming assessment milestones and helping them practise vocabulary. The SLE and Show My Homework are also both good sources of useful materials that students can use to work independently.</p><p>We would also be grateful for parent attendance at parent evenings, and it is also extremely beneficial for students if parents speak positively about languages and the value of learning about another culture with their children. If you would like any further help or have any questions, please email Miss Jacobs, Head of KS3 Languages – <a href="mailto:arjacobs@georgeabbot.surrey.sch.uk">arjacobs@georgeabbot.surrey.sch.uk</a></p></li><li data-bbox="533 901 2143 1037"><p><b>3. How will you ensure parents and students understand the next steps to enable progress?</b></p><p>Language used on the written feedback should be understandable for students and parents alike. Students provided with a clear task which allows them to act on, and improve, in this area.</p></li></ol>	

Curriculum Overview 2021/2022	Subject: MFL	Year Group: Year 8
<b>Feedback</b> How students improve and progress (This section will be linked to SIMS reports)	<ol style="list-style-type: none"><li data-bbox="526 252 2083 319"><b>1. How will students receive feedback in your subject? Frequency and form? (As a principle students should receive formal feedback once per half term)</b>  Teachers will be giving students immediate verbal feedback in class every lesson. They will also receive this once a week when going through homework. Alternatively, feedback to homework may be instant if a teacher is using an online self-marking activity. Written feedback one per half term on a piece of writing or on an assessment.</li><li data-bbox="526 502 1456 534"><b>2. How can parents help students? Where can parents access feedback?</b>  Parents can refer to the written feedback (www/next steps) in exercise books to see student targets. They can also email teachers for additional feedback, if required. Parents can help students by checking that pupils work is organised effectively and that students are aware of upcoming assessment milestones and helping them practise vocabulary. The SLE and Show My Homework are also both good sources of useful materials that students can use to work independently. We would also be grateful for parent attendance at parent evenings, and it is also extremely beneficial for students if parents speak positively about languages and the value of learning about another culture with their children. If you would like any further help or have any questions, please email Miss Jacobs, Head of KS3 Languages – <a href="mailto:arjacobs@georgeabbot.surrey.sch.uk">arjacobs@georgeabbot.surrey.sch.uk</a></li><li data-bbox="526 885 1702 917"><b>3. How will you ensure parents and students understand the next steps to enable progress?</b>  Language used on the written feedback should be understandable for students and parents alike. Students provided with a clear task which allows them to act on, and improve, in this area.</li></ol>	

Curriculum Overview 2021/2022	Subject: MFL	Year Group: 9
<p><b>Feedback</b> <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<p><b>1. How will students receive feedback in your subject? Frequency and form?</b> <i>(As a principle students should receive formal feedback once per half term)</i></p> <p>Students receive feedback once per half term. This may take the form of whole class feedback or individually written targets and tasks for students to complete. Students constantly receive verbal feedback in lessons from teachers and peer-assessment is routinely used too. Feedback for homework is given either in lesson or during completion (responsive quizzes/interactive website)</p> <p><b>2. How can parents help students? Where can parents access feedback? How can parents support at home?</b></p> <p>Written feedback (www/next steps) can be found in student books. Parents can also email teachers for additional feedback, if required.</p> <p>Parents can help students by checking that pupils work is organised effectively and that students are aware of upcoming assessment milestones and helping them practise vocabulary. In September, a letter detailing useful resources is sent out, which contains a variety of online and paper resources to support students independent learning. The SLE and Show My Homework are also both good sources of useful materials that students can use to work independently. It is also extremely beneficial for students if parents speak positively about languages and the value of learning about another culture with their children. If you would like any further help or have any questions, please email Miss Chandler, Head of KS4 Languages – <a href="mailto:kchandler@georgeabbot.surrey.sch.uk">kchandler@georgeabbot.surrey.sch.uk</a></p> <p><b>3. How will you ensure parents and students understand the next steps to enable progress?</b></p> <p>Verbal confirmation and articulation of actions required during the lesson will demonstrate student understanding. Students will have to respond to the feedback during the lesson. Feedback is phrased consistently using student-friendly language and modelling is provided in class to ensure students are clear about the next steps.</p>	

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Curriculum Overview 2021/2022	Subject: MFL	Year Group: Year 12 and 13																																																																
<b>Whole School Curriculum Intent</b>	<i>The curriculum at George Abbot is broad, aspirational and academically rich offering rigour, challenge and access for all. We want our students to experience the best that has been thought, discovered, created, expressed and to reference their learning within time, place and context. Knowledge is sequenced effectively towards clearly defined end points. Driven by research and cognitive science, our responsive teaching seeks to bring social and cultural justice. We ensure learning is accessible to every young person through skilled pedagogy. Our curriculum extends well beyond the classroom and incorporates a deep commitment to diversity and respect, artistic and physical endeavour, character development and wellbeing. Student resilience and self-efficacy are facilitated as the foundation for future success.</i>																																																																	
<b>Intent</b>	<p><b><i>“This was easier to do at the end, as I completed the implementation and other sections, I was making notes of things that were going to be important to my intent. This made writing the intent easier to articulate”</i></b></p> <ol style="list-style-type: none"> <li>1. Adaptation of whole school intent to fit your subject’s academic field. Ensure reference to facilitation of progress for every student, including those who are disadvantaged (<i>Whole School Curriculum Intent will be provided at INSET</i>)</li> </ol>																																																																	
<b>Implementation</b> <i>What we study and how we plan for excellent learning</i>	<ol style="list-style-type: none"> <li>2. 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Immigration, racism & integration.	Today's youth, tomorrow's citizens. Monarchies, republics and dictatorships. Popular movements.

Alongside these topics a film (year 12) and a novel (year 13) are taught. Topics split equally between shared classes and sequenced to support transition from GCSE. For example, more accessible topics like family and youth culture are studied at the beginning of year 12 and topics like architecture are taught further on in year 12 when students are more confident.

3. What opportunities are built in for **retrieval** activities, to aid long term memory?  
Students are asked questions throughout their lessons which require them to retrieve vocab or content from the lesson which supports their short-term memory. Often at the beginning of the lesson students are also asked to recall vocab/content from previous lesson, this helps to improve their medium to long term memory.
4. How does your curriculum facilitate high quality **modelling**?  
Students are given a variety of resources to support high quality modelling e.g. writing frames, sentence starters to support understanding. Exam questions are tackled as a class and essay questions are first planned together with guidance and sample answers.
5. How does your curriculum support reading and extended writing?  
Many opportunities to develop reading skills in and out of lessons using a mix of textbook and authentic sources. In year 13 students are required to read a novel in the TL. Essay writing in both year 12 and 13 gives students the opportunity to hone their extended writing skills. Students are required to include in-depth knowledge and analysis as well as references to historical and socio-economic context. Students practice the PEEL method to write their essays and using the appropriate academic register.
6. What opportunities do students have to **practise** what they have learnt?  
Students have access to resources on the SLE and Kerboodle Online Platform to practice exam questions. Questions and tasks in lessons also provide opportunities to practice what they have learnt.
7. What opportunities are built into the schemes of work for teachers to be responsive, and adapt to student understanding?  
How is **questioning** used to gauge student understanding?  
Regular questioning in lessons supports teachers to respond and adapt to their students understanding. Assessments are also regular opportunities to respond to students understanding and tailor lesson plans according to emerging needs.
8. What is your endpoint for this year group? And what should students know by this endpoint?  
\*insert
9. How do you ensure students feels successful in your lessons (and therefore stay motivated?)  
Teachers know their students well and provide opportunities within lesson for challenge, without making the environment for learning threatening for those that need extra support. Pair and group give students the space to organize their thinking and boosts confidence. Scaffolding and modelling also help students feel successful. Where possible students have opportunities to work with native speakers on a one-to-one basis which has proven to boost confidence.

**Assessment**  
*To inform teaching*

10. What formative assessment happens in lessons?  
A selection of AfL strategies are employed in lessons e.g. targeted questioning, quick fire quizzes, MWB activities, multiple choice quizzes, extended writing.
11. How are your assessments designed to elicit clear understanding of gaps in student knowledge/skill?

	<p>Assessments are linked to the SOWs and KS5 curriculum and gaps in knowledge highlighted from assessments are addressed.</p> <p>12. How are teachers within departments responding to assessment data in their planning and teaching? Assessment data is used to inform planning and SOW are relatively flexible to allow teachers the autonomy to adapt their teaching and support to individual students.</p>
<p><b>Feedback</b> <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<p>13. How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i> Students receive verbal feedback in lessons but more formal feedback once per half term, this could be from diagnostic tests and essay writing feedback.</p> <p>14. How can parents help students? Where can parents access feedback? Feedback can be found in their purple essay books. Students can support at home by taking a keen interest in their learning, being curious and enthusiastic about MFL. Parents can also help students to be organised and help them use their home learning time effectively.</p> <p>15. How will you ensure parents and students understand the next steps to enable progress? Be explicit to both parents and students about how to make progress, involve parents in the academic clinic cycle. Monitor progress closely and use a variety of intervention strategies to support students to not only understand their next steps but raise concerns early.</p> <p>16. How can parents support at home? See 14.</p>
<p><b>Impact</b> <i>How we monitor students in our subject</i></p>	<p>17. How well are children knowing, understanding and remembering curriculum content and how do you know? During department meetings and regular workroom discussions, teachers will discuss class data and implement actions to address under performance. Assessment data and review of performance on online resources is centrally recorded and analysed in order to plan interventions or support as necessary.</p> <p>18. How does the HOD know that students are progressing across the department? Students are regularly assessed, data is centrally recorded and monitored by the HOD.</p> <p>19. How is this recorded centrally and monitored and what responsive actions are taken? Assessment data is recorded centrally in the shared folder as well on SIMS. Discussion with classroom teachers about performance of individuals.</p>
<p><b>Independent Learning</b> <i>As an integrated aspect of the curriculum</i></p>	<p>20. How are you monitoring the completion of independent learning and responding to non-completion? Using Satchel One, contact with home after regular non-completion. Keep HOY and Form Tutor informed.</p> <p>21. How do the outcomes of independent learning tasks inform the next sequence of lessons? Homework practise understanding and underpins curriculum and can inform future planning.</p> <p>22. What form will independent learning take with this year group and what opportunities for enrichment are there? *insert Possible opportunities for cinema day at BFI, film and literature lectures with the Guildford Twinning Association, German Exchange, University language competitions.</p>