



# Higher Quality Learning

## Focus

### Students understand the context and the learning expected

**Core Principle:** The MFL curriculum is designed to build students' confidence in using language for real communication.

**Learning Cycle:** Language structures are introduced and reinforced through a sequence of listening, speaking, reading, and writing tasks. This process, known as *input flooding*, emphasizes:

- **sound-spelling relationships, understanding the function and meaning of phrases, rote memorization, fluency through working memory and mastery of grammatical structures.**



## Core Literacy

Learners are **explicitly taught tier 2 and 3 vocabulary in each subject** which connect to the focus of their learning

Learners are provided with **challenging and varied texts** and text types as part of the curriculum, with **strategies to support their access** of these texts

## Challenge

### All learners' needs are met in order to build confidence, provide challenge and ensure success

**Inclusive & Adaptive Teaching:** All students are supported through sentence builders that outline unit outcomes. Tasks are designed to engage, motivate, and challenge learners at all levels.

**Challenge Through Mastery:** Students are pushed to develop fluency, enrich basic structures with additional detail, and deepen their understanding of language forms.

**Progression & Clarity:** The *Fernwood Success Criteria* is introduced in Year 7 to guide students toward GCSE readiness. Clear targets help learners understand their next steps and track progress.

**Assessment Readiness:** Revision is carefully scaffolded to ensure all students feel confident and prepared for assessments, fostering a sense of achievement in language learning.



**Reading strategies** are explicitly taught and modelled for learners

Teachers **scaffold complex texts** through strategies such as prediction, chunking, guided questions, glossaries, pre-teaching tier 2 vocabulary

Teachers **scaffold writing** through strategies such as writing frames, sentence stems, chunked plans and word banks

'On watch' and 'Above benchmark' pupils are given **sufficient challenge and/or support** in each lesson

## Assessment

### Feedback is regular, purposeful and supports improvement for all students

**Success Criteria:** A consistent set of success criteria is introduced in Year 7 and used throughout to guide assessment and support progression.

**Formative Assessment:** Understanding is regularly checked through engaging classroom activities. In-class marking allows for immediate feedback, and whole-class feedback addresses common misconceptions.

**Formal Assessment:** At the end of each unit, students complete a test marked against the success criteria. Feedback highlights strengths and sets clear, individual targets.

**Progress & Motivation:** Students are given a dedicated lesson to improve their work based on feedback. This "second chance" approach boosts confidence and helps them see the impact of acting on their targets.



Teachers provide opportunities for talk in lessons, and support students to **adapt their language skills** to different situations, including encouragement to use formal standard English and tier 2 and 3 vocabulary

Teachers provide **constructive feedback** on oral and **written fluency** as part of the formative and summative assessment process in line with the feedback policy

## Climate

### A positive climate of learning, behaviour and engagement is created

Positive behaviours for learning are explicitly modelled, and positive contributions and behaviours are rewarded through The Fernwood Award and are internally recognised through KS3 stars of the term.

All students are cared for and supported in a structured, enjoyable language learning environment that promotes access and engagement.

MFL is seen as a valuable life skill that fosters resilience, commitment, global citizenship, and respect for others.



Teachers provide opportunities for every student to read aloud in a **positive and supportive environment** – teachers use in-depth knowledge of their learners to assign appropriate reading to provide the appropriate challenge

The Fernwood Award is used to reward pupils for **getting involved** and **my learning** as they demonstrate excellent effort in speaking, reading and writing

## Fluency

### Subject specific learning skills are explicitly taught and embedded; students can access learning and make excellent progress

MFL learning activities are designed to be realistic, measurable, and focused on building fluency and confidence through structured practice of language chunks, starting with whole-class work and progressing to small group tasks.

We aim to develop confident, adaptable language users by providing extensive practice of key structures, ensuring learning is durable, transferable, and rooted in fluency across all four language skills.

**Home Learning:** At KS3, students have alternate weeks of vocabulary learning and listening and reading consolidation. At KS4, home learning focuses on memorising vocabulary.



Teachers explicitly teach **disciplinary literacy skills and procedural knowledge** required to be successful in their subject

**Our School Intent:** At Fernwood, we value the contribution all individuals make to our family. We strive for success, we support all and we nurture potential through a culture of high achievement, care and discipline.

