

# MFL - Higher Quality Learning



## Ensuring students understand the context and the learning expected.

- In MFL the principle of developing students who are confident in the communicative functions of language learning drives the whole learning cycle.
- Any learning cycle will focus on exposing the students to a realistic number of structures with which we want them to become competent. Students will start each lesson with a recall activity. The chosen structures will then be practised through listening, speaking, reading and, when they are ready, writing activities. We call this input flooding.
  - For each set of phrases or chunks, the focus will be on:
    - The sounds of the words and the link between sounds and spellings in the FL
    - The function / meaning of the chosen phrases
    - Committing the phrases to memory – rote learning
    - Having the phrases in their working memory – becoming fluent
    - Knowledge and mastery of form – grammatical structures
  - This approach will take place over a number of lessons. Each unit of work will have a range of structures e.g. giving opinions, describing past or future events. There will then follow a couple of revision lessons, so that students are absolutely ready to be assessed. Assessment takes place in the form of reading, writing and reading tasks and is assessed against our Fernwood Success Criteria document with which all our students are very familiar.

Focus



## Meeting the needs of all learners in order to build confidence, provide challenge and ensure success.

All learners are exposed to the same basic structures in each unit. Our teaching is inclusive and we believe that our repertoire of tasks ensures that students are engaged, motivated and challenged to achieve the most progress they can in every learning cycle.

Support is based on our system of providing all students with sentence builders which detail the outcome structures for the entire unit. Challenge happens in the speed with which the students become fluent, the amount of extra information they can add to the basic structures and the amount of detail in knowledge and mastery of form they are able to absorb.

MFL teachers work hard to ensure that our students understand their learning needs. We introduce our KS3 Fernwood Success Criteria document at the beginning of year 7 and firmly believe that it prepares students to cope effectively with GCSE work. Students are given clear targets so that they can understand and make good progression with their language learning.

It is really important to us that our students feel ready to be assessed in any given topic and that they are able to achieve a sense of purpose and success as they learn a foreign language. To that end, as well as plenty of practice, we scaffold revision very carefully in the hope that all students will be able to access assessments in MFL.

Challenge



## All students know how to improve, progress is reviewed regularly and feedback supports improvement.

The MFL department has devised a set of success criteria which we believe encourages success throughout our students' learning journey. We introduce this to y7 as they approach their first summative assessment and this set of criteria remains key to our assessment focus throughout.

Assessment for learning is important to us; we find out a lot about the understanding of our students through the fun activities that we do. We mark a lot of work in class so that feedback is immediate and meaningful. Whole class feedback can be really successful when it is clear from our marking that there are common misconceptions that need to be addressed in revisiting the work.

We provide more detailed and individual formative feedback at the end of each unit where we conduct a more formal test. Each test is marked against our success criteria; successes are highlighted and targets are clearly signposted. Students then have a lesson where they are encouraged to 'level up' their work. Students are shown that they can dramatically increase their grade by acting on their individual targets. This 'second chance' helps our learners to experience success and confidence grows as a result.

Assessment



## Creating a positive climate of learning, behaviour and engagement.

In MFL, we fully adhere to the school motto: 'High Achievement with Care and Discipline for All'. We believe that in order for students to make positive progress we need to explicitly model and teach positive behaviours for learning. We genuinely care for our students and provide a framework for learning where all students should be able to access and have fun with the language learning experience.

We believe that experience of a foreign language will add value to whatever route our young people decide to take later in life. Language learning demonstrates commitment, work ethic and resilience, and contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Language learning is about respect for others.

We support the whole school discipline process that underpins our work in school. Restorative practice forms an essential part of the process to ensure that our learners are able to continue to develop and build positive behaviours for learning throughout their school career. The Fernwood Award is praise and reward focused and promotes positive behaviours for learning. Students are rewarded for their positive contributions to lessons.

Climate



## Developing the language fluency and learning skills students need to access learning and make progress.

We believe it is essential that our outcomes are attainable, realistic and measurable so that our students appreciate their progress in MFL. Typical learning activities in MFL focus on listening and speaking which in turn support the reading and writing functions. Once presented with the 'chunks' in focus, students will practise these initially as a whole class group, then in pairs or threes. Our practice activities aim to encourage familiarity, confidence and fluency in all learners.

We want all our language students to leave us as confident readers, writers, speakers and listeners in the FL. We seek to ensure that our students have plenty of opportunities to process what they are learning through lots of practice of the key structures. We believe that in order to enjoy their learning and indeed be successful, our learners need to have the confidence and fluency to be able to adapt their language skills to any given situation. The learning needs to be durable so that responses become automatic and can be transferred and applied to other contexts.

We feel that it is really important that students use home learning time to consolidate what they are learning in the classroom. At KS3, students are encouraged to spend most of their home learning time practising their sentence chunks in an effort to commit these to the working memory. This also has a place at KS4, although GCSE students will also be spending time practising the other language learning skills: comprehension, writing, mastery of form, and will be given time to apply their knowledge in an independent setting.

Fluency



**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.

