

MFL AT GOSDEN HOUSE

KEY END POINTS IN OUR LEARNER'S JOURNEYS

The MFL curriculum supports the progress of our learners in achieving our purposeful and ambitious 'End Points'. These identified 'End Points' focus on 'tooling' up our eventual Gosden Graduates for their future pathways. In addition to these guiding end points all learners have individualised ILPs (Individual Learning Plans) and within their EHCP individual outcomes under the four areas of need which are developed and achieved throughout their time at Gosden.

Primary End Points

- EYFS / KS1 - I am learning to be curious about the world around me, through practical and creative exploration. I am excited to find out more.
- KS2 - I am becoming more confident in exploring the wider world and I use my curiosity and creativity to investigate and to express my learning. I explore my own ideas and beliefs and value those of others

Secondary End points

- WIIFM (What's in it for me) - I have the skills to be confident in my community and feel valued in making positive contributions. I am interested in the world outside my door and I want to play a part in it, understanding differences in people and my community.
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DEIB within MFL

Diversity, equity, inclusion and belonging are integral to students' modern foreign language experience within school. Teaching and learning presents a great opportunity to convey these principles, richly bringing together an appreciation for different societies, cultures and sensibilities. Through the lessons, classroom displays and materials, students have the opportunity to better understand themselves through others and find their place in the world.

WHAT DO WE BELIEVE IS ESSENTIAL IN THE TEACHING AND LEARNING OF MFL FOR OUR LEARNERS?

The delivery of MFL provides our learners with an opening and exposure to other cultures, fostering a curiosity and deepening understanding and acceptance of the world around them and modern Britain. We focus on what our learners will be able to do and ensure the coverage of the national curriculum content is relevant, meaningful and purposeful. Our learners will have opportunities to experience different cultures and ethnic groups where they live. By teaching MFL we will be preparing our learners for the challenges of the wider world, developing their life skills and challenging themselves in their own learning. All of our learners, with whatever additional needs they have, will receive a relevant MFL curriculum. Integral to the delivery of MFL is our commitment to building Learning Power in our learners.

We believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures. Our Languages provision fosters pupils' curiosity and deepens their understanding of the world and the rich and varied communities that make our multi-cultural and vibrant country.

We aim where relevant to ensure that pupils are supported in developing:

- An understanding of and respond to spoken and written language from a variety of authentic sources.

Learning Power Vision: To nurture in all our learners a lifelong love of learning. Our whole school curriculum will build resilience and grit in our learners, so when they leave Gosden House they are better equipped to face life's challenges in a world that is forever changing.

- The skills to speak with confidence and spontaneity, finding ways of communicating what they want to say.
- A respect for and an understanding of different cultures and ethnic groups where they live.

Pupils will be taught to:

- Listen to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in simple conversations; ask and answer questions

HOW DO WE DEVELOP, STRETCH AND NURTURE THE ESSENTIAL SKILLS AND KNOWLEDGE IN MFL ?

Our MFL curriculum is based on enquiry where pupils are encouraged to be inquisitive and actively engaged in their learning journey through being supported to explore the wider world around them. Many learning opportunities will start with key questions aimed at inspiring interest and curiosity. Building learning power is integral to all planning and delivery for our learners. This approach supports and strengthens all pupils 'Learning Habits/Muscles', and our identified essential 'Life Tools'.

Our key pedagogical elements to the delivery of MFL at Gosden House

Child led and practical

The MFL curriculum is planned to be meaningful and relevant to our learners and is interwoven into Topic and Project Based Learning. The elements are carefully chosen with our learners interests and needs in mind to ensure their engagement, motivation and enthusiasm. This will enable them to be excited about their learning and curious about the wider world around them. The learners need to be fully involved, exploring and discovering for themselves and drawing their own thoughts and views. They will have opportunities to delve into first hand experiences so that they can draw on this knowledge and relate it to previous and further learning. We aim to nurture and encourage our learners' passions and interests by providing and adaptable curriculum and teaching styles to increase enjoyment and so motivation, empowering them to take ownership of their own learning.

PUPIL LEARNING JOURNEY IN MFL

Our MFL curriculum is based on the National Curriculum and modified so that it is relevant, in order to ensure a cohesive and individualised learning journey for every student.

WHOLE SCHOOL 'CULTURAL CELEBRATIONS' FOCUS WEEK

Our yearly 'Cultural Celebrations' week embraces and supports our ongoing commitment to being a DEIB (Diversity, Equity, Inclusion and Belonging inclusive community driven community), alongside this it provides relevant and rich opportunities to deliver our adapted MFL, R.E and Citizenship curriculum

Our 'Cultural Celebration' Week is a chance for our community to celebrate and learn more about the different cultures within our school and local communities. We will encourage all our pupils, staff and families to share their stories and cultural origins

This week provides the opportunity to share and embrace all of our cultural differences. It is also a chance to reflect on/challenge how our learners might view certain groups of people, talk about the struggles they may face and what we can do to change that. We want to ensure our pupils fully embrace their culturally rich communities and play an active part in them.

Primary Curriculum : ‘Creative and Curious’ Topic based learning with cross-curricular links through ‘Creative and Curious’ curriculum area which incorporates Geography, History, Science, Art & Design, Design & Technology and MFL

Primary promote interest in different cultures and language across the curriculum, through cross-curricular topics and a range of teaching and learning activities. We learn about the lives that people live, in different places and cultures, comparing that lived experience around the world in history and compare with today. We promote an understanding and appreciation of diversity within the texts and resources we ensure are available for our learners across the curriculum and take opportunities within our own community to discover the languages spoken and the range of cultural celebrations recognised.

Secondary Curriculum : ‘Our World’ which provides project based learning linking History, Geography, Science and MFL.

Secondary promote a curiosity in and an acceptance of different languages and cultures through our cross-curricular project based learning in ‘Our World’ lessons. Pupils have the opportunity to experience some of the different languages that are spoken in the UK and their cultures and customs whilst exploring the answers to ‘Key Questions’. The ‘Me and My Community strand in PSHE also provide our learners with the opportunity to find out more about different communities that make up Modern Britain with the aim to deepen understanding and acceptance of the world around them. In Design & Technology pupils also taste and make dishes from different cultures.

Year 7	Year 8	Year 9
<p>Movement and Migration Why do living things migrate? Population and urbanisation MFL -Experience some of the different languages spoken in UK.</p> <p>Gosden House in the Past What would it have been like living in Gosden House in the Georgian period? MFL Explore the languages of the Georgian period- English - French and Italian</p>	<p>Why do we Have Wars? MFL: German, experiencing language and culture, languages within Europe</p>	<p>Human rights MFL -Experience some of the different languages spoken in UK.</p>

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HOW DO WE KNOW OUR MFL LEARNERS ARE ACTUALLY LEARNING? HOW DO OUR LEARNERS KNOW HOW THEY ARE DOING?

MFL Topic and Project Based learning helps to embed our Gosden's Learning Habits/Learning Muscles particularly exploring, noticing, learning together and asking questions. Learning habits/muscles are essential skills for life and are reflected in termly ILP targets individualised for every learner. As part of our daily AFL, learners review their application of these skills after learning activity, to identify which we use and give their reasoning behind their choice. The way in which this is done varies appropriately through the school, showing progression and allowing learners to gradually reflect more deeply on their learning and the processes involved. Learner appropriate strategies are used to ensure teachers have a greater awareness of student's progress and how they are using their learning habits/muscles. The aim of this assessment is so that students have feedback about the development of their learning skills. Formative assessment strategies are used to assess pupils' levels of understanding (such as questioning and pupil voice to explain) both on a verbal and non-verbal level addressing the strengths of each individual learner. This is particularly important, as many of the topics covered can be new or non-first hand experiences. With MFL often being a hands on experience, Evisense, our online communication tool, provides an effective way for sharing engagement with learning and feedback to parents. This is incorporated with 'student voice' so that our learners are able to purposefully reflect on their own learning.

WHAT DO WE WANT FOR OUR FUTURE GOSDEN MFL LEARNERS?

Our WIIFM (What's In It For ME) long term learning outcomes are nurtured and developed through our toolkit curriculum. Our MFL curriculum, Toolkit 'Life Tools, and agreed End points are fundamental in preparing our future Gosden graduates for life Post 16, supporting them in their future lives, including the workplace. All decisions made about the curriculum have the Toolkit and the knowledge of our learners at the heart of it.