



Oakwood Academy

A Visual Arts, Technology & Sports College

MFL Policy

Inspire - Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

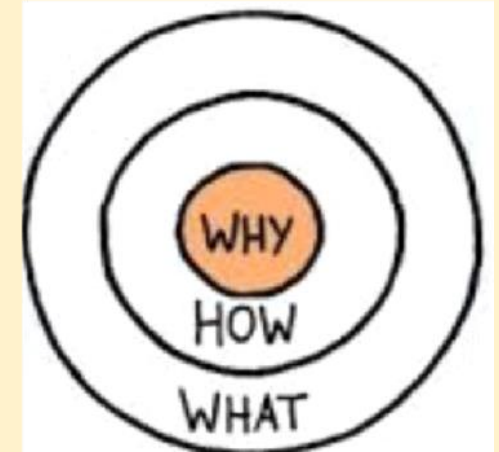
Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	D Jones (Assistant Head Teacher) A Ellis (Deputy Head)
Policy to be reviewed:	July 2024
Summary of changes	New policy

Aims of Teaching and Learning at Oakwood; Inspire - Impact - Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



Policy Development (How)

This policy has been developed through:

- External curriculum review from current HMI
- Guidance from external provider - Language Angels

Subject information

MFL

Aims of this policy

- To introduce the **vision** of the MFL department.
- To provide a **rationale** for the curriculum intent, design and coverage.
- To explain the effective Teaching and Learning **strategies** involved in MFL

Our vision for Modern Foreign Languages

OAKWOOD ACADEMY



Learning a foreign language provides an opening to other cultures. We believe a high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and for some of our students in writing. It should also provide opportunities for them to communicate for practical purposes.

"You live a new life for every language you speak. If you only know one language, you only live once."

- Czech proverb

"A different language is a different vision of life."

- Federico Fellini

Modern Foreign Languages at Oakwood

Introduction and aims



Introduction:

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities. We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

Speaking

Listening

Reading

Writing

Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

The guiding principles of our curriculum through MFL

Inclusion focus

- We have selected accessible resources that supports pupils learning.
- We want Spanish lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success.
- MFL is designed to gradually build up pupil knowledge so that eventually pupils could work towards producing substantial pieces of work.
- Our tasks are short and varied. Where possible, activities will be modelled by on screen.

Appropriate content

- The curriculum content has been chosen specifically for it's appropriateness for our students, this is driven by rigorous assessments of student starting points.

Locality

- Life in Spain is compared to life on our local area.

Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning. The pedagogical principles applied are grounded in research.

Making connections across subjects

- Schema theory is supported by making explicit links between subject areas. This supports opportunities for pupils to embed key vocabulary and learning.
- Our whole school curriculum has been designed with collaboration between all subject leads at is core. We want students learning to be joined up and connected where strong links are possible. For us, this will allow our students, many of who have difficulties with cognition and learning, the best opportunity to experience content across different specialisms. This repetition and opportunities for retrieval practice will allow for deeper learning.
- We have been provided with the opportunity to familiarize our self with the content from different subjects and the plan and build upon any links established.

Knowledge (Components and Concepts)

- Prototype theory is utilized by identifying key concepts across MFL

MFL key concepts defined:

Communication	Communication Expression of ideas and thoughts using language and to understand and respond to other speakers
Culture	The ideas, customs, and social behaviour of a particular people or society
Comprehension	Acquiring and building on a wide vocabulary base for comprehension purposes
Vocabulary	Building a body of useful words for different contexts and situations to enable communication and understanding.

MFL Curriculum

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Sycamore, Fir and Pine	Willows 2	Salutations(Starting Off)					Seasons (Starting off)					Recap		Fruits (Moving on)				Shapes (Moving on)			Recap		Instruments (Moving on)			Recap		Ice cream -(Early language teaching)											
	Willows 1	Colour and numbers (Starting off)					In my town (Starting off)					Recap		Vegetables (Moving on)				Animals (Moving on)			Recap		I know how (moving on)			Recap		Instruments (Early language teaching)											
	7	I am learning Spanish (Early language teaching)					Phonics		Salutations (Early language teaching)			Colours and numbers (Early language teaching)				Phonics		Animal (Early language teaching)			Fruits and vegetables (Early language teaching)					Phonics													
	8	Phonics		Greetings / Colours & numbers		Fruits / Vegetables / Animals Recap		The Date (Intermediate teaching)			My family (Intermediate teaching)				My home (Intermediate teaching)			Phonics		Presenting Myself (Intermediate teaching)			Clothes (Intermediate teaching)																
	9	Year 7 recap Inc Phonics		What is the weather (Intermediate teaching)				Year 8 Recap			Do you have a pet? (Intermediate teaching)				The classroom (Intermediate teaching)			Recap		Habitats (Intermediate teaching)			Thw weekned (Intermediate teaching)																

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Maple	7	Salutations(Starting Off)					Colour and numbers (Starting off)					Phonics		Animals (Moving on)				Fruits & Vegetables (Moving on)					Phonics		I know how (moving on)				Con solidati										
	8	Salutations (Early language teaching)			Phonics			Colours and numbers (Early language teaching)				Animal (Early language teaching)			Recap		Fruits and vegetables (Early language teaching)			Phonics		I am learning Spanish (Early language teaching)			Consolidation														
	9	Phonics		Salutations		Fruits		Vegetables		The Date (Intermediate teaching)				My family (Intermediate teaching)					My home			Presenting Myself (Intermediate teaching)			Consolidation														

Curriculum Design

- We aspire to provide a rich and diverse curriculum that provides an accurate education into the lives of people in the past and a range of historical periods, fields, places and societies.

- **Organization & Delivery**

- There is a curriculum map across the whole of KS3. This is split into pathways, Sycamore/Fir and Pine/Maple. We have chosen to have two different curriculum pathways because of the diverse needs and starting points of the cohorts of these groups.

- Students have a discrete lesson of MFL every week. Pine / Maple students have three 15 minutes sessions of MFL per week. With reading and writing difficulties taken into consideration the main focus for Pine/ Maple pathways is for conversational Spanish and their speaking and listening skills.

- There is regular planned repetition for all classes. This is deliberate as we focus on a smaller number of topics for a longer period of time, knowing our students SEND needs, this is the organisation most likely to aid long term remembering. For our Maple students there are fewer topics with more repetition, knowing our students well, we know this deliberately repetitive approach will provide the best opportunity for securing this knowledge in the long term.

- At the end of each sequence of learning there are opportunities to review and reinforce the skills and learning gained over the duration of it.

Spanish is taught in a whole-class setting by the class teacher. We use the Language Angels Scheme.

.

Curriculum Design

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '**language Lego**'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Progress in Spanish

- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be very individualized based on their starting points.
- Students get better at Spanish by building up knowledge of key vocabulary and grammatical knowledge which is increasingly complex and secure. As they study particular periods, their vocabulary grows allowing them to link their learning across different areas studied.
- Two forms of assessment are available at the end of every Language Angels unit:
- Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
- More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets.

Accessibility and inclusivity

We are committed to ensuring that all students have equal access to high-quality MFL education, regardless of their disabilities or special education needs. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed in languages. This section of our MFL policy outlines our approach to inclusivity.

Inclusive Teaching Strategies:

- a. Teachers will use inclusive teaching strategies to meet the diverse learning needs of students. This may include differentiated instruction, multisensory approaches, and the use of various teaching materials and resources.
- b. Modifications to instructional methods, assessments, and assignments will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of scientific concepts.

Learning Environment:

We foster a supportive and inclusive classroom environment where students feel comfortable expressing their needs and seeking assistance. Our teachers promote a culture of respect, understanding, and peer support.

Extra-curricular Activities:

We offer inclusive extracurricular activities related to Spanish language and culture, allowing SEND learners to further engage with the language and build cultural competence.

Subject enhancements

At Oakwood, we believe in providing a wide reaching MFL education that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous language speakers throughout the curriculum. These enhancements aim to deepen students' understanding, foster a love for the subject, and highlight the importance of languages in the world around us. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

Spanish Theme Day	
Willows	Famous Spaniards
Year 7	Learning about the geography of Spain
Year 8	Spanish food
Year 9	Life in Spain Versus Life in England

Inclusion and Cultural Capital: We value inclusivity and aim to provide a diverse and representative curriculum. To celebrate inclusivity, we have incorporated the study of famous scientists throughout the curriculum. The following scientists are some of those researched during lessons:

Year	Famous language speaker	
Year 7	Dr. Maya Angelou	Dr. Maya Angelou, a renowned American author, poet, and civil rights activist, was proficient in multiple languages. Her literary works and poems have been celebrated for their universal themes and powerful use of language.
Year 8	Dr. Elie Wiesel	A Holocaust survivor and Nobel laureate, Dr. Elie Wiesel is known for his profound writings in multiple languages. His work, including the memoir "Night," is widely studied and translated, illustrating the power of language to convey the human experience.
Year 9	Daniel Tammet	Daniel Tammet is a British author and autistic savant known for his remarkable linguistic abilities. He has learned and speaks multiple languages fluently. Tammet's journey showcases the power of the human mind and can encourage students to explore their own linguistic potential.

Subject enhancements

At Oakwood, we are proud to offer a Spanish club after school, providing students with a unique opportunity to delve deeper into the Spanish language and culture beyond the regular curriculum. In our club, students engage in exciting and interactive activities that expand their Spanish language skills while also gaining insights into the rich and diverse Spanish-speaking cultures around the world. Through games, cultural projects, and fun conversations, we aim to foster a love for Spanish.

Links to wider learning

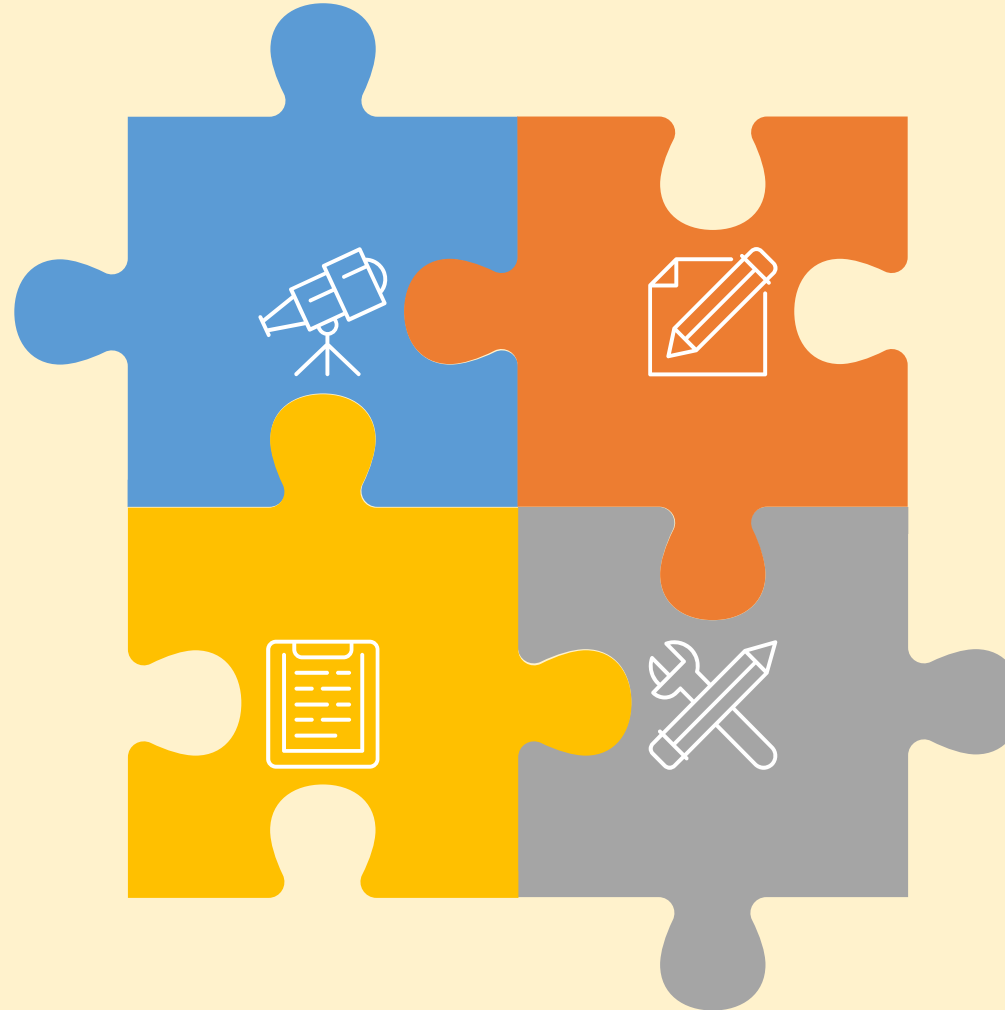
MFL

English

Exploring and linking vocabulary
Reading and interpreting
Writing (S&F pathways)
Grammar and punctuation

Science

Exploring weather.
Being healthy
Healthy food and drink choices.



Maths

Learning about number vocabulary
Time and date.

Personal Development

Links to Living in the Wider world curriculum:

- British values
- Multi cultural societies
- Respect for different cultures.

British Values

British Values

- **Extremism and radicalization** - All subject teachers in the department are familiar with the indicators of vulnerability to extremism and radicalization and the procedures for dealing with concerns. When delivering lessons in MFL we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the curriculum.
- **Promoting values** - During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** - we have looked at all areas of our Spanish curriculum and have pre-planned the coverage of the British values through the topics that we have selected.

MFL curriculum - SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

Social

Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Spiritual

Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Explicit Spanish curriculum opportunities



See MFL curriculum - SMSC overview



See MFL curriculum - SMSC overview



See MFL curriculum - SMSC overview



See MFL curriculum - SMSC overview

Learning about Spain



Social interaction in all MFL lessons.



Learning about Spain as a country during MFL teaching.

Celebrating diversity theme day



Themed days, leading to opportunities for discussion and reflection.



Themed day

Democracy	The Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
<p>The MFL classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Children will consider what life is like for individuals living in Spain (and sometimes other Spanish speaking</p>	<p>As part of learning about other cultures, laws of Spain and Spanish speaking countries will be mentioned, comparing them with British laws.</p>	<p>Children will explore their own individual liberty by considering themselves as global citizens and beginning to explore possibilities for travelling to, or even working in, other parts of the world when they are older.</p>	<p>Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to. Through our themed celebrating diversity day, we look at inspirational people linked to Spain.</p>	<p>Pupils are taught about historical, cultural and religious differences between the UK and Spain (with some reference to other Spanish speaking countries as well). Other cultures are always discussed in a respectful manner, emphasising that although things may be different, each culture is equally valuable and to be respected. Through our themed celebrating diversity day, we look at inspirational people linked to Spain.</p>