

Sandhill View

MFL Curriculum Policy

Achieve Aspire Enjoy

Academy Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. Ultimately, we want students to **'Know More, Do More and Go Further'**

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The MFL curriculum is planned to allow students to have a deeper understanding of the world they live in. By studying a range of cultures, languages and people, students will have a greater understanding of the wider world in order to become more empathetic. The MFL curriculum is planned to enable all students to cumulatively develop skills in the concepts:

- The foundations of grammar, vocabulary and linguistic competence
- Confidence in, and a positive attitude towards foreign languages and to recognise the importance of languages
- A strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16
- Ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates. We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for careers and life after school.

Sequence and structure

Our curriculum is covered in Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (10 and 11). It is structured **chronologically** at KS3 in years 7-8, with year 9 giving an opportunity for a GCSE taster. The scheme of learning is structured in such a way to cumulatively build for progression. At KS4 the curriculum is organised by unit, which builds on KS3 learning and develops the student's depth of knowledge.

Literacy

We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. In MFL we provide regular opportunities for students to read as part of homework activities and within the classroom environment from a range of genres and follow the whole school focus each term to improve reading skills. We also have aspirations for our students to use ambitious vocabulary and are using Frayer models and 'push' techniques to widen the tier 2 and tier 3

vocabulary students use orally and in the work they produce. Coherent and fluent writing skills are also imperative for student achievement, so we support student writing skills by offering opportunities for extended writing, with modelling, and sentence stems to support. All curriculum areas use literacy end point document which details yearly end points for reading, writing and oracy to ensure consistent literacy skills embedded across the curriculum.

KNOW MORE: Our Key Stage 3 MFL Curriculum includes the following areas of study:

Three-year KS3 with 4 hours per fortnight.

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p>Autumn 1-Mi vida (p6 onwards)</p> <p>¿Cómo te llamas?</p> <p>A seven-week introduction to Spanish to get students used to Spanish pronunciation and to be able to introduce themselves.</p> <p>To include: Basic greetings, using SER to talk about their personality, use of adjectives, numbers and the verb TENER, months, alphabet, pets and colours</p> <p>Cross curricular knowledge: numeracy, basic Spanish mathematical questions. SMSC through description of personality Geography of the Spanish speaking world and cultural awareness.</p>	<p>Autumn 2- En mi tiempo libre (p30)</p> <p>¿Qué te gusta hacer?</p> <p>A seven-week module that teaches the students to talk about what they like to do in their free time.</p> <p>To include: present tense verbs, expressions of frequency, weather, seasons, sports, days of the week and question words.</p> <p>Build on first half term with strategies for cognates and near-cognates as well as incorporating the use of high-frequency words.</p> <p>Cross curricular knowledge: PE, sports, humanities: cultural differences and weather, Music & SMSC through free time activities.</p>	<p>Spring 1 -Mi insti (p54)</p> <p>¿Qué estudias?</p> <p>A seven-week module that teaches the students how to talk about school life.</p> <p>To include: school subjects, justified opinions, adjectives, the use of 'hay' and 'no hay', time expressions and more present tense verbs.</p> <p>Cross curricular knowledge: SMSC-comparing school life in Spanish speaking countries with the UK. Maths: numeracy and telling the time.</p>	<p>Spring 2 - mi familia y mis amigos (p78)</p> <p>¿Cuántas personas hay en tu familia?</p> <p>A six-week module that enables students to talk confidently about their family and friends.</p> <p>To include: family members, numbers up to 100, physical description and the use of 'TENER' and 'SER' in different contexts. Adjectives, describing your home, use of 'VIVIR' and 'ESTAR' as well as building on student's knowledge of high-frequency words.</p> <p>Cross curricular knowledge:</p>	<p>Summer 1- Mi ciudad (p102)</p> <p>¿Qué hay en tu ciudad?</p> <p>A four-week module to teach students how to describe their town or city.</p> <p>To include: Places around town, opinion phrases, telling the time, verbs to describe what you do in town, ordering food and drinks, introduction to the future tense and time phrases.</p> <p>Cross curricular knowledge:</p> <p>Maths: telling the time, English: grammatical structures of tenses, technology: food and drink, recipes. Drama: role play cafes.</p> <p>School trip to Spanish tapas restaurant.</p>	<p>Summer 2- Mis vacaciones (Viva 2 p6)</p> <p>¿Adónde fuiste de vacaciones?</p> <p>A seven-week module that explores talking about holidays and introduces the past tense.</p> <p>To include: Countries, past tense of 'IR', exclamations, past tense verbs, time phrases, adjectives.</p> <p>Cross curricular knowledge:</p> <p>Geography-describing where they went and how they travelled.</p>

				<p>Maths: numbers up to 100, Geography- compass points and description of where you live. Art: wanted posters for physical description.</p>		
Year 8	<p>Autumn 1 - mi familia y mis amigos (p78)</p> <p>¿Cuántas personas hay en tu familia?</p> <p>A seven-week module that enables students to talk confidently about their family and friends. This builds on their introduction to Spanish from February onwards in Year 7.</p> <p>To include: family members, numbers up to 100, physical description and the use of 'TENER' and 'SER' in different contexts. Adjectives, describing your home, use of 'VIVIR' and 'ESTAR' as well as building on students knowledge of high-frequency words.</p> <p>Cross curricular knowledge:</p> <p>Maths: numbers up to 100, Geography- compass points and description of where you live. Art: wanted posters for physical description.</p>	<p>Autumn 2- Mi ciudad (p102)</p> <p>¿Qué hay en tu ciudad?</p> <p>A seven-week module to teach students how to describe their town or city.</p> <p>To include: Places around town, opinion phrases, telling the time, verbs to describe what you do in town, ordering food and drinks, introduction to the future tense and time phrases.</p> <p>Cross curricular knowledge:</p> <p>Maths: telling the time, English: grammatical structures of tenses, technology: food and drink, recipes. Drama: role play cafes.</p> <p>School trip to Spanish tapas restaurant.</p>	<p>Spring 1- Mis vacaciones (Viva 2 p6)</p> <p>¿Adónde fuiste de vacaciones?</p> <p>A seven-week module that explores talking about holidays and introduces the past tense.</p> <p>To include: Countries, past tense of 'IR', exclamations, past tense verbs, time phrases, adjectives.</p> <p>Cross curricular knowledge:</p> <p>Geography- describing where they went and how they travelled.</p>	<p>Spring 2- Todo sobre mi vida (Viva 2 p28)</p> <p>¿Qué haces con tu móvil?</p> <p>A six-week module that builds on prior learning in Year 7 to enable students to speak with more fluency about what they like to do.</p> <p>To include: modern technology, expressions of frequency, music styles, opinion phrases, tv and film, past tense- what you did yesterday.</p> <p>Cross curricular link: IT: modern technology, music- Latin American styles of music, English, grammatical structure of tense. Maths: frequency.</p>	<p>Summer 1- ¡A comer! (Viva 2 p52)</p> <p>¿Qué te gusta comer y beber?</p> <p>A four-week module that builds on learning in Year 7 to be able to describe food and drink preferences.</p> <p>To include: food and drinks, typical Spanish meals, breakfast, restaurant scenarios, Latin American dishes, planning a shopping list, quantities, question words and ordering in a restaurant.</p> <p>Cross curricular link: Maths: quantities, drama: role play, technology: recipes.</p>	<p>Summer 2- ¿Qué hacemos? (Viva 2 p76)</p> <p>¿Te gustaría ir al cine?</p> <p>A seven-week module that consolidates prior learning at KS3 so that students can talk with confidence about making plans.</p> <p>To include: The conditional tense, reactions, places in town, the time, phrases of position, making excuses, daily routine, clothing and colours.</p> <p>Cross curricular: art: colours, SMSC: daily routine. Maths: telling the time. Geography: directions.</p>

Year 9	<p>Autumn 1 -Mi insti (p54) ¿Qué estudias?</p> <p>A seven-week module that teaches the students how to talk about school life.</p> <p>To include: school subjects, justified opinions, adjectives, the use of 'hay' and 'no hay', time expressions and more present tense verbs.</p> <p>Cross curricular knowledge: SMSC- comparing school life in Spanish speaking countries with the UK. Maths: numeracy and telling the time.</p>	<p>Autumn 2- Mis vacaciones (Viva 2 p6) ¿Adónde fuiste de vacaciones?</p> <p>A seven-week module that explores talking about holidays and introduces the past tense.</p> <p>To include: Countries, past tense of 'IR', exclamations, past tense verbs, time phrases, adjectives.</p> <p>Cross curricular knowledge: Geography- describing where they went and how they travelled.</p>	<p>Spring 1- Todo sobre mi vida (Viva 2 p28) ¿Qué haces con tu móvil?</p> <p>A seven-week module that builds on prior learning in KS3 to enable students to speak with more fluency about what they like to do.</p> <p>To include: modern technology, expressions of frequency, music styles, opinion phrases, tv and film, past tense- what you did yesterday.</p> <p>Cross curricular link: IT: modern technology, music- Latin American styles of music, English, grammatical structure of tense. Maths: frequency.</p>	<p>Spring 2- ¡A comer! (Viva 2 p52) ¿Qué te gusta comer y beber?</p> <p>A six-week module that builds on learning in KS3 to be able to describe food and drink preferences.</p> <p>To include: food and drinks, typical Spanish meals, breakfast, restaurant scenarios, Latin American dishes, planning a shopping list, quantities, question words and ordering in a restaurant.</p> <p>Cross curricular link: Maths: quantities, drama: role play, technology: recipes.</p>	<p>Summer 1- ¿Qué hacemos? (Viva 2 p76) ¿Te gustaría ir al cine?</p> <p>A four-week module that consolidates prior learning at KS3 so that students can talk with confidence about making plans.</p> <p>To include: The conditional tense, reactions, places in town, the time, phrases of position, making excuses, daily routine, clothing and colours.</p> <p>Cross curricular: art: colours, SMSC: daily routine. Maths: telling the time. Geography: directions.</p>	<p>Summer 2 Operación Verano (Viva 2 p102) ¿Qué casa prefieres?</p> <p>A seven-week module designed to enable students to be able to talk with increased fluency in three tenses about where they live.</p> <p>To include: Describing a house, adjectives, use of 'se puede + infinitive', asking for directions, justified opinions and time expressions.</p> <p>Cross curricular: English grammatical structures of tenses, cognates, verbs and adjectives.</p>
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KNOW MORE: Our Key Stage 4 Curriculum

The KS4 Curriculum is taught over 2 years. Y10 & 11 have 6 hours of Spanish or French per fortnight. Lessons are taught in mixed ability groups. At Key Stage 4 students follow the AQA specification. Year 10: new specification, Year 11: old specification.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>French: Tu as de temps à perdre?</p> <p>A seven week module that teaches students to talk about media and technology and their personal world.</p> <p>To include : saying what you do online, saying what you do to stay active, saying what you watch, what you did last weekend (past tense) and arranging to go out (future tense).</p> <p>Cross curricular knowledge : English- tenses, IT- modern technology, PE- sports and hobbies, SMSC social activities.</p> <p>Spanish: ¡Diviértete! A seven week module that teaches students to talk about popular culture, media and the world around us.</p> <p>To include : my digital life, sports and free time activities, arranging to go out (future tense), saying what you did last weekend (past tense) and describing a bad day.</p> <p>Cross curricular knowledge : English- tenses, IT- modern technology, PE- sports and hobbies, SMSC social activities.</p>	<p>French: Mon clan, ma tribu</p> <p>A seven week module that looks in depth at 'my personal world'</p> <p>To include : your weekend routine, friendship, physical description, role models and celebrations.</p> <p>Cross curricular- SMSC & Geography : cultural awareness, relationships, personal routines.</p> <p>Spanish : Viajes</p> <p>A seven week module that looks at communication, the world around us and popular culture.</p> <p>To include, travel plans, festivals, holidays, saying where you stayed (past tense) and vacations in different tenses.</p> <p>Cross curricular- Geography and SMSC, cultural awareness, relationships, English : tenses.</p>	<p>French: Ma vie scolaire</p> <p>A seven week module that covers studying and future plans</p> <p>To include : school life, school rules, what school used to be like and learning languages.</p> <p>Cross curricular knowledge : Schools subjects and opinions about them, English- tenses, SMSC- cultural differences and awareness.</p> <p>Spanish : Mi gente, mi mundo</p> <p>A seven week module that covers People and lifestyle, popular culture, communication and the world around us.</p> <p>To include: describing people, talking about celebrities, friendships and relationships, your identity and what matters to you, talking about problems, giving advice and family celebrations.</p> <p>Cross curricular knowledge:</p>	<p>French: En plein forme</p> <p>A six week module that includes giving opinions about dishes, talking about meals and mealtimes, mental health, unhealthy lifestyle choices, improving your life and lifestyle changes.</p> <p>Cross curricular SMSC – healthy choices</p> <p>Spanish : Mi estilo de vida</p> <p>A six week module that covers cultural differences, healthy routines, mealtimes and food trends, comparing old and new habits, illness and injuries, making future wellbeing plans</p> <p>Cross curricular: healthy choices</p>	<p>French: Numéro vacances</p> <p>A four week module that looks at holidays and accommodation, ideal holidays, talking about what you can see and do on holiday, festivals, booking accommodation, talking about staycation holidays.</p> <p>Cross curricular- geography – world and cultural knowledge</p> <p>Spanish: ¡A clase!</p> <p>A four week module that includes learning about school in Spanish speaking countries, talking about a typical school day, giving opinions about school life, using the conditional tense to talk about how you'd change your school, students and teachers and using the past tense to talk about previous school trips</p> <p>Cross curricular: geography, SMSC cultural awareness and differences</p>	<p>French: Notre planète</p> <p>A seven week module that covers, the environment , geography and climate change, environmental problems, the weather, protecting the environment and school environmental problems.</p> <p>Cross curricular- Geography- climate change and the environment</p> <p>Spanish: mi barrio y yo</p> <p>A seven week module that compares life in Colombia to your local area, describing cities, using the perfect tense, giving directions, talking about local change, shopping preferences and giving detail about</p>

			SMSC-relationships, identity. Geography- climate change, pollution and environmental problems			where you live. Cross curricular: Geography and History- local area change, physical and environmental Geography.
Year 11	<p>Autumn 1</p> <p>French: Module 7 Mon petit monde à moi</p> <p>A seven week module that teaches students about the themes of popular culture and the world around us.</p> <p>To include: Understanding adverts, describing your town, asking for and understanding directions, shopping for clothes, describing your ideal home and visiting another town or city.</p> <p>Cross curricular : Maths- money and shopping, geography, directions and comparing cities.</p>	<p>Autumn 2</p> <p>French: Module 8 Mes projets d'avenir</p> <p>A seven week module that looks at the themes of People and lifestyle and popular culture</p> <p>To include: summer plans, using different tenses, future plans and hopes, future career paths, different jobs, reality TV and influencers.</p> <p>Cross curricular: English- working in different tenses, SMSC- careers</p>	<p>Spring 1</p> <p>French: Speaking exam prep.</p>	<p>Spring 2</p> <p>French: Exam prep</p>		

DO MORE: Milestone assessment end points

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<p>Extending and deepening understanding, acquisition of knowledge and vocabulary.</p> <p>Understand the key differences between Spanish and English pronunciation</p> <p>Starting to use some relevant vocabulary to introduce themselves</p>	<p>In addition to the basic response students can:</p> <p>Extending and deepening understanding, acquisition of knowledge and vocabulary.</p> <p>Pronounce Spanish words with increased fluency, justify their opinions and use correct adjective agreement.</p> <p>Source/interpretation</p>	<p>In addition to the clear response students can:</p> <p>Extending and deepening understanding, acquisition of knowledge and vocabulary.</p> <p>Respond to a series of questions in the target language with confident, accurate pronunciation and provide extended answers using connectives.</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<p>Source/interpretation</p> <p>Understand basic details of what someone is saying in the target languages. Recognise and use key verbs in the present tense. SER, TENER, HABER, IR, VIVIR and ESTAR.</p> <p>Starting to describe themselves with some support.</p> <p>Conceptual understanding</p> <p>Recall some relevant knowledge showing a basic understanding of present tense verbs, opinions and expressions of frequency.</p>	<p>Make simple inferences from reading and hearing Spanish in a range of contexts. Recognise cognates and use these to infer meaning.</p> <p>Conceptual understanding</p> <p>Give general descriptions about themselves, showing basic knowledge of grammatical structures.</p> <p>Starting to provide some structure to extended work.</p>	<p>Source/interpretation</p> <p>Infer meaning from authentic materials in the target language by taking their linguistic knowledge and transferring it to a range of contexts.</p> <p>Conceptual understanding</p> <p>Starting to structure work in different time frames by including past and future tense sentences in their work.</p>
8	<p>Extending and deepening</p> <p>Use of key verbs SER, TENER, IR, VIVIR and ESTAR in the first person, present tense.</p> <p>Source/interpretation</p> <p>Recognise positive and negative opinions in both written and spoken Spanish and respond to those with your own feelings</p> <p>Conceptual understanding</p> <p>Demonstrate increased confidence to speak in Spanish using opportunities to complete group role plays in the target language with some support.</p>	<p>In addition to the basic response students can:</p> <p>Extending and deepening</p> <p>Demonstrate adjective agreement and ability to offer justified opinions in a range of scenarios. Take high frequency vocabulary and use it with confidence across a range of topics to express opinions.</p> <p>Source/interpretation</p> <p>Respond instantly to spoken Spanish with fluency, spontaneity and good intonation. (Role play)</p> <p>Conceptual understanding</p> <p>Show an ability to form sentences in a range of topics using the conditional tense. Demonstrate knowledge of how to make plans in the target language in both written and spoken Spanish.</p>	<p>In addition to the clear response students can:</p> <p>Extending and deepening understanding, acquisition of knowledge and vocabulary.</p> <p>Extend answers using connectives and justified opinions. Try to use different forms of verbs rather than only 1st person.</p> <p>Source/interpretation</p> <p>Recognise and respond to different tenses and time frames in authentic materials.</p> <p>Conceptual understanding</p> <p>Write about future plans with a high degree of accuracy using the immediate future and conditional tenses.</p>
9	<p>Extending and deepening</p> <p>Build on prior KS3 learning to speak with increased fluency with some support about a range of contexts.</p> <p>Source/interpretation</p> <p>Begin to adapt work to suit different time frames. Respond accurately to questions in Spanish using increasingly extended sentences.</p>	<p>In addition to the basic response students can:</p> <p>Extending and deepening</p> <p>Offer justified opinions using connectives to extend answers on a range of topics. Use 3 tenses with increased confidence in the first person.</p> <p>Source/interpretation</p> <p>Recognise and respond to authentic materials describing topics such as daily</p>	<p>In addition to the clear response students can:</p> <p>Extending and deepening</p> <p>Use a range of frequency expressions in their work. Use 1st and 3rd person reflexive verbs to talk about daily routine. Correctly use adjective agreement and plurals to describe clothing preferences in 2 tenses.</p> <p>Source/interpretation</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<p>Conceptual understanding</p> <p>How to use reflexive verbs and 3 different tenses.</p>	<p>routine, local area and ordering food and drinks.</p> <p>Conceptual understanding</p> <p>The use of 'se puede', the verbs 'HABER + IR' as well as conditional tense.</p>	<p>Respond to authentic materials at a level similar to GCSE in speaking, listening, reading and writing.</p> <p>Conceptual understanding</p> <p>Produce answers with little to no support that show a solid grasp of the past, present, future and conditional tenses.</p>
10	<p>Extending and deepening</p> <p>Using regular verbs in the present tense</p> <p>Using emphatic pronouns</p> <p>Using reflexive verbs</p> <p>Using comparative adjectives</p> <p>Using the past tense</p> <p>Using the future tense</p> <p>Source/interpretation</p> <p>Listening and transcribing</p> <p>Discussing pros and cons</p> <p>Forming and answering questions</p> <p>Conceptual understanding</p> <p>When to use sequencers and connectives</p> <p>Making adjectives agree</p> <p>Describing a photo</p> <p>Using negatives in different time frames</p>	<p>Extending and deepening</p> <p>Using expressions of frequency</p> <p>Using comparatives</p> <p>Extending sentences using 'if'</p> <p>Using a range of structures to give opinions in the past</p> <p>Giving advice using 'you have to'</p> <p>Source/interpretation</p> <p>Understanding and giving advice</p> <p>Distinguishing between tenses when listening</p> <p>Translating accurately</p> <p>Conceptual understanding</p> <p>Knowing when to use the conditional tense</p> <p>Using indefinite adjectives</p> <p>Using if clauses</p>	<p>Extending and deepening</p> <p>Using impersonal verbs with an infinitive</p> <p>Using demonstrative adjectives for description</p> <p>Direct object pronouns</p> <p>Positive and negative opinions</p> <p>Source/interpretation</p> <p>Identifying false friends</p> <p>Talking about the opinions of others</p> <p>Translating accurately</p> <p>Comparing now and then in the imperfect tense.</p> <p>Conceptual understanding</p> <p>Using prepositions of place</p> <p>Using modal verbs</p>
11	<p>Extending and deepening</p> <p>Using demonstrative adjectives</p> <p>Using correct prepositions</p> <p>Using the definite article</p> <p>Correct position of adjectives</p> <p>Source/interpretation</p> <p>Understanding when someone uses negatives</p> <p>Conceptual understanding</p> <p>Talking about possession</p> <p>Talking about ideals</p> <p>Using if clauses</p> <p>Spotting different tenses from verb endings</p>	<p>Extending and deepening</p> <p>Forming feminine nouns</p> <p>Using present and past tenses together</p> <p>Using 'we should' + infinitive</p> <p>Source/interpretation</p> <p>Understanding future plans</p> <p>Translations in different time frames</p> <p>Revising multiple sounds</p> <p>Working out the meaning of new words</p> <p>Comprehension skills</p> <p>Conceptual understanding</p> <p>Using the imperative</p> <p>The imperfect continuous tense</p>	<p>Extending and deepening</p> <p>Using the he/she/it/we/you/you(plural) and they forms of verbs</p> <p>Different ways to express future plans</p> <p>Using articles correctly</p> <p>Source/interpretation</p> <p>Deciphering meaning in authentic materials</p> <p>Listening for percentages</p> <p>Understanding more complex texts</p> <p>Conceptual understanding</p> <p>Talking about hopes and dreams</p> <p>Modal verbs</p> <p>Using the infinitive as a noun</p>

GO FURTHER: Skills Builder

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in MFL we will focus on **TEAMWORK** including group decision making and recognising the value of others. **PROBLEM SOLVING** by exploring authentic materials and using our knowledge of grammatical structures and cognates to understand gist. Furthermore, we want our students to **AIM HIGH** by setting goals, prioritising tasks and involving others.

How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- Seating to allow inclusion
- Differentiation activities to stretch and support in all lessons
- Resources are accessible yet challenging
- Displays and visual learning tools are used where necessary
- Where appropriate support from additional adults is planned to scaffold students learning
- Group work and discussion
- Clear teacher/student communication
- Feedback that allows students to make progress, whether written or verbal
- Independent study/homework.
- Intervention when required
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How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of MFL, we;

- work to identify barriers, interests and what might help each pupil make the next steps in learning using lead practitioner research and actions to support.
- provide targeted support for under-performing pupils during lesson time, such as targeted questioning, live marking and seating, in addition to revision lessons and intervention outside school hours.
- use strategies best suited to addressing individual needs
- ensure there are opportunities for students to make use of resources and gain homework support outside of lesson time through the use of Teams
- provide students with revision materials to reduce financial burden on families

How do we make sure that our curriculum is implemented effectively?

- The MFL curriculum leader is responsible for designing the MFL curriculum and monitoring implementation.
- The subject leader's monitoring is validated by senior leaders.
- Staff have regular access to professional development/training to ensure that curriculum requirements are met and subject knowledge developed
- Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.
- Curriculum resources are selected carefully and reviewed regularly.
- Assessments are designed thoughtfully to assess student progress, long term knowledge retrieval and also to shape future learning.
- Assessments are checked for reliability within departments and across the Trust.

We have staff who have marked for exam boards and can provide vital CPD to the rest of the department to ensure reliability of data. We also work closely with examination team leaders across trust to validate and standardise marking.

Gap analysis spreadsheets are used to identify areas of development for students at KS4 to identify areas of weakness

How do we make sure our curriculum is having the desired impact?

- Examination results analysis and evaluation
- Termly assessments based upon prior learning for retrieval-analysis and evaluation meetings
- Lesson observations
- Learning walks for KS3 and KS4 based upon departmental priorities
- Work sample for each year group cross referenced against milestone assessment end points
- Regular feedback from teaching staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil Surveys
- Parental feedback