



Wimbledon College Curriculum Intent

Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.

All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.

We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.

Intent

The Modern Foreign Language Department at Wimbledon College aims to facilitate a learning environment where our students become open minded, resilient and accepting individuals who embrace different cultures and views that underpin the key principles of Jesuit education and being 'men and women for others'.

Our broad and balanced curriculum strives to equip the students with the knowledge and skills to learn and retain vocabulary and grammatical structures, which in turn enables them to understand and manipulate the language in a variety of contexts.

In order to raise our students' cultural capital and promote Fundamental British Values, we endeavour to provide the students with an insight into different ways of living, cultures and beliefs from Francophone and Hispanic countries and communities from across the globe.

We seek to promote a love of learning languages and an understanding of the importance of not just the ability to speak a foreign language but also the skills that one can gain from being able to do so. We aim to highlight the relevance and usefulness of languages in the current globalised world, opening our students' minds to the opportunities that learning a language can provide in terms of their future aspirations and careers.

Implementation

Our curriculum at both KS3 and KS4 follows Pearson's Viva and Dynamo/ Studio Schemes of Work to prepare our students for AQA GCSE in Spanish and French. These are expertly- developed courses that have been designed to embed language-learning skills, equipping our students for their next steps including GCSE and A level as well as using the language in real life scenarios. The resources include lively, culturally up- to- date materials that are fully differentiated with 'green' and 'red' books for KS3 and higher and foundation books for KS4. Learning is maximised through recycling of vocabulary and structures, combined with dedicated skills spread (listening, reading, writing and speaking). The sequence of learning is well thought out and clearly presented through learning journeys and sequencing maps for each year and Key Stage that differentiate between skills, topics and grammar points.

For KS5 we use Hodder Education's SOW for AQA Spanish A level. This course has been carefully developed to ensure the sequence of learning is logical and progressive. It supports the transition from GCSE with clear progression through four stages of learning: transition, AS, A-level and extension. It exposes students to authentic target language material, builds grammar and translation skills with topic-related practice and gives students the tools they need to succeed with learning strategies throughout.



We also incorporate resources from Kerboodle to ensure we offer our students a fully comprehensive insight into Hispanic society and history following the topics in the AQA specification. We study the novel 'Como Agua Para Chocolate' and Pedro Almodovar's Volver. Both the film and book studies help to develop the students' analytical and critical thinking skills as well as their essay writing skills. In order to support our students in the understanding of the film and Pedro Almodovar's style of directing, we take year 12s/ 13s to the British Film Institute for workshops on film techniques.

Our cultural scheme of work includes a broad range of topics, from the history of Spanish and French colonisation to festivals in Hispanic and Francophone countries. Our cultural scheme of work is constantly being adapted as the world changes around us. We dedicate the final week of each half term to a different cultural topic. We also offer school trips to France and Spain so our students can use the language they have learnt in real life scenarios as well as seeing the different culture for themselves.

In order to ensure the curriculum is inclusive of all, our lessons are differentiated both to challenge and support our students. We use Google Classroom as a means of providing our students with support materials such as vocabulary lists and PowerPoints from lessons. At the beginning of the year, we also provide each student with a vocabulary list booklet that includes key vocabulary for the year as well as classroom language, phonics and verb tables. Furthermore, we use Pearson's Active Learn (KS3), sentence builders (KS3-4), GCSE Pod (KS4) and Kerboodle (KS5) so our students are able to learn individually to both support and challenge. Equally, our lessons include challenges to push high achievers and we differentiate the content for native speakers by providing them with GCSE level extensions with the intention of taking the GCSE as an external in year 10.

In order to make the students aware of the opportunities learning a foreign language can provide, we introduce the year with an open discussion to the question 'why learn a language?'. We make sure our students are aware of the different career pathways in languages during MFL careers week and commit a lesson to careers and the skills that languages give you for year 9s before they make their GCSE options choices. Throughout the course at all Key Stages we ensure we make a link between what we are learning and the context in which our students are living in.

There is a common approach to pedagogy in the Department which is influenced by the Communicative approach. This approach includes high amounts of target language, interactive activities and focuses on students being able to communicate in the language. We consistently adapt our teaching according to the needs of all students. For example, we use Conti's sentence builders to engage the lower ability students and to allow them better access to the more complex topics since the methodology helps the students improve their memory, gain confidence and improve their syntax. We use a variety of activities in our lessons to support all learning styles. This includes choral repetition, games, pair and independent work plus a mixture of stir and settle activities to help motivate and focus the student. We are continuously looking for the best and most innovative ways of teaching languages.

Impact

The impact of our teaching is measured in a number of ways:

- **Formative assessments:** once a half term we do a formative assessment that focuses on a certain skill of the current topic. No grade is given to this assessment to ensure the student sees what they must do to progress as opposed to feeling demotivated from their grade. The teacher gives detailed feedback to each student and also uses the assessment to measure the impact of teaching so far and what misconceptions to address next.



- **Summative assessments:** our summative assessments are designed to test what the student has learned over the half term. We ensure we cover all skills throughout the year- reading, writing, listening, speaking and translation. After every summative assessment we commit an entire lesson to DIRT and ask the students to reflect on their progress. We use these assessments to inform teaching and recap any misconceptions during DIRT and in future lessons.
- **Assessment for Learning:** We are constantly measuring the impact of our teaching through assessment for learning strategies during lesson time. Feedback is given to the class after every activity for students to correct their work. Mini plenaries such as games and mini whiteboards are used consistently to measure progress.
- **SISRA:** The HOD uses SISRA to check student progress on summative assessments. The HOD and teacher will work together to ensure any student making less progress as they should get the right support.
- **Feedback from trips:** we ask our students to fill out a feedback form for trips abroad to measure the impact of the trip as well as understanding possible changes that need to be made for future trips. The feedback so far has been very positive.
- **Feedback from cultural lessons:** students are particularly enthusiastic during cultural lessons. We use questioning to ensure students understand differences in culture and facilitate discussions during class to measure the impact of what they are learning.
- **External candidates:** Every year we have French and/or Spanish native speakers, who have attended lessons in KS3, complete the GCSE a year early as an external candidate which allows them to have an additional GCSE. These students obtain excellent results due to the high levels of differentiation and challenge in lessons.
- **Intervention:** If a student is not making the progress they should, the below interventions are put into place:

KS4 and KS5 intervention/ revision sessions run once a week for each language.

Meeting with the student to understand where gaps are.

Communication with Head of Line and with home via HOL if necessary.

Differentiation and scaffolding within lessons.

MFL subject report card – this is primarily used if behaviour is the key barrier to the student’s progress.

GCSE Results:

In 2022 our **GCSE French** results were above national average in both 9-7 and 4+ (see table below). You can also see an increase in all grade categories when compared to 2019.

	2019	2019 Nat Avg	2022	2022 Nat Avg
7+	20.9%	24.3%	36.7%	32.1%
5+	64.2%		69.6%	
4+	85.1%	70.4%	86.9%	78.8%



The cohort's strongest skills were in speaking and writing which shows a positive impact of the support we provide the students with when it comes to producing the language (sentencebuilders, consistent feedback, exam skills etc). The weakest skill was listening and is one of the reasons why we have invested in new resources for KS3 to help build up their listening skills from a younger age.

	2019	2019 Nat Avg	2022	2022 Nat Avg
7+	38.3%	21.2%	30.9%	32.1%
5+	56.3%		69.1%	
4+	76.6%	63.4%	83.6%	78%

In 2022 our **GCSE Spanish** results were above national average in 4+ and just below in 9-7. You can see an increase in 4+ and 5+ when compared to 2019. Their strongest skills, unlike in French, were in listening and reading. As Spanish is a phonetic language, our students tend to find understanding the language easier than in French. We are implementing strategies in lesson time to improve writing and speaking skills, especially in the 7+ category, including mini white board activities, quick-fire speaking questions, peer marking and extra exam practice. Our disadvantaged students did very well in Spanish with 50% achieving 7+ and 94.6% 4+.

	2022 Spanish A level
WC results	57% A*-A 100% A*-C
National average	51% A*-A 89.7% A*-C

In 2022 our **A level Spanish** results were above national average in all grade categories. Over the past two years we have dedicated a large amount of class time to exam skills for all papers. This has had a very positive impact on our results as our cohort scored, on average, higher than other AQA centres in all papers.