

STUDENT

Welcome to the Modern Foreign Languages Department

Languages are for life. The study of a Modern Foreign Language is seen as an important part of our pupils' education as languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

The department's vision is to continually improve standards through an engaging and challenging curriculum which values the strengths of all and celebrates success. Competency in a foreign language unlocks the technological, enterprise and vocational abilities which enhance the employability skills of our pupils. We aim to promote cultural awareness and develop our young people into global citizens of the 21st century.



Modern Foreign Languages Department Vision Statement

Languages offer a variety of competences in communication and knowledge of other cultures. They develop confidence and motivation towards a brighter future.

❖ Les langues offrent une variété de compétences dans la communication et la connaissance d'autres cultures. Elles développent l'inspiration, la confiance et la motivation pour un futur plus prometteur.



❖ Las idiomas ofrecen una variedad de competencias en la comunicación y un conocimiento de otras culturas. Desarrollan la inspiración, la confianza y la motivación para un futuro más promisorio



❖ Le lingue offrono una varietà di competenze in comunicazione e conoscenza di altre culture. Sviluppano fiducia e motivazione verso un futuro più luminoso.



❖ Języki oferują różnorodne kompetencje w zakresie komunikacji i wiedzy o innych kulturach. Rozwijają zaufanie i motywację do lepszej przyszłości.

Department Aims & Objectives:

- To foster positive attitudes and interest, enthusiasm for languages
- To ensure that all students make minimum expected progress from Year 7 to 11 (where applicable)
- To offer students a range of activities to explore language including cross curricular activities
- To give awareness of the cultures of the countries of the languages studied
- To raise awareness of the nature of language and language learning
- To achieve communicative confidence and competence in the language
- To contribute to the school improvement plan in a creative and effective way
- To provide enjoyment and intellectual stimulation, which may encourage students to continue their study of the language
- To encourage students in their whole school career
- Provide a broad, balanced, relevant and differentiated Modern Foreign Languages curriculum
- Provide students with the skills they will need in everyday life
- Choose learning experiences that build upon previous work and students' present knowledge and understanding
- Provide specific opportunities for students to take on responsibility for their own learning by encouraging the development of research, practical and investigative skills via challenge and building learning power
- Provide opportunities for students to work independently and as a group
- Provide opportunities for students to apply their knowledge, skills and understanding in a range of situations

Homework enables students to:

1. Consolidate and extend work covered in class or prepare for new learning activities.
2. Access resources not available in the classroom.
3. Develop research skills.
4. Have an opportunity for independent work.
5. Show progress and understanding.
6. Provide feedback in the evaluation of teaching.
7. Enhance their study skills e.g. planning, time management and self-discipline.
8. Take ownership and responsibility for learning.
9. Engage parental co-operation and support.
10. Create channels for home school dialogue.

Homework Tasks

1. Independent learning.
2. Consolidation of work in class to **stretch, challenge and extend learning**.
3. Practice - learning by doing.
4. Completion of all work assignments.
5. Research.
6. Reading
7. Using ICT.

The role of the Student:

1. To listen to and note down homework instructions in class.
2. To seek clarification from Giles App or teacher.
3. To ensure homework is completed and handed into the teacher to meet the deadline.
4. To attempt all work set with a serious attitude and aim to produce work of a high standard.
5. To inform the teacher of any difficulties in completing the homework before the deadline.

The role of the Subject Teacher:

1. Set a meaningful homework for their subject as identified on the Departmental Homework plan.
2. Give full and comprehensive instructions on the Giles App.
3. Set deadlines for work and ensure that they are met.
4. Provide help and support as required
5. Check, mark and return all work promptly with appropriate feedback
6. Provide help and support
7. To make good use of incentives whenever possible or carry out sanctions when appropriate.
8. Make referrals to the Head of Department when necessary.
9. Will keep a record of homework tasks as part of lesson planning.
10. Make the record available to the Head of Department
11. Homework should be **differentiated** in order to ensure that all students are set tasks which are appropriate and are at the required level to extend their learning.

The role of the Head of Department:

1. To quality assure the homework set by sampling across all year groups.
2. To monitor and evaluate homework policy within their curriculum area as part of the quality assurance process in discussion with their Line Manager.

Miss Blackburn – Head of Modern Foreign Languages, Teacher of French KS3 and KS4; **Mrs Tebbs Clark** – Teacher Of Spanish KS3 and KS4; **Ms D’Angelo** – Teacher of Italian KS3; **Mrs Woods** – Teacher of Spanish KS3; **Mrs Warrelis** – Teacher of Polish

DEPARTMENT HOMEWORK ROTA;

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Y7					
Y8					
Y9					
Y10					
Y11					

DETENTIONS

Students should serve a **break time detention** with the teacher who issues the detention (recorded on E-portal). Failure to attend should then result in a **Department Detention**. (See rota below). Failure to attend this should be forwarded to the HOD who will issue a **School 40 minute Detention**. Please note that **the initial misconduct** must be resolved by the student; i.e. completion of work/homework, apology etc.

Detention rota

This will run on a 4 week rota basis in MFL2, THURSDAY 1p.m. to 1.20p.m.

1. ABL
2. STC
3. ADA
4. SEW

KS4 THEMES;

- 1. IDENTITY AND CULTURE;**
 - ME FAMILY AND FRIENDS
 - TECHNOLOGY
 - FREE TIME
 - CUSTOMS AND FESTIVALS
- 2. LOCAL, NATIONAL, INNTERNATIONAL AND GLOBAL AREAS OF INTEREST**
 - HOME, TOWN, NEIGHBOURHOOD, REGION
 - SOCIAL ISSUES
 - GLOBAL ISSUES
 - TRAVEL AND TOURISM
- 3. CURRENT AND FUTURE STUDY AND EMPLOYMENT**
 - MY STUDIES
 - EDUCATION POST 16
 - JOBS, CAREER AND AMBITION

KS3 ASSESSMENTS

TERM	ASSESSMENT
1	READING / WRITING
2	LISTENING / SPEAKING
3	READING / WRITING
4	LISTENING / SPEAKING
5	READING / WRITING
6	LISTENING / SPEAKING

KS4 ASSESSMENTS

TERM	ASSESSMENT
1	READING / SPEAKING / LISTENING / WRITING
2	READING / SPEAKING / LISTENING / WRITING
3	READING / SPEAKING / LISTENING / WRITING
4	READING / SPEAKING / LISTENING / WRITING
5	READING / SPEAKING / LISTENING / WRITING
6	READING / SPEAKING / LISTENING / WRITING

PPE'S

PPE 1	NOVEMBER
PPE 2	FEBRUARY

2019/2020 EXAMINATION GROUPS AND BOARDS;

LANGUAGE	EXAM BOARD	SPECIFICATION CODE	ASSESSMENT	EXAMINATION DATE
FRENCH	AQA	8658	READING 25%, WRITING 25%, SPEAKING 25%, LISTENING 25%	MAY/JUNE 2020
SPANISH	AQA	8698	READING 25%, WRITING 25%, SPEAKING 25%, LISTENING 25%	MAY/JUNE 2020
POLISH	AQA		READING 25%, WRITING 25%, SPEAKING 25%, LISTENING 25%	MAY/JUNE 2020
ITALIAN	AQA		READING 25%, WRITING 25%, SPEAKING 25%, LISTENING 25%	n/a

INDEPENDENT LEARNING

If students would like to complete additional tasks outside of school to extend and consolidate their learning every department should publish links to online learning activities and websites which will offer students further enrichment. These can be found on the curriculum pages of the school website. Students working at a higher level will also be encouraged to undertake additional and differentiated work to encourage self-regulated and independent student led learning to ensure each student achieves their full linguistic potential.

List of useful websites for MFL Resources

<https://conjuguemos.com/>

www.mflresources.org.uk/

www.languagesonline.com

www.linksintolanguages.ac.uk - includes French phonics add: /resources/2558

<http://leicestercitylanguages.typepad.com/sbr/french-phonics-and-pronunciation/>

www.languagesresources.co.uk

www.primaryresources.co.uk/mfl <http://www.frenchteacher.net/free-resources/>

<http://www.ngfl-cymru.org.uk/vtc-home.htm>

<http://www.sunderlandschools.org/mfl-sunderland/resources-french.htm>

<http://www.bbc.co.uk/schools/gcsebitesize/french/>

<http://www.listenlive.eu/france.html> - French radio stations

<http://www.monquotidien.fr/> -French news for 10-14 yr. olds www.inpes.fr

<http://www.france24.com/en/livefeed>

CLIL:

<http://www.rachelhawkes.com/Resources/CLIL/CLIL.php>

www.cuil4teachers.pbworks.com/w/page

MFL Info:

www.all-nsc.org.uk/nsc/

www.primarylanguages.org.uk

http://french.about.com/od/teachingresources/French_Teaching_Tips_and_Tools.htm

Google:

TinTin

Books / Subscriptions to buy:

Grammaire en clair - <http://www.amazon.co.uk/Grammaire-Clair-Cartoons-Demonstration-Examination/dp/0174444206>

Jolly phoniques

<http://maryglasgowplus.com/>

General teaching resources:

www.tes.co.uk

<http://teachers.guardian.co.uk/>

www.songsforteaching.com

Citizenship resources:

www.theday.co.uk http://www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml

www.oxfam.org.uk/education/resources

<http://www.citizenshipresources.co.uk/citizenship/key-stage-3-citizenship/15/>

<http://www.citizenshipteacher.co.uk/index.php?CurrMenu=365>

<http://www.citizenshipfoundation.org.uk/main/resource.php?v0>