

Key Stage 3&4 MFL Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the MFL KS3 curriculum is taught following the 2014 National Curriculum. We use exam board of a pupil's home school to support the curriculum delivery Key Stage 4 and following the guidance from the individual pupil's setting. If a pupil arrives at our Bayswater site studying an MFL at GCSE we will support this learning when the need arises.

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. For all areas of the MFL curriculum our intention is to support those pupils undertaking an MFL GCSE qualification when possible, by liaising closely with their home school. CCHS staff tailor teaching and learning in MFL to the level and pace specific to each learner and their medical and/or mental health needs at the time they are in our school. We use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

- To inspire pupil's curiosity about MFL and to build on pupils' KS2 learning to secure a foundation for learners for life.
- To provide students with cultural awareness and communication skills to access the wider world.
- Creating learners that are resilient, open-minded language detectives empowered to demonstrate skills in reading, listening, writing, translation and speaking.
- If necessary to adapt the home school MFL curriculum to meet a pupil's current needs.
- To help pupils gain knowledge and understanding of the geographical origins of their MFL.
- To help pupils develop linguistic skills and concepts which are transferable across their MFL.
- To equip pupils to develop oral skills in their chosen MFL
- For pupils who are native speakers of their MFL to support them in being the expert in the classroom in sharing their knowledge of their culture and heritage.
- To reteach, when appropriate, key areas of home school learning for KS3 pupils with the intention being depth rather than breadth so that pupils have the MFL building blocks of language ready to bring into KS4.
- To provide a range of learning opportunities and experiences to support pupils to meet the needs of the range of learners in our school's setting.
- To provide opportunities for consolidation, challenge and variety to ensure interest and progress in MFL.
- To ensure that opportunities are built in to teach additional cultural content to engage and inspire pupils.
- To help students understand the value of learning a language within the global context, understanding their role as global citizens.

Implementation

- The MFL curriculum is planned as part of half termly themes.
- Delivery of the MFL curriculum primarily will involve work from pupils' home schools and work stemming from the interests of individual pupils
- Teaching staff are aware of the progression of the MFL curriculum (see MFL Curriculum Progression Map) and take note of this when preparing lessons
- MFL content is linked with our theme planning so is not necessarily chronological. However, every effort is made to give pupils a sense of where their current learning fits with previous MFL learning.
- Where possible prior learning is considered and opportunities for revision of facts and understanding are built into lessons
- The introduction and revision of key vocabulary or points of grammar are built into each lesson.

Impact

- Pupils are engaged, curious and resilient in MFL lessons and relish the challenge and opportunities that the subject offers.
- Pupils have exposure to cultural impact as part of their learning, opportunities for this are especially rich and accessible in MFL.
- Pupils are able to develop oral skills in smaller working groups which we have consistently found across all the site of our school to support the confidence as MFL speakers.
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned and can also through classroom based activities and exercises demonstrate their learning through their writing.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In MFL we strive to include information related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In MFL students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis. Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).