

Modern Foreign Languages.

Intent – what we want to achieve

The MFL department at Bradford Girls’ Grammar school believe that the study of a foreign language helps students develop a sense of cultural pluralism, an openness to and an appreciation to other cultures. We aim to foster students’ curiosity and deepen their understanding of the world, as well as having a better understanding of their role as global citizens.

Through our carefully planned schemes of Learning, including grammar and vocabulary in the 4 skills (writing, reading, speaking and listening) and in all GCSE topics our students are fully prepared to pursue the study of languages at KS5.

To create aspirational citizens, our curriculum is:

- ambitious and rigorous.
- accessible for all.
- made relevant and contextualised to aid in understanding the relevance of MFL: the importance of a language is regularly mentioned and discussed with reference to the world of work

To create successful learners our curriculum is:

- rich in knowledge and skills.
- carefully sequenced, inclusive and spiral in nature.
- resourced with high quality lesson planning and materials.
- designed to develop all the skills in the learning of an MFL including literacy and oracy skills.

To create leaders and communicators our curriculum:

- promotes effective communication.
- shows students the importance of teamwork and collaboration.
- places cultural capital, diversity and SMSC at the heart of planning. We regularly include examples from Hispanic and francophone countries around the world: such as a Martinique school in year 8 French.

Students have opportunities to:

- learn about the world around them: this is a constant thread in both Spanish and French schemes of learning, in particular in the holiday and hometown regions
- learn beyond the classroom.
- become part of the global community, by learning about the culture, history and geography of francophone and Hispanic countries:

Students have opportunities to:

- express curiosity about in the real world.
- regularly revisit and embed key concepts.
- become confident readers.: students are very regularly given the opportunity to read aloud, to read to partners and to use their reading skills as part of class activities.

Students have opportunities to:

- create, develop and present oral presentations about a variety of topics: holidays in year 10, new technology and celebrations in year 9.
- have a voice and be heard through their presentation, speaking activities, and to express opinions as this is a key component in the syllabus.
- take part in extra-curricular initiatives such as the business and languages competition at the University of Leeds.

Implementation – how we achieve it.

- Effective curriculum leadership which ensures quality first teaching delivered by subject specialists.
- Personalised adaptations so all students are supported to make progress.
- Rigorous and accessible formative and summative assessments to allow for next steps to be identified.
- Well planned and sequenced lessons, designed by shared planning for consistency.
- Students who are enthusiastic to take part.
- Extra-curricular opportunities to build cultural capital, broaden horizons and develop future global citizens.
- The requirements of the National curriculum are taught and exceeded through the inclusion of cultural diversity, independent projects and cultural capital.

Impact – how we know we have been successful.

Though quality assurance, and books scrutiny, the majority of students show good progress with schemes of learning clearly followed and implemented

Formative and summative assessments further demonstrate knowledge acquisition for the majority of our students.

GCSE results:

	Year	% 9-7	% 9-5	%9-4
BGGS	2023	34	59.6	76.6
National	2023	26.0	55.2	70.6

French

	Year	% 9-7	% 9-5	%9-4
BGGS	2023	23.3	48.8	62.8
National	2023	21.2	45.3	61.7

Spanish

SMSC Statement.

The curriculum provides students with the opportunity to discover and learn about the world around them, especially the francophone and Hispanic world, including cultural, historic and geographical knowledge. This regularly involves personal research, oral presentation work and discussions promoting the development of social skills.

There is a strong focus on developing students' tolerance and understanding of cultural and beliefs differences through discussions and oral presentations from students as well as teachers.

Equality, Diversity and Inclusion (EDI) in the Curriculum.

In the MFL department at BGGS we are mindful to create a curriculum which speaks to all and is inclusive of the protected characteristics of each individual. Discussions and opportunities are always welcome and encouraged to highlight these characteristics. Lessons are developed that ensure protected characteristics are included to represent our students and their environment. Resources are chosen to be as inclusive as possible for example paralympic athletes in the sports topic.

British Values in the Curriculum.

Democracy is modelled through group work where students lead activities.

Rule of Law is modelled through following the school rules, when discussing the election process and head of states in the French and Spanish speaking countries in the world. Discussions taking place around historic events in specific countries such as the French revolution, the uprising and end of the Franco period.

Tolerance and respect are modelled through sharing and valuing opinions of others within topics, where students are constantly required to state their preferences, likes and dislikes and justify their opinions.

Individual liberty is modelled through choice of tasks and independent project work.

Careers in the Curriculum.

Students are invited to take part in the business and languages at the University of Leeds to promote the use of languages in business.

Classrooms display opportunities linked to languages.

Schemes of learning and therefore taught lessons refer to opportunities linked to the world of work.