

Staff

MFL is taught by the following members of staff:

Mrs E Batzios	Head of Department / Curriculum Lead – Global Communications
Mr T Rokins	Teacher of MFL

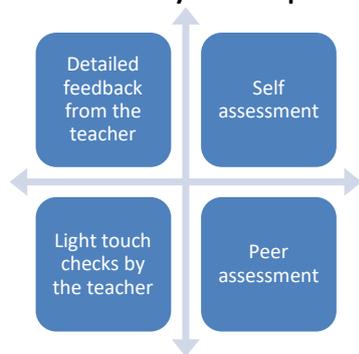
Aims

‘The limits of my language are the limits of my world.’ (Wittgenstein)

Our aim in the MFL department is centred around equipping students not only with knowledge of German but the skills that will enable them to go on to learn any other language in the future. We believe that studying German is an opportunity for students to develop their appreciation of different cultures through exposure to authentic materials and cultural stimuli. In addition, they will understand the links between the UK and German speaking countries and the impact of language skills for the economy. Knowledge of the German language and culture of German speaking countries will enable our students to become more employable locally, nationally and internationally. The curriculum in German intends to enable students to communicate with speakers of the language both in written and spoken form. The curriculum aims to increase students’ confidence using the language and to enable them to express and explain their ideas about different themes. The department aims to provide a number of different opportunities for students to learn outside the classroom through international visits, collaboration across the PET/ Pyramid and extra-curricular clubs, competitions and visits.

MFL Feedback Policy

What should you expect in MFL?



Literacy Mark Scheme Codes

SP
W
CL
P
WO
V2
KC

spelling error
incorrect word
capital letter
punctuation
word order error
verb 2nd idea
kick clause word order needed

(*diagram adapted from Dylan Wiliam’s four-quarters marking model in “What does this look like in the classroom” by Carl Hendrick and Robin MacPherson)

What?	How Often?	Feedback how?	What are <i>you</i> responsible for?
Class work	Every lesson	Detailed verbal feedback or peer- or self- marked	Making immediate improvements to your work, as identified by the teacher by yourself or your peer
Knowledge Organiser homework completed	Weekly	Teacher does a light touch check for quality and quantity	Completing knowledge organiser homework fortnightly– one A4 page
Low Stakes test based on Knowledge Organiser	Weekly	Peer- or self- marked	Identifying your areas of weakness and completing further practice as needed
Low Stakes test based on Knowledge Organiser	Weekly	Scores are fed back to the teacher using a hands-up approach – they are recorded in knowledge Organiser Ex. books	
Low Stakes test based on Knowledge Organiser	Half Termly	Teacher does a light touch check of scores in weekly tests from the previous half-term	Completing further intervention practice, if directed by teacher
Exam style questions or exercises completed in class on the current topic studied	Fortnightly	Pre-feedback / modelling by teacher Peer- or self- marked using mark scheme	Improvement /re-draft / extension work / vocab work in purple pen
Class exercise books	Twice per half term	Teacher does a light touch check for quality and quantity of note taking and presentation of work	Catch up on notes if you are absent Completing intervention if asked by teacher
Exam style questions for homework/in class	Half Termly	Teacher gives detailed feedback, which could include: <ul style="list-style-type: none"> ▪ Individual comments on each pupil’s work ▪ Extension questions ▪ Whole class feedback 	Completing homework promptly Improvement /re-draft / extension work in purple pen

Full- assessment / test	Half Termly	Teacher gives detailed feedback, which could include: <ul style="list-style-type: none"> ▪ Individual comments on each pupil's work ▪ Extension questions ▪ Whole class feedback 	Improvement /re-draft / extension work in purple pen
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KEY STAGE 3, 4 and 5

Curriculum overview / linked to NC

Year 9	Myself & Family	Home & Local Area	Perfect Tense	School & studies	Free Time	Food & Eating Out
Year 10	Holiday & Tourism	Health & Well Being	Environment	Technology & Social Media	Leisure Time	Social Issues
Year 11	Education	World of Work	Festivals	Relationships	Examination	
Year 12	Unit 1,2,3 – Social Issues and Trends Unit 4,5,6 – Artistic Culture Film – Das Leben der Anderen	Examination				

Careers Links

- External Speakers from Routes into Languages Participation in external careers events organised by Goethe Institute and Business Language Champions
- Career Links built into Teaching across all key stages to include ‘Trade links between the Uk & Germany’, ‘Jobs related to languages’, ‘Skills developed through language learning’, ‘Language skills in Business’, ‘Language Qualification Pathways’, ‘Jobs with languages case studies’ & ‘Languages and your career aspirations’

Feedback Policy

The key purpose of feedback is to promote learning and growth. A wide array of formal and informal assessment methods are used as part of the learning process, all of which are designed to promote independent learning enabling students to take the next steps to improve.

Formative Assessment will take place during day to day classroom practice. There will be opportunities for students to receive immediate feedback which is a key aspect of effective assessment in English and Humanities. They include:

- peer- and self- assessment
- verbal feedback from the teacher
- question and answer opportunities
- mini-plenaries that review and identify learning during and at the end of lessons
- quizzes to test understanding of a topic

Exercise books will be used for a combination of note-making, drafting and examination-style responses. A minimum of one major piece of work will be assessed every half term. However, other tasks will be marked at the teacher's discretion. Students are expected to respond to feedback and act on it as it is only through a willingness to improve and try new ways of doing things that progress can be made.

Opportunities and Visits

- International Visits – students will have the opportunity to participate in visits to German Speaking countries to practice their language and experience the culture first hand.
- Careers Talks – students will benefit from external speakers discussing the relevance of learning Modern Foreign Languages in today's society.
- Competitions – students will also have the opportunity to test their language skills, by taking part in cross-curricular language competitions organised internally and by external providers including Business Languages Champions and the RAF.

“Working together to achieve our personal best”