Crawshaw Languages' Curriculum Intentions.

Intent:

We live in a multi-cultural world, the city of Leeds and even our school are multi-cultural and multi-lingual places. Within the Crawshaw Languages Department we therefore aim to open this world up to our students, in a fun and engaging way.

We aim to equip our students with an understanding of French vocabulary and grammar, so that they can both understand (read & listen) and communicate (speak and write) effectively.

Excellence: We want our students to see and feel the progress they are making to enable them to be confident language learners and achieve their personal best.

Purpose: We want our students to understand the benefits of learning a language from future study and employment opportunities to a better understanding of our own and additional languages, as well as the enriching and practical benefits of being able to communicate on holiday and with a wider range of people.

Ambition: We want our students to aim high, understand that making mistakes is part of learning a language and support them to become resilient, reflective learners who push themselves to create outstanding work and develop skills they can be proud of.
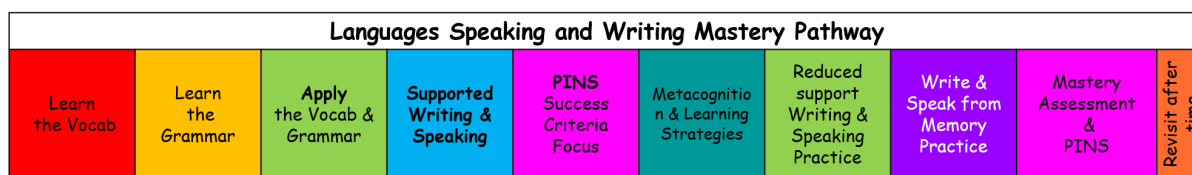
National Curriculum:

Our curriculum fully supports the framework set out for Languages in the National Curriculum through:

- Our focus on developing the key four skills of Reading, Listening, Speaking and Writing.
- Our carefully thought-out and progress-orientated coverage of Vocabulary & Grammar.
- Our focus on pronunciation including the learning of French phonics.
- The inclusion of authentic materials and exposure to French culture and the Francophone world.
- Our holistic approach which ensures we make substantial cross-curricular links, including Maths, Literacy & English, Geography, History, Music, Art & Design, ICT, Health & Wellbeing and PE.
- A curriculum which allows students to develop, express and justify their opinions and views on a wide variety of topics.

Implementation:

The Crawshaw Languages' Scheme of Learning is underpinned by our Mastery Pathway, which clearly outlines how we progress through each topic and highlights the learning journey to our students.

Languages Speaking and Writing Mastery Pathway									
Learn the Vocab	Learn the Grammar	Apply the Vocab & Grammar	Supported Writing & Speaking	PINS Success Criteria Focus	Metacognition & Learning Strategies	Reduced support Writing & Speaking Practice	Write & Speak from Memory Practice	Mastery Assessment & PINS	Revisit after time

Excellence, Purpose, Ambition.

Being explicit about how our students progress through their learning in languages, enables us to support and develop student confidence and self-efficacy. We want our students to know 'when' they are supposed to know something from memory and when and where they will be able to use and have access to support. Students' self-efficacy in languages is often far too low, as they believe they need to immediately know or remember vocabulary and grammar from memory, as teachers we know this is not the case, thus sharing this pathway with our students provides them with a better understanding of where they are in their learning and what is expected of them at each point.

Our PINS feedback, part of our Assessment and Assessed Task Process, allows us to see and praise student progress mid learning journey, provides an opportunity for students to revisit personalised target areas, as well as ensuring students are sufficiently challenged and being pushed to excel.
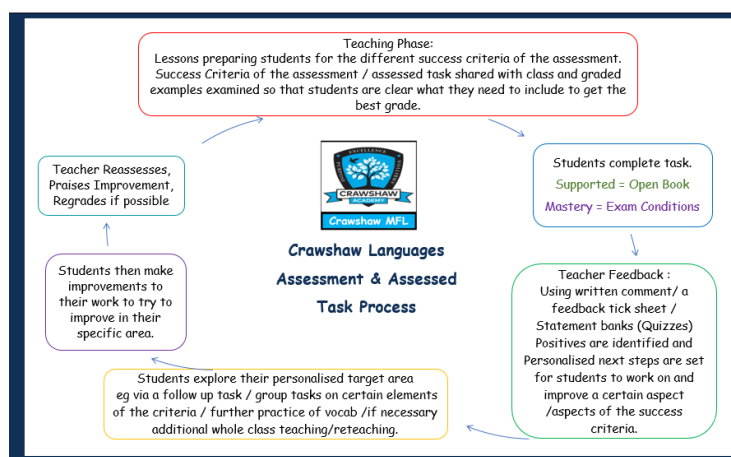
Allocating a specific time to focus on Metacognition and learning strategies allows us to develop our students' self- reflection, provides an opportunity to explore, experiment with and share their experiences of different learning strategies and supports the development of a growth mindset. Moreover, it allows us to support our more disadvantaged students who often require this support more than their more advantaged peers. We have planned 'Mastery Focus Weeks' into our Scheme of Learning, hence the 'revisit after time' section, to ensure we give students the opportunity, alongside retrieval practice in lessons, to revisit previous learning.

Expected & Greater Depth.

To ensure purposeful lessons and series of lessons, we share differentiated learning outcomes with our students in terms of what is the 'expected' outcome or how students can take their learning to a 'greater depth'. This ensures we are 'excellence' focussed and indicates clearly to students how to aim high in their learning. It also enables students, as well as teachers to monitor, reflect on and celebrate progress made in lessons; not only for us as teachers to ensure quality sequencing of lessons but also to ensure progress is visible, i.e., our students can see and feel the progress they are making, thus having a positive impact on student self-efficacy and confidence.
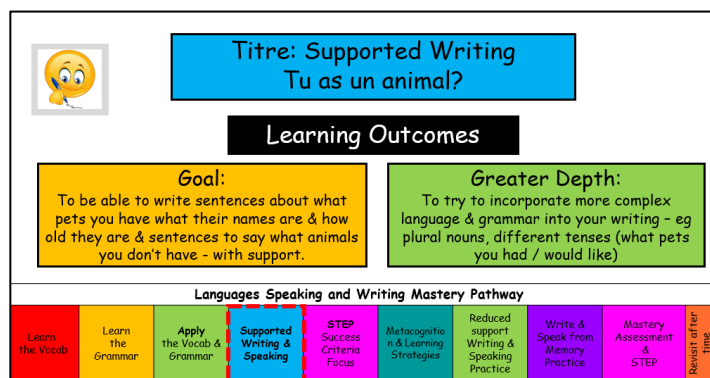
Phonics

Just as children in reception classes are taught phonics when learning to read English, understanding French phonics helps our students to sound-out and read French written words, as well as supporting aural comprehension. When we learn a new language, we start by pronouncing words using the only sounds we know, namely those of our mother tongue. Unless

we learn the phonic sounds of the new language, we will only ever be able to pronounce words correctly, that we hear native, or specialist speakers say. Phonics instruction, therefore, gradually enables students to work out pronunciation of unknown words independently, thus better preparing them for further study or real-life contexts. Our Languages' 'Phonics Pathway' outlines the steps we aim to support students through, in their language learning journey.
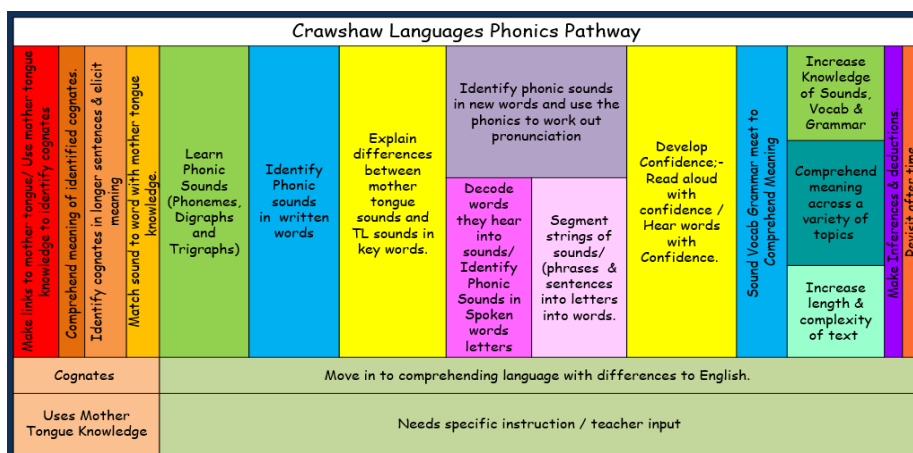
Independence

Practice makes perfect! As with all skills, the best way to improve is to practise, practise, practise and learning a language is no exception. We recommend that students learn and practise vocabulary and grammar 'little and often'. We also believe our students are more likely to engage with this, if it can be done in a fun and appealing way: It is for this reason we created the **Crawshaw Languages Hub**.

Our very own website where our students can access a host of interactive games, activities, songs, videos and much more, all customised to our scheme of learning. It is also linked to the school student portal, so students have easy access both within school and at home.

'The Hub' not only allows students to practice key vocabulary and grammar, it also allows them to explore topics within the language that interest them, thus further developing their interest and love of languages.

Culture & Authentic Materials

In order to foster cultural and linguistic awareness in our students, especially in recent times where trips have been unrealistic, we have established a link with a school in south-west France and have set up a pen pal scheme for years 8 and 10 and year 7 have so far participated in a Christmas Card exchange. We aim to build on this link to provide further authentic communication for our students. As aforementioned, we try to incorporate authentic poems and songs into our curriculum and to extend this further we ensure our students are immersed into fantastic French films. We link these to our learning for example in the school topic, year 8 students watch 'Les Choristes' and in the year 9 holiday topic we watch 'Mon père ce hero'.

Moreover, every year we celebrate the European Day of Languages; we have a whole school quiz during form time and individual year group assemblies. In 2020, we explored the different languages across Europe, including the benefits of travel and exploring new countries and cultures and in 2021, we reflected on the multi-lingual nature of our own school, celebrating our students for whom English is an additional language or who also speak and learn other languages at home. We created a page on our Languages Hub site, with lots of different European languages, as well as world languages spoken by our students. Students who shared their language and taught their form some words during, then achieved one of our school's 'adventurous' postcards.

Cross Curricular Links

We are more than just language itself! One of the joys of learning a language is that it is holistic by nature – literally, we can learn to talk about anything! Our SOL therefore makes substantial cross-curricular links. Through our four key skills of reading, listening, speaking, and writing we intrinsically support literacy and communication. In our grammar instruction we ask students to identify similarities and differences with English grammar. In addition to this as a whole school our, 'wilder reading days' are excellent opportunities for us to focus on reading skills and we often use this as an opportunity to explore authentic texts and poems, e.g. "Déjeuner du matin" by Jaques Prevert and "Je voulais dans mon cartable" by Pierre Ruaud.

Furthermore, we cover an extensive variety of topics which link to other areas of the curriculum. When teaching French numbers in year 7, we ensure students carry out sums with French numbers. As students' progress, they deal with statistics and percentages when reading or listening about real-world situations, e.g. percentage rainfall in Francophone countries. Our topics link naturally to Geography, History, Music, Art & Design, Health & Wellbeing and PE. (See Cross Curricular Link Table). As aforementioned, we also ensure we explicitly teach metacognitive and thinking skills.

We want students to use the languages they have learnt in work they can be proud of, and thus we have developed assessed tasks where students can develop creatively as well as developing ICT skills. In year 7 our students write and perform their own French puppet shows. Our year 8s create PowerPoints and even Flip Grid videos describing celebrities and our students design comic strips, online or written and drawn, to bring dialogues to life.

To ensure our students understand the benefits and possibilities, learning a language can bring to them, we have 'careers links' written into our Schemes of Learning; where we share information about different jobs and careers where languages are either essential or useful. Moreover, we have endeavoured to link these jobs, to the topic being covered or specific point in the year. Languages Career Links.

The Minecraft Effect.

We see learning a language like the building blocks of Minecraft, we need to lay the foundations and build upwards one block at a time. We have therefore, built our Scheme of Learning with this in mind, using the 5 years of study to lay brick upon brick, so that our students can ultimately achieve their highest possible level.

We also recognise that our students learn and master skills at different rates and thus our curriculum model reflects this and throughout each topic of learning we have a topic specific languages ladder (topic specific success criteria), which clearly lays out the intended varying levels of success within that topic. This ensures our most able are pushed to the very highest level and that we support each student, brick by brick in their own personalised learning journey.

[Language Ladder Example](#)

To do this, we have one main topic per term, which forms the basis for the vocabulary being learnt, whereas the skills and grammar being taught, is planned to build on prior knowledge of students – hence the language ladders and our assessment procedures and policy.

[Languages Curriculum & Assessment Map](#)   [Crawshaw Languages Grade Criteria](#)

Impact:

Assessments & Progress Tracking.

To ensure we know where each of our students are in their learning, we have carefully planned out assessments, throughout the Scheme of Learning. These assessments cover all four skills, as well as translation and grammar knowledge and application.

We set students target pathways, based upon their KS2 English and Maths Scaled scores, (or CAT tests done in year 7 for students without these grades e.g. year 7 & 8 - due to Covid). (See KS2 Range for each pathway L1- H2)

We then have expected progress flightpaths for each pathway, so that whenever we assess, we can immediately see whether our students are on track, relative to their target pathway and grade. (NB – The assessment criteria for each assessment, ensures that the highest pathway can be achieved in each half term – thus ensuring our SOL and teaching are sufficiently challenging and of course aim high).

Codes	Descriptor	KS2 Range	GCSE	Year 7					
				HT1	HT2	HT3	HT4	HT5	HT6
H2	Very High	116-120	8-9	1-	1+	1+/2-	2-/ 2=	2=/2+	3- /3=
H1	High	111-115	6-7	WT+	1=	1=	1+	2-	2= /2+
M3	Above Ave	106-110	5-6	WT=	1-	1-	1=	1+	2-
M2	Average	101-105	5	WT-	WT+	WT+	1-	1=	1+
M1	Just below ave	96-100	4	F+	WT=	WT=	WT+	1-	1=
L3	Below Average	91-95	2-3	F=	WT- /F+	WT-	WT=	WT+	WT+
L2	Low	86-90	1-2	F-	F=	F+	WT-	WT=	WT=
L1	Very Low	0-85	U-1	F-	F-	F=	F+	WT-	WT-

Year 7 Pathway – Languages

We collate our data in a shared Excel file, which then pulls through to the school's data dashboard. We are working on this to enable the system to automatically determine whether students are on track, over-or underachieving. We would like this information to pull through to our seating plans so that teachers then have readily available up-to-date information about their students' progress.

As teachers we then use the assessment and progress data to intervene or set next step challenges, as well as to plan for our classes and students to ensure we are building up our students' skills and grammar knowledge brick by brick.

Student Voice: Visible Progress & Impact.

We value the opinions of our students, many of which have already informed us, that the mastery pathway and assessments are helping them to see and feel their progress in French. Thus, we feel we are seeing several elements of our Curriculum Intent here, being realised. We are working on improving our student voice this year to support us in our quest to provide the best languages education possible for our students. Year 7 Student Voice Form.