



FRENCH
INTENT STATEMENT

Gunnersbury's Catholic School Mission Statement

"Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted."

'Ad Altiora' - 'To Higher Things.'

- Every Catholic school has a mission statement that encapsulates its distinctive job or core purpose.
- The mission statement **puts faith at the heart of all we do at school** and incorporates our school motto.
- It speaks of inclusivity and respect, that we understand as important Gospel values.
- It reminds us that Christ is at that centre of all that we do and by extension, as his creations we are all obligated to treat every member of our community with respect and love.
- It speaks of our aspirations for all in our community and our will to do all we can to make these a reality

THE MFL DEPARTMENT

INTENT

In an increasingly globalised world, languages have never been so important. Many universities now require pupils to have studied a language at GCSE level. What's more, many employers see language skills as a desirable asset. Unlike many other schools nationally, we firmly believe that all pupils should have the opportunity to study a language – not only to develop key transferable skills, like resilience and perseverance, but also with the hope that they foster a real passion for languages and want to pursue them further.

Our MFL mission at Gunnersbury Catholic School is to ensure pupils are able to manipulate the language accurately and confidently. We believe that language learning goes much deeper than the language itself. All year groups are not only exposed to the target language but also to the culture, history, literature and politics that surround the language itself. We provide a deep understanding of another language to improve pupils' native tongue, communication, empathy and understanding skills.

Curriculum design

Our curriculum is designed around what we believe makes a pupil successful in languages, that is, for pupils to be able to manipulate language accurately and confidently, and for pupils to be curious and feel passionately about the importance and relevance of languages. In each year of MFL teaching pupils are exposed to authentic target language texts, learn about the history and culture behind the target language and re-use high frequency vocabulary and grammar within different contexts. We ensure our KS3 topics are linked to KS4 topics and we start the GCSE course from Term 2 in Year 9. The AQA GCSE curriculum is split into 3 themes:

Theme 1 – Identity and Culture

Theme 2 – Local, national, international and global areas of interest

Theme 3 – Current and future study and employment

IMPLEMENTATION

In MFL, skills and knowledge are taught using a spiralled approach allowing key content to be introduced and revisited at regular intervals across all key stages. This approach deepens student understanding and supports students to apply their existing knowledge in unfamiliar and increasingly demanding contexts. In class, students work progressively with regular checkpoints built in allowing students to reflect on their learning and teachers to react where necessary, not least through the recent introduction of mini-whiteboards for all classrooms.

Each unit focusses on both language and culture to inspire passionate linguists who can communicate with confidence and spontaneity. The four key skills: listening, reading, speaking and writing (including translation) are practised regularly and equally over the course of each unit.

Literacy is developed through the use of dictionaries, speaking and writing frames and weekly vocabulary tests, as well as the explicit teaching of grammatical concepts and key terminology.

Below is the break-down of how the curriculum is delivered to each Key Stage:

Years 7-9	6 x 45 min per fortnight	Work completed in books. Written homework and online practice.
Years 10-11	6 x 45 min per fortnight	Work completed in books, speaking practice following a rota. Written homework and online practice.
Years 12-13	6 x 45 min per fortnight	Work completed in books, speaking practice following a rota. Written homework and online practice.

IMPACT

Assessment

The end of year grade that our pupils receive are a culmination of all 4 skills (reading, writing, listening and speaking) that have been tested at least twice throughout the academic year, with an equal weighting given to each of the 4 skills. Assessments from Year 7 are designed following the same format as GCSE exams. This year, weekly vocabulary tests has improved literacy for each year group.

Below is the break-down of how we assess our pupils:

Years 7-9	Each term, all 4 skills are assessed.
Year 10	Each half-term, a GCSE topic is assessed through 3 skills.
Year 11	Term 1: One end of unit test covering 3 skills. One Mock exam with listening, reading and writing papers and a speaking mock. Term 2: One Mock exam with listening, reading and writing papers and a speaking mock.

	Term 3: One walking talking mock.
Year 12	Term 1: One end of unit test covering 3 skills. One exam covering 4 modules, with listening, reading and writing papers, and a speaking exam. Term 2: One exam with listening, reading and writing papers and a speaking exam. Term 3: One exam with listening, reading and writing papers and a speaking exam.
Year 13	Term 1: One end of unit test covering 3 skills. One exam covering 4 modules, with listening, reading and writing papers, and a speaking exam. Term 2: One exam with listening, reading and writing papers and a speaking exam. Term 3: One exam with listening, reading and writing papers and a speaking exam.