



## How is the curriculum delivered/taught?

To maximise our students' progress, we utilise a variety of pedagogical approaches when delivering languages lessons, namely:

- Knowledge retrieval.
- Flipped learning for independent learning - vocabulary acquisition and manipulation and using new vocabulary in context.
- Spaced learning.
- Oracy.
- Walking talking mocks.
- Modelling of exam strategy.
- Modelling of exemplar answers.
- Scaffolding.
- Building glossaries.



A range of activities and styles are used so that, where appropriate, interactive tasks and games are built into the learning sequence so that students can manipulate vocabulary and structures to help them understand and embed them into their long-term memory.

Students are issued with Personalised Learning Checklists (PLCs) following key exams so that they can self-identify areas of weakness and focus their revision efforts accordingly. In addition, thorough Question Level Analysis (QLA) of all assessments allows for identification of gaps in both knowledge and skill. Teachers also review the analysis and teach subsequent lessons accordingly to address any gaps or misconceptions in the learning.



In order to aid memorisation, vocabulary is constantly revisited through increasingly complex grammatical structures. Furthermore, the use of visual and audio prompts as well as games and competitions help to build connections and embed vocabulary into the long-term memory. To build on cultural capital, lessons often draw inspiration from authentic texts such as newspapers articles or blogs and indeed the life experiences of teachers themselves. To capitalise on this, students are often sign posted to articles/blogs/ magazines/websites of interest so they have the opportunity to read or listen to "real life" information.

The importance of languages in our modern society is constantly growing and teachers will take every appropriate moment in lessons to stress the value of having a GCSE in a foreign language for future education and career opportunities. Having a qualification in languages on a CV is incredibly useful and teachers endeavour to get this message across to our students as frequently as possible. Exploring the possibilities of future occupations which involve languages will often take place in class discussions so students see the real benefits of being able to speak another language.

## How is the curriculum assessed?



Assessments will take place at the end of every topic and are based around the four skills of listening, reading, writing and speaking. Assessments are based on real GCSE tests and try to mimic these as far as possible, using real GCSE questions as well as specimen questions.

Although assessments are topic-based, every assessment includes at least two questions from previously learned topics to ensure students retain vocabulary using the spaced learning approach. In addition, assessments include a variety of question styles to ensure that students are not only being tested on topic vocabulary but also on their exam strategy.

QLA following the assessments informs the planning of lessons which follows, allowing for any gaps in knowledge to be addressed.

