

# The Quality of Education: Modern Foreign Languages - Purpose and Provision

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**St Christopher's:**  
A Church of England Academy

That person is like a tree planted by streams of water,  
which yields its fruit in season  
and whose leaf does not wither-  
whatever they do prospers.

Psalm 1:3

## The Purpose of Study

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“A different language is a different vision of life.”

Federico Fellini

The Modern Foreign Languages curriculum is designed to develop confident, resilient learners who can communicate effectively in an increasingly multicultural world. We aim to foster a lifelong appreciation of languages while equipping pupils with the knowledge and skills to understand and engage with other cultures.

Our curriculum is coherently planned and collaboratively delivered to ensure consistency and progression across all key stages. The key skills of listening, speaking, reading, writing and translation are explicitly taught and regularly revisited. Pupils engage with a range of literary and authentic texts to build comprehension and independence.

A strong emphasis is placed on accurate and effective communication. Pupils are taught to express and justify opinions, develop extended responses and interact spontaneously, with a clear focus on pronunciation and intonation.

Grammar underpins the curriculum and is taught explicitly and systematically. Pupils develop control of key structures and tenses across past, present and future time frames, enabling them to manipulate language with increasing confidence and flexibility.

Although taught through thematic contexts, the curriculum prioritises transferable language and structures, ensuring pupils can apply their knowledge across a range of situations and are well prepared for further study and real-world communication.

# Complementing the School Purpose

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## Foundation Scripture

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Pupils tend to flourish in the early days of learning a language, but when difficult grammar concepts and structures, which they cannot relate to their own native language, are introduced, there is a tendency among some to become demotivated. Learning a language is a lifelong journey, and although our pupils and students may come across difficult parts in this journey, when they feel like they may be withering, we aim to provide them with the encouragement that they need to continue their journey and blossom into competent linguists.

## Key Themes

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The very nature of learning another language encompasses the theme of learning how to live well together, through learning about other countries and their customs and cultures. We aim to provide our pupils with opportunities to experience the wider aspects of language learning by teaching them about key festivals and traditions in the countries of the languages they are studying and providing extra-curricular clubs.

## Christian Virtues

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Through learning about other countries pupils develop greater awareness of cultural differences and embrace the Christian virtues of tolerance and understanding.

## Curriculum Aims

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We are gradually implementing a 'teaching backwards' approach in KS3, by starting with what the end objective is for each topic/module and then working backwards. This approach also involves regular retrieval practice to ensure that skills, structures and vocabulary are firmly embedded into pupils' long-term memory. Big texts and knowledge organisers are used for this purpose.

## The Provision of Study

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“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

Flora Lewis

The current curriculum model for MFL was introduced in September 2021. Spanish is still taught in Years 9 to 11.

- Y7-9:** Pupils either study French or Spanish for four hours per fortnight.
- Y10-11:** Pupils choose whether or not to continue with their languages into Y10 and Y11 for GCSE.
- Y12-13:** Students follow the Edexcel A-level specification in French and the AQA A-Level specification in Spanish. They receive nine hours of study per fortnight.

Pupils are set target grades based on their FFT data, and these are broken down into end of year targets for each stage of their language learning. In KS3 pupils follow a carefully designed SoW which firmly embeds all the necessary skills, vocabulary and grammar structures. Moreover, pupils are expected to practice the language in various situational conversations, making it accessible and meaningful.

In Y10-11 pupils follow the AQA SoW which prepares them thoroughly for the demands of the GCSE exam and lays the foundations for further study of their chosen language.

The MFL department endeavours to make learning languages fun and meaningful, providing students with opportunities for both collaborative and independent work in each lesson. The departmental marking policy is based around the wider school ‘Strength’, ‘Target’ and ‘Check’ policy which allows pupils to learn from mistakes and address misconceptions. Time is regularly built into lessons to enable pupils to act on this feedback, and therefore improve their work.

## Support and Intervention for Lost Learning

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We recognise that gaps in attendance can impact language learning. Our curriculum is designed with built-in retrieval, recap opportunities and accessible resources on our website, enabling pupils to revisit key content, catch up independently and re-secure essential knowledge and skills.

## Complementing the School Provision

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We actively promote MFL outside the classroom, through a variety of activities, including a foreign film club, a games club and competitions. MFL is promoted across the school through cross-curricular projects such as the European Week of Languages, Spirituality Week, Numeracy and Literacy. For example, pupils learn to tell the time in their respective languages, how to understand the Euro currency so that they are able to use it effectively when they travel to other European countries in the Euro zone, all of which involve practising numeracy skills. Numeracy in MFL is also practised through the weekly numeracy challenges which include problems in French. With regard to literacy, explicit links are made during lessons linking grammatical points such as tenses to English.

The department works hard to meet the needs of all pupils, regardless of their background or ability, both within and outside the classroom. (We are keen to encourage them to participate in extra curricular activities such as residential trips, whether that be through financial support to disadvantaged pupils or actively supporting SEN pupils through providing extra staff on a one to one basis on trips where needed.)

Teaching in MFL is adapted to ensure all pupils can access and succeed in language learning. Teachers use clear modelling, scaffolding, chunked instructions and dual coding to support understanding. Key vocabulary and structures are revisited regularly, with opportunities for overlearning. Tasks are carefully differentiated, and support is gradually reduced to build independence, confidence and long-term retention.



# Ad Gloriam Dei

## To the Glory of God



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