



Ambition for all: Modern Foreign Languages

Introduction

Our Mission at St Joseph's Catholic Primary School is:

We believe that every child is a unique creation of God.

We promote respect and care for one another following in the footsteps of the family Jesus wants us to be.

Caring for one another is at the centre of our school life.

We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ.

The school values its partnership with the Parish community and Multi-Academy Trust, together enabling the children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

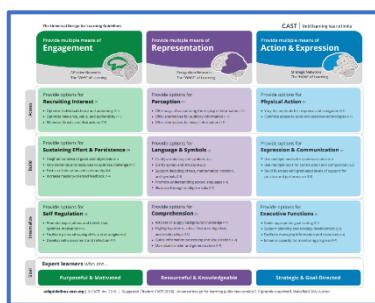
Therefore, providing an ambitious curriculum, designed and implemented in a way that allows all pupils to achieve is integral in enabling us to strive towards achieving this mission for all the children in our care.

Intent

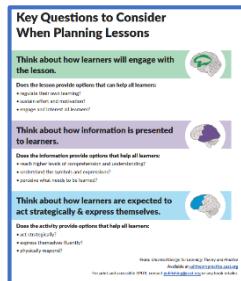
At St Joseph's, we are ambitious for every pupil. We have the same learning intentions and hold the same high expectations for all children, regardless of the way or speed in which they learn. Current research has determined that adaptive teaching which meets the needs of learners (how they learn best) has a significant impact on outcomes. The strategies employed at St Joseph's are detailed below and set out how we strive to achieve the best possible outcomes for all our pupils.

However, for a very small number of pupils in our school with the highest level of SEND, it may be necessary to provide a significantly different curriculum to that provided to their peers. Where this is the case, it will be carefully considered by the senior leadership team, the SENDco, subject leaders and always in liaison with parents and families.

Planning



Great teaching and learning requires careful and considered planning. In addition to a sequenced and progressive curriculum, teachers at St Joseph's apply the Universal Design for Learning guidelines when planning lessons. More information can be found at <https://www.cast.org/impact/universal-design-for-learning-udl>



Quality First Teaching

<https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>

Teachers at St Joseph's employ a range of strategies across the curriculum to improve outcomes for all learners.

These include but are not limited to:

- Creating a calm, positive, emotionally supportive learning environment
- dual coding – providing key vocabulary with words and pictures
- reduction in processes to reduce cognitive load and enabling a focus on the key learning
- explicit instruction -clear and succinct language, chunking of content, introducing new material in small, sequenced steps and modelling of tasks
- cognitive and metacognitive strategies – recall of previously learned content, supporting pupils to plan, monitor and evaluate their learning and modelling a selection of metacognitive strategies e.g. using checklists to monitor their progress
- scaffolding – providing of visual, verbal and written scaffolds and use scaffolding in a manner which reduces over reliance on adults in a non-stigmatising way



- flexible Grouping – group pupils in a way that is non-stigmatising and supports peer to peer learning
- using Technology – use a visualiser when modelling and as a way for pupils to record and present their learning.

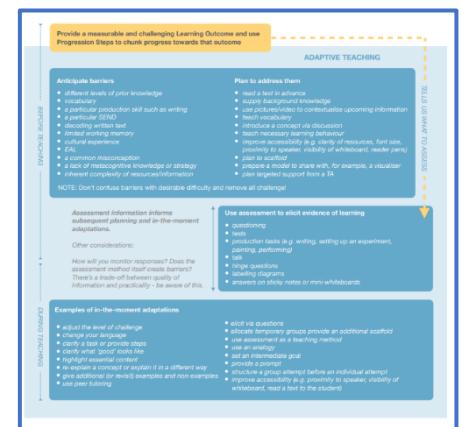
Adaptive Teaching

<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>

Adaptive teaching begins by having the same learning intentions for all pupils, without lowering expectations. We understand that learners learn at different speeds and in different ways. In order for all pupils to achieve these learning intentions, it will be necessary to adapt teaching. Essentially, teachers are required to anticipate barriers to learning and make plans to address them, use effective assessment for learning throughout lessons to evidence learning and respond to the needs of children by using 'in the moment' adaptations.

In MFL these adaptations may include:

- assessment of prior learning and adapting the teaching sequence if required
- dual coding for key vocabulary and processes
- pre-teaching of key vocabulary and concepts
- adapted knowledge organisers
- modelling and scaffolding of tasks
- scaffolding of task e.g. modelling conversations or written recording
- employing a range of ways for pupils to present their learning, including technology.
- discussions with pupils, alongside their work (teacher knowledge)
- flexible working groups to work to the strengths of the individuals and promote peer to peer support
- autonomy - pupil choice in presentation of their learning
- opportunities to apply and consolidate learning independently through immediate engagement tasks
- regular opportunities to revisit previously taught knowledge using knowledge organisers and sticky learning strategies.



- In MFL '**in the moment**' adaptations may include:
 - an adjustment to the level of challenge
 - modifying and/or repeating language and instructions
 - re-explaining of knowledge or skills being taught in a different way
 - reminders of essential content or steps
 - provide a prompt or visual example
 - provide additional scaffold either verbal, visual or written
 - setting of an immediate goal
 - having all necessary resources available to hand without having to move to get them
 - improving accessibility – move position in class to the speaker, the whiteboard, the resources being used or visual examples.

