



Curriculum and Assessment Overview

Modern Foreign Languages

Plymouth High School for Girls



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1. Curriculum

Curriculum

Plymouth High School for Girls aims to be an outstanding Grammar School for the 21st century remaining true to the philosophy of the school's motto 'For Life Not School We Learn'.

A school which:

- Promotes a culture of high **aspiration** enabling personal and academic success
- Prepares students to **think confidently and independently**
- Provides an **outstanding education** for all, the key to this being high quality teaching
- Provides **enjoyment, excitement and challenge** for all, stimulating an enthusiasm for lifelong learning
- Prepares students to become **active citizens**, equipped to succeed in a world of rapid change

“One language sets you in a corridor for life. Two languages open every door along the way.” – Frank Smith

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” – Nelson Mandela

“Why do we study languages when everybody learns English?” “Why do we learn French and German at PHSG?” These are just some of the many questions we get asked when it comes to learning a foreign language. Some questions are easy to answer and others are more complex.

INTENT

In an already overcrowded curriculum why do we choose to learn a foreign language?

Learning a foreign language helps us to:

1. Understand our own language better, improving our native language skills.

“Those who know nothing of foreign languages know nothing of their own.” – Johann Wolfgang von Goethe

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

2. To understand other cultures and promotes tolerance

At PHSG we study 2 main languages, French and German. We specialise in only 2 main languages so that we can maintain healthy numbers throughout all 3 Key Stages, thereby allowing all students the opportunity to carry on their language journey throughout school and beyond.

OUR RATIONALE

Why French and German?

According to the Independent and other sources:

“German and French are ranked 1st and 3rd for getting you the highest paid jobs in Great Britain.”

“Germany is one of Britain's biggest trade partners and has strong financial services and business ties with the UK. Speaking German will not only get you, in general, the highest-paid job, it is also the language that is in highest demand across job postings.”

“It is perhaps unsurprising that there are currently thousands of jobs available for those who can speak French, mainly due to the close ties France has with the UK.”

In a society where economics often determine what subjects can be offered at GCSE and A-Level, we have chosen to restrict our language offer to 2 main languages in order to keep numbers high and support the opportunities available for studying a language at A-Level. We are proud to be one of the few schools to be able to consistently offer French and German to A-Level and have many students continue on with language learning at University. Also, it is widely acknowledged that having once studied any language to a high degree enables you to access and learn subsequent languages much more easily.

IMPLEMENTATION OF OUR CURRICULUM:

Here at PHSG we have a dedicated specialist team who can offer both French and German up to A-Level. Our teachers are fluent in at least one, if not two of the languages and travel abroad regularly to keep up to date with their language.

We aim to improve metacognition through development of retrieval and salient slides, thinking maps and targeted questioning throughout all key stages. We achieve this using a spiral curriculum, shared resources and development of team collaboration on Microsoft teams.

We also base our curriculum on proven methods, namely using many elements of the Conti teaching style. This is heavily based on the use of Sentence Builders, which builds the students' skills over time through extensive repetition of input and practise.

We begin our language journey in Year 7, where all classes begin with both French and German. Language provision offers 3 one-hour lessons per fortnight, per language, and access to special language apps and online textbooks is available to the students.

In years 8 and 9 we continue to offer equal provision for both languages.

In Key Stage 4 the students choose to study either French or German or in some cases both languages. They have 5 lessons per fortnight with the focus being on how the language works, its grammar and on the development of the 4 skills of speaking, listening, reading and writing. The Exam Board we follow is the AQA Board and we plan and deliver our modules based on the recommended textbooks in order that we may cover all the content properly and in a timely fashion.

CONTENT AND DELIVERY

French and German are planned in a parallel fashion. We take the requirements of the national Curriculum and place its content at the heart of the planning throughout the Key Stages. Each year's content is set out and all planning and implementation has as its

focus the curriculum content. The team deliver the content wherever possible in a half-termly manner, with all assessments being common across all groups to assure consistency of approach and coverage.

We ensure differentiation in classes with department-wide use of the traffic light system so that students are appropriately challenged, and lessons are appropriately paced.

IMPACT

Assessments in Key Stage 3 are fundamentally based around skills the girls will need to have at GCSE and have as each focus the topic/ Sentence Builder. Key Stage 4 assessments focus more specifically on the skills set needed for the GCSE in all four areas of Listening, Speaking, Reading and Writing.

Assessments of knowledge, understanding and their skills take place both informally and formally throughout the year with feedback and targets given by both the teacher and students at regular intervals. Feedback can take the form of both written and oral feedback, and is often based on student work and assessments. Assessments can take many forms, whether it is a presentation in the language, a practise dialogue, written assessment or a reading/listening activity.

Language learning is a long process, and it is a process where you are constantly building it up, therefore the progress a student makes in their language production and the various skills involved are constantly being assessed in some many, whether by the teacher, the students or their peers.

Throughout the year assessments and progression are discussed at department meetings, where all teachers review the tasks and make any changes needed to ensure a fair and rigorous assessment, which also promotes and supports good language learning skills. Afterwards we discuss and evaluate the results and what, if any, changes to the assessment and/or our teaching may need to be altered or enhanced. This ensures that we are always monitoring and reacting to the needs of the pupils as a cohort.

Quality Assurance of the teaching and learning is conducted by the Head of Department by drop ins, book scrutiny and questionnaires. The findings are then discussed and triangulated with the SLT Line Manager and evaluations and reviews of the curriculum and strategies used discussed at Department meetings when changes might be made.

The Head of Department is responsible for tracking the progress of students and alongside the teachers of MFL organises interventions during the year to support those who are not making the expected progress.

Many of our students continue on from GCSE to A-Level and then on to university. Many of our students combine language with business, politics, law, and accounting as well as those who continue to study pure languages. We have had students successfully go on to many universities such as Bath, Reading, Exeter, Cardiff, and Cambridge, among

others. Currently we have ex- students studying languages at Reading, Exeter and Cambridge.

Student voice, Enrichment and Links

Students are eager to enrich their learning and so participate eagerly in the opportunities we offer; such as Languages Week activities, Foreign Film club and Language Café - both led by older students and planned around the wishes of the younger students.

We have in the past offered numerous opportunities to travel abroad, with our most recent trip being in CEW week to Cologne and Lille, which was very popular.

In addition to this we regularly host Interns from abroad, who work with our pupils in lessons as well as give extra speaking practise to the VI Form.

We promote student involvement throughout the year groups, led by our sixth form language captains as well as our Junior Language Captains.



CURRICULUM & ASSESSMENT OVERVIEW: *SUBJECT French and German (2023 2024)*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY STAGE 3						
Year 7	<p><i>Topic(s):</i></p> <p><i>Greetings: name, alphabet, phonemes,</i></p> <p><i>Verbs in first person</i></p> <p> </p> <p><i>Assessment: online reading</i></p>	<p><i>Topic(s):</i></p> <p><i>Birthdays, dates, numbers, months, 3rd person verb, connectives</i></p> <p> </p> <p><i>Assessment: speaking on topics 1 and 2</i></p>	<p><i>Topic(s):</i></p> <p><i>Describing self and others, physical descriptions, full conjugation of verbs 'haben' / 'avoir', colours, negatives</i></p> <p> </p> <p><i>Assessment: writing independently</i></p>	<p><i>Topic(s):</i></p> <p><i>Family and Personality, verbs 'sein' / 'etre' 1st and 3rd person conjugations intensifiers, adjective endings, opinions</i></p> <p> </p> <p><i>Assessment: listening and dictation</i></p>	<p><i>Topic(s):</i></p> <p><i>Pets, 'sein' / 'etre' full conjugations, and more adjectives and intensifiers</i></p> <p> </p> <p><i>Assessment: KS 3 exam</i></p>	<p><i>Topic(s):</i></p> <p><i>School: Subjects, time, timetables, recap opinions & give reasons reasons, Likes/ dislikes and inversion (German)</i></p> <p> </p> <p><i>Assessment: TBC</i></p>

Year 8	<p><i>Topics:</i></p> <p><i>Freetime and hobbies</i></p> <p><i>Reasons and opinions</i></p> <p><i>Comparative</i></p> <p><i>Present and future tense</i></p> <p><i>Assessment: verb test</i></p>	<p><i>Topic(s): freetime and weather</i></p> <p><i>Wenn clauses (German)</i></p> <p><i>Verbs and future tense</i></p> <p><i>Assessment: writing</i></p>	<p><i>Topic(s): House and home</i></p> <p><i>Location descriptions and weather</i></p> <p><i>In+ dative (German)</i></p> <p><i>Assessment: reading</i></p>	<p><i>Topic(s): describing house and home in more detail</i></p> <p><i>Plus the activities you do in certain rooms and extended opinions</i></p> <p><i>Assessment: listening</i></p>	<p><i>Topic(s): furniture and prepositions</i></p> <p><i>Consolidation for KS3 exam</i></p> <p><i>Assessment: online</i></p>	<p><i>Topic(s):</i></p> <p><i>Food and drink</i></p> <p><i>Healthy living</i></p> <p><i>Likes and dislikes plus modal verbs</i></p> <p><i>Grammar consolidation</i></p> <p><i>Assessment: tbc</i></p>
Year 9	<p><i>Topic(s): My town</i></p> <p><i>Activities and description of town, es gibt/ il y a, buying tickets, modal verbs,</i></p> <p><i>Ich moechte/ je voudrais conditional</i></p> <p><i>Assessment: Reading paper</i></p>	<p><i>Topic(s): clothes</i></p> <p><i>Adjectives, descriptions and opinions, plus adjective endings</i></p> <p><i>Present tense recap and future, comparatives and superlatives</i></p> <p><i>Assessment: translation</i></p>	<p><i>Topic(s): holidays</i></p> <p><i>Present tense recap, intro to past tense, modals verbs, descriptions of activities and opinions in tenses</i></p> <p><i>Assessment: verb test</i></p>	<p><i>Topic(s): holidays and future tense, more reasons and opinions in 3 tenses, intro to the 90 word SORE paragraph</i></p> <p><i>Begin festivals traditions</i></p> <p><i>Assessment: writing 90 word paragraph</i></p>	<p><i>Topic(s): festival, traditions and culture continued</i></p> <p><i>Consolidation for KS3 exams</i></p> <p><i>Assessment: KS 3 exams</i></p>	<p><i>Topic(s): film, telly, entertainment, film project</i></p> <p><i>Assessment: film project</i></p>



CURRICULUM & ASSESSMENT OVERVIEW: KS 4 FRENCH and GERMAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY STAGE 4 Exam Board AQA						
Year 10	<p><i>Topic(s) Theme 1 Family</i></p> <p><i>Assessment(s): foundation reading and listening</i></p>	<p><i>Topic(s): Theme 1 Technology</i></p> <p><i>Assessment(s): GCSE foundation reading and listening practice</i></p>	<p><i>Topic(s): Theme 1 Freetime</i></p> <p><i>Assessment(s): oral GCSE focus, role plays, photo cards</i></p>	<p><i>Topic(s): Theme 2 Hometown</i></p> <p><i>Assessment(s): writing practise GCSE higher</i></p>	<p><i>Topic(s): Theme 2 Holidays</i></p> <p><i>Assessment(s): higher GCSE papers – for practice and familiarisation 4 skills</i></p>	<p><i>Topic(s): consolidation topics from years 9/10</i></p> <p><i>MOCK EXAM (OR Exemplar Assessments)</i></p>
Year 11	<p><i>Topic(s): Theme Global issues2</i></p> <p><i>Assessment(s): Higher role play and photo cards, higher writing skills</i></p>	<p><i>Topic(s): Theme 2 Social Issues</i></p> <p><i>Assessment(s): Higher reading and listening</i></p>	<p><i>Topic(s): Theme 3 School and future Career</i></p> <p><i>Assessment(s): Higher papers</i></p>	<p><i>Topic(s): Theme 3 Future Plans</i></p> <p><i>Assessment(s): All 4 skills</i></p>	<p><i>Topic(s): revision and consolidation Assessment(s): All 4 skills</i></p>	GCSE EXAMS

<p><i>Political engagement (French)</i></p> <p><i>Au revoir les enfants (French)</i></p> <p><i>Un sac de billes (French)</i></p> <p><i>Integration (German)</i></p> <p><i>Der Vorleser (German)</i></p> <p><i>Good-bye Lenin (German)</i></p> <p><i>Assessment(s) :unit 1 essays</i></p>	<p><i>Politics – demonstrations/ strikes (French)</i></p> <p><i>Au revoir les enfants (French)</i></p> <p><i>Un sac de billes (French)</i></p> <p><i>Migration (German)</i></p> <p><i>Der Vorleser (German)</i></p> <p><i>The EU (German)</i></p> <p><i>Assessment(s): Unit 2 , essays, IRP</i></p>	<p><i>Politics and immigration (French and German)</i></p> <p><i>IRP (individual research project) French and German)</i></p> <p><i>Rassism (German)</i></p> <p><i>Assessment(s): Unit 3 and 4</i></p>	<p><i>Au revoir les enfants (French)</i></p> <p><i>Un sac de billes (French)</i></p> <p><i>IRP (individual research project)</i></p> <p><i>Rassism (German)</i></p> <p><i>Der Vorleser (German)</i></p> <p><i>Assessment(s): Oral focus</i></p>	<p><i>Consolidation and revision</i></p> <p><i>Assessment(s): essays, practise papers, IRP</i></p>	
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3a. FEEDBACK AND ASSESSMENT in KS 3

There are fixed assessment points throughout the year when the learning and progress is more formally assessed.

At each of these points the success criteria are shared with students and a feedback sheet is used after the assessment to identify the key knowledge and skills assessed and the level of attainment

The feedback sheets allow for feedback and target setting in all four skill areas. Each Assessment focuses on a different skill, either Speaking, Listening, Reading, or Writing.

The Head of Department tracks the progress of the classes and together with the Department identifies students who require further interventions. These interventions are focussed on the targets identified on the feedback sheets as well as teacher observation of their work in lessons, and their on- going home works.

3b. FEEDBACK AND ASSESSMENT in KS 4 / 5

There are fixed assessment points throughout the year when the learning and progress is more formally assessed.

At each of these points the success criteria are shared with students and a feedback sheet is used both before and after the assessment to identify the key knowledge and skills assessed and the level of attainment

In Key Stage 4 each skill is treated and assessed separately, focussing on different aspects within the skill, i.e. for writing we assess translation differently to a 90 word or a 150 word paragraph.

In Key Stage 5 all four skills are assessed simultaneously using mixed skill assessments. These assessments are driven by theme rather than by skill. Feedback and target setting are done on a more individual basis and predominantly via discussions in the classroom, due to the smaller number of students in the class.

The Head of Department tracks the progress of the classes and together with the Department identifies students who require further interventions. These

interventions are focussed on the targets identified on the feedback sheets as well as teacher observation of their work in lessons, and their on- going home works.

4. End of Year Expectations

Key Stage 3

What do we expect by the end of year 7?

- Confidence in the four skills- reading, writing, listening and speaking
- Asking and answering questions simple questions about themselves and others
- To understand how to form verbs in present tense
- Giving answers and beginning to use opinions and complex sentences

What do we expect by the end of year 8?

- Increased confidence in the four skills, able to manipulate and understand more complex language
- Asking for and giving more complex answers, giving reasons and justifications
- Verbs in all three main tenses- present, and future
- Increasing ability to predict meaning in context

What do we expect by the end of year 9?

- To be prepared for the GCSE course.
- Increased awareness of the skills required for GCSE including translations, asking answering questions, giving opinions and justifications with increasing complexity, listening to GCSE style texts, writing GCSE style answers using SORE.
- Using all 3 tenses
- Giving reasons and opinions in 3 tenses

Key Stage 4

What do we expect by the end of year 10?

- As above except scaffolded to begin moving from doing the skills at foundation tier to the higher tier.
- Feeling very familiar writing SORE paragraphs as well as introducing more complexity using TAILORED plus transferring these same skills into the speaking.
- Increased understanding of examination requirements.
- Increasing independence in vocabulary learning.

What do we expect by the end of year 11?

- Working at the higher tier level in all four skills.
- SORE and TAILORED embedded as are good translation skills in writing.
- Reading and predicting are practised as are listening skills.
- Spoken practise regularly practised in pairs and groups.
- Regular independent learning of vocabulary embedded.

SCORE	90 WORD DESCRIPTORS	CONTENT	Y/N	PERSONAL PERFORMANCE AND TARGETS
	S-O-R-E PARAGRAPH			

9-10	<ul style="list-style-type: none"> ● A very good response covering all aspects of the task. (4 bullet points) ● Communication is clear and a lot of information is conveyed. ● Many opinions are expressed. S-O-R-E is used well. 		
7-8	<ul style="list-style-type: none"> ● A good response covering all aspects of the task (4 bullet points) ● Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. ● 2+ Opinions are expressed. S-O-R-E is used. 		
5-6	<ul style="list-style-type: none"> ● A reasonable response covering almost all aspects of the task(3 bullet points) ● Communication is generally clear but there are likely to be lapses (lacking vocab/ less expansion) Some information is conveyed. ● An opinion is expressed. S-O-R-E not used effectively 		
3-4	<ul style="list-style-type: none"> ● A basic response covering some aspects of the task. (2 bullet points) ● Communication is sometimes clear but there are instances where messages break down (English is used/wrong vocab/incomplete ideas) Little information is conveyed. ● An opinion is expressed. S-O-R-E not used well 		
1-2	<p>A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions. S-O-R-E not used</p>		

Score	QUALITY OF LANGUAGE	Y/N	TEACHER COMMENT
5-6	<ul style="list-style-type: none"> • A variety of appropriate vocabulary is used. • Complex structures and sentences are attempted. • There are references to three time frames, which are largely successful. • Errors mainly minor. Some more serious errors, in complex structures. 		
3-4	<ul style="list-style-type: none"> • Some variety of appropriate vocabulary is used. • There may be some attempt at complex structures and sentences. • There are references to at least two different time frames, though may not always be successful. • There may be some major errors, and minor errors, overall the response is more accurate. 		
1-2	<ul style="list-style-type: none"> • The range of vocabulary may be narrow, repetitive and/or inappropriate to the task. • Sentences are mainly short and simple or may not be properly constructed. • There may be frequent major and minor errors. 		
SCORE	150 WORD CONTENT DESCRIPTORS	Y/N	
T-A-I-L-O-R-E-D PARAGRAPH			
13-15	<ul style="list-style-type: none"> • An excellent response which is fully relevant and detailed, conveying a lot of information. • Communication is clear with little or no ambiguity. • Opinions are expressed and justified. 		
10-12	<ul style="list-style-type: none"> • A very good response which is almost always relevant and which conveys a lot of information. • Communication is mostly clear but there are a few ambiguities. • 2+ Opinions are expressed and justified. 		
7-9	<ul style="list-style-type: none"> • A good response which is generally relevant with quite a lot of information conveyed. • Communication is usually clear but there are some ambiguities. • 2+ Opinions are expressed and may be justified. 		

4-6	<ul style="list-style-type: none"> ● A reasonable response with some relevant information conveyed. ● Communication is sometimes clear but there may be instances where messages break down. ● An opinion is expressed. 		Student Target
1-2	<ul style="list-style-type: none"> ● A basic response which conveys a limited amount of relevant information. ● Communication may not be clear and there are instances where messages break down. ● An opinion may be expressed. 		

SCORE	RANGE OF LANGUAGE	Y/N	ACCURACY	Y/N	TEACHER COMMENT
10-12	<ul style="list-style-type: none"> Very good variety of appropriate vocab and structures. More complex sentences handled with confidence. 		Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs/tenses are secure		
		5			
7-9	<ul style="list-style-type: none"> Good variety of appropriate vocab and structures. More complex sentences tried and mostly successful 		<ul style="list-style-type: none"> Generally accurate. Occasional major errors, usually in more complex structures. Verbs / tenses are nearly always correct. 		
		4			
4-6	<ul style="list-style-type: none"> Some variety of appropriate vocab and structures. Longer sentences attempted, using linking words, often successfully 		<ul style="list-style-type: none"> Reasonably accurate. Minor errors and may be some major errors, Verb / tense formations are usually correct. 		
		3			
1-3	<ul style="list-style-type: none"> Little variety of appropriate vocab. Structures likely to be short and simple. 		<ul style="list-style-type: none"> More accurate than inaccurate Verb / tense sometimes correct. 		
		2			
			Major errors and minor ones		
			Limited success with verb / tense		

GCSE GRADE	LISTENING / READING DESCRIPTORS HIGHER TIER	STUDENT COMMENT AND PERSONAL TARGET
9	<ul style="list-style-type: none"> Extremely high level of comprehension Extremely always able to guess new meaning in context Extensive vocabulary 	

8	<ul style="list-style-type: none"> • Very high level of comprehension • Almost always able to guess new meaning in context • Very large vocabulary
7	<ul style="list-style-type: none"> • Quite a high level of comprehension • Mostly able to guess new meaning in context • Quite a large vocabulary
6	<ul style="list-style-type: none"> • Reasonably high level of comprehension • Sometimes able to guess new meaning in context • Fairly large vocabulary
5	<ul style="list-style-type: none"> • Level of comprehension varies more • Not always able to guess new meaning in context • Vocabulary much less secure or broad
4	<ul style="list-style-type: none"> • Comprehension is much more limited • The ability to guess new meaning in context is much less developed. • Vocabulary is much more limited
3	<ul style="list-style-type: none"> • Comprehension is quite limited • The ability to guess new meaning in context is not well developed. • Vocabulary is limited
2	<ul style="list-style-type: none"> • Comprehension is very limited • unable to guess new meaning in context • Vocabulary is very limited
GCSE GRADE	LISTENING / READING DESCRIPTORS FOUNDATION TIER
5	<ul style="list-style-type: none"> • Reasonably high level of comprehension • Sometimes able to guess new meaning in context • Fairly large vocabulary
4	<ul style="list-style-type: none"> • Level of comprehension varies more • Not always able to guess new meaning in context • Vocabulary reasonably large in simpler contexts
3	<ul style="list-style-type: none"> • Comprehension is much more limited to simpler settings • The ability to guess new meaning in context is much less developed. • Vocabulary is more limited to simpler situations
2	<ul style="list-style-type: none"> • Comprehension is very limited • The ability to guess new meaning in context is not at all well developed. • Vocabulary is limited
1	<ul style="list-style-type: none"> • Comprehension is extremely limited • Inability to guess new meaning in context • Vocabulary is extremely limited

**STUDENT COMMENT
AND PERSONAL TARGET**

TEACHER COMMENT:

Score	TRANSLATION ENGLISH TO GERMAN KEY MESSAGES	Y/N	STUDENT COMMENT AND PERSONAL TARGET
6	All key messages are conveyed.		

5	Nearly all key messages are conveyed.		
4	Most key messages are conveyed.		
3	Some key messages are conveyed.		
2	Few key messages are conveyed		
1	Very few key messages are conveyed		

Score	APPLICATION OF GRAMMATICAL KNOWLEDGE OF LANGUAGE AND STRUCTURES	Y/N	STUDENT COMMENT AND PERSONAL TARGET
6	<ul style="list-style-type: none"> ● Excellent knowledge of vocab and structures; ● virtually faultless. 		
5	<ul style="list-style-type: none"> ● Very good knowledge of vocab and structures; ● highly accurate. 		
4	<ul style="list-style-type: none"> ● Good knowledge of vocab and structures; ● generally accurate 		
3	<ul style="list-style-type: none"> ● Reasonable knowledge of vocab and structures; ● more accurate than inaccurate 		
2	<ul style="list-style-type: none"> ● Limited knowledge of vocabulary and structures; ● generally inaccurate 		
1	<ul style="list-style-type: none"> ● Very limited knowledge of vocabulary and structures; ● highly inaccurate 		

TEACHER COMMENT:

