



### – Faculty Ethos and Vision

Nelson Mandela said “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.”

Our vision in the Modern Foreign Languages department is that all language learners develop the skills and confidence to consider themselves as ‘World Citizens’ who belong in a multicultural, mutually respectful world. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; ensuring that each topic contains an element of cultural reference to not only the target language country, but the wider Hispanic or Francophone world. The department is committed to developing strong, lifelong linguistic skills and to encourage students to become curious and interested in the world. Ultimately, we want our students to have a love of languages and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people.

The Modern Foreign Languages Faculty at The Dean Academy is committed to delivering a **high-quality, ambitious and inclusive curriculum** that enables all students to succeed, in line with the Ofsted Education Inspection Framework.

Our ethos is underpinned by the academy’s core values and a shared belief that:

- All students are entitled to a **broad, balanced and ambitious curriculum**
- High expectations and consistency secure strong outcomes
- Language learning develops cultural capital and global citizenship
- Inclusive practice removes barriers to learning

The MFL Faculty strives to foster confident, resilient learners who are well prepared for further education, employment and life in modern Britain.

### – Curriculum Intent

Curriculum maps are designed to ensure that all four skills (Reading, Writing, Speaking and Listening) are covered in every unit and opportunities to revisit key skills, in different ways, are built into students' learning journeys. Grammar is the foundation for building language skills. Learning grammar enables students to speak and write more accurately, confidently and fluently. Consequently, grammar skills are taught explicitly through every unit of work, and regularly revisited; emphasis is on equipping students with the linguistic skills to unpick and decode unfamiliar language. Progression through a topic should be evident in the development of key skills and acquisition of main vocabulary. Class teachers record scores in tests and tasks completed covering the 4 skills. As MFL is a non-linear subject, progress over time is monitored in place of regular assessments. Language of mastery is currently being developed as an approach to assessing progress at KS3.

The curriculum aims to:

- Develop confident communicators in French and Spanish
- Build strong foundations in phonics, vocabulary and grammar
- Promote cultural awareness and curiosity
- Develop skills and content according to the GCSE
- Reinforce progress
- Prepare students effectively for GCSE and post-16 pathways