Clevedon School Languages Curriculum: Statement of Intent

Continuing liberating young minds from insularity – freely paraphrased from DfE – KS2- NC.

Purpose of study:

The Languages curriculum aims to develop students understanding of different languages and cultures together with better understanding of English

Our priority is developing a broad vocabulary so that students can express their views in a more and more articulate way. Developing a thorough understanding of how languages work and make parallels with English so that they can become more and more articulate individuals. Core to our curriculum is the celebration of diversity on a linguistic, semantic, cultural and individual level. This knowledge is essential to our student to realise that different doesn't mean better or worse, but also the reasons behind possible socio-economical differences and appreciate the role we can play to implement necessary changes and reduce and close existing gaps.

At the heart of languages there is cultural diversity, by looking at how traditions, celebrations and cultural events form and develop in different countries our student will appreciate the relativity of every culture and the need to celebrate every individual and culture in their diversity. We study the language, read the literature, watch the programmes of country very different from England. We compare habits and analyse vocabulary to create the necessary bridges to make our students global citizens and ignite in them a curiosity to discover what the world can offer**.**

Our curriculum gift for all learners

- To make them more prepared to be global citizens.
- Languages are fundamental to empowering students to explore their and other cultures and languages- to be curious – to enquire.
- We want to ensure pupils understand that what we see and who we are is only one of billions of ways
- Languages offer students a unique opportunity to know more about English and Britishness comparing and finding similarities with other languages and cultures

1. The Clevedon way promotes character, ambition and community in our curriculum:

- The Languages curriculum aims to develop pupils confidence when facing other people, when travelling, when reaching out to people in other countries
- Our fundamental aim is to instil a sense of belonging to a broader, wide community and ultimately creating confident globally engaged citizens
- The Languages curriculum aims to stretch their abilities and use of their native language and language in general
- This will enable them to become more articulate and express themselves in other languages
- Our curriculum is ambitious because it always challenges them just above their comfort zone, by combining knowledge organiser with learning bands to ensure progress.
- The curriculum will build character as a result of testing all 4 skills, identify and filling gaps until each student reaches their full potential.
- The Languages curriculum also aims to ensure students encounter diverse cultures, societies and people through direct and indirect exposure. Foreign assistants, trips, DT food, music, films all form parts of our core opportunities.
- Clevedon pupils will be able to make an impact on our local, national and global community because they will be able to communicate beyond the expected, they will be open to welcome diversity and promote cultural understanding.
- Underpinning our curriculum is the study of British values such as democracy which allows them to embrace the diversity of other countries, cultures and people
- The intention of our curriculum is to embed the Clevedon School values of kindness through our celebration of diversity.

- By developing pupils speaking, reading, listening, writing, thinking and analytical skills we enable them to be all around better members of the community in the widest sense of the word.

2. Our curriculum is ambitious for all learners

- We realise it is crucial to root learning in real life, in order to help pupils see the links between school and the world beyond our walls, as well as prepare them for life after Year 11 and 13. In our subject, we compare English to other languages, identify transferrable skills and develop a curiosity to explore and enquire.
- In order to ensure pupils have the opportunity to continue study at Level 2 or 3 at KS5 (depending on starting point), or to access a subject-related apprenticeship, we ensure that our content is broad and encompasses life long learning such as sitting a job interview, organise a trip and have conversations on a wide range of topics. We also promote the study of a language combined with another subject as offered by most university in most faculties including Law, Business, Science and Medicine
- For pupils who are PP, we ensure we are supporting them to achieve their potential by promoting the 5C in lesson, feedback, marking and contact with home.
- For pupils with SEND, we ensure we maintain high expectations of their potential and progress by ensuring the work we set is suitably differentiated, by promoting progress over achievement, by a culture of quality over quantity and by challenging all students to complete tasks (once suitably differentiated)
- The GCSE curriculum content is especially Euro-centric, and in order to make it relevant for pupils from all backgrounds and faiths, we include resources from a variety of countries outside Europe and we promote an understanding of global languages. We also dedicate the end of term at KS3 to promote African and South American culture by analysing films and working on comparing traditions.
- We ensure that pupils who come to us with high prior attainment and high aspirations are stretched and challenged to achieve their goals by identifying anyone not reaching their full potential and challenging them with immediate improvement actions such as extending their writing, contributing more in lessons and completing more challenging tasks. When necessary also contacting tutor, Head of House and home.

3. Our curriculum is sequenced to enable our students to progress to brilliance:

- The curriculum is a progression model which allows students improve skills while learning new topics.
- The curriculum is a 7-year backwards planned curriculum, to ensure pupils can access the most challenging, native language at KS5 if they choose to.
- The content is interleaved and builds towards real expertise because we teach core vocabulary through more and more complex structures at the appropriate stage. This means that progress in ensured by combining the Knowledge organisers with our Learning bands, term after term.
- Our attention to our subjects second order concepts underpin all our lessons and Schemes of learning as we keep a balance of the 4 core skills in every lesson.
- We return to our substantive concepts regularly to build up their expertise in that specific topic. This combined with new language skills to enable them to be more and more articulate.
- We incorporate spaced practice and retrieval such as the use of QUIZLET at home and the Progress Pitstops to aid students learning and long-term memory. We also create quick retrieval quizzes to aid retaining key concepts from previous learning.
- The Languages curriculum is enquiry driven. We use fertile questions to spark the imagination, we challenge their understanding of English and insist they question its use. In doing so we ensure they are more fertile to the concepts of a different language.
- Our topics are design to last 3 lessons to familiarise, consolidate and demonstrate their knowledge and skills development.
- We have high ambitions for our PP and SEND students and therefore we create classes based on abilities where students can grow in confidence, we regularly test and move students to more suitable classes when needed. We seat PP students and SEND students in strategic places to facilitate contact, promptly celebrate achievements, enable challenge and monitor completion and contribution. We have also devised subtle ways to ensure we immediately recognise PP students work. PP, SEND and border line students' books are always marked first, they are foci points for Instant Insights and departmental conversations. We also set Departmental targets to promote languages to PP and SEND at KS4 and 5