

This document provides a summary of the Languages Department and its aims, curriculum, staff, accommodation and facilities and the key areas for development.

AIMS

Our Department aims and objectives will endeavour to promote the aims and objectives of the whole school, where achievement of students will be celebrated and all students are treated with patience, understanding and fairness.

As a department, we aim:

- To enable students to communicate in and understand the spoken and written word in a modern foreign language
- To promote foreign language learning as a relevant, enjoyable and motivating experience
- To ensure that students reach the level of achievement which reflects their ability in a modern foreign language
- To develop an understanding of language
- To develop study skills and provide a basis for future study
- Specific aims can be found in Schemes of Work and the Departmental Development Plan

CONTINUING PROFESSIONAL DEVELOPMENT

The process of allocation of INSET funding has changed with a greater emphasis given to in-house training, based on existing Development Plans, future needs and PMR.

Possible training sources

- a) In-House
- b) NIAS INSET programme
- c) Training through other agencies
- d) ALL courses (note: you have to be a fully paid-up member)
- e) Goethe-Institut courses
- f) Exam boards

It should also not be forgotten that just talking about a good lesson, observation, exchanging new ideas and swapping exercises and materials are valuable elements of staff development and should not be underestimated.

INSET materials

There are a considerable number of useful books about methodology and teaching developments that are published by CILT and various other organisations. These are kept in the stockroom and are available for loan at all times. They are an invaluable source of ideas and are well worth re-reading in the course of the year.

MONITORING AND EVALUATION

Every year a Monitoring and Evaluation Programme is drawn up, which includes classroom observation together with feedback and the monitoring of exercise books. The programme is made available to all members of the department and tends to have a focus, which could, among others, be a specific year group, ability range or teaching strategies. This observation programme can help identify specific departmental INSET needs. From September 2005 the department will be introducing its new monitoring policy, with peer monitoring and observation.

HOMEWORK POLICY

General Principles

The departmental policy conforms to the Guilsborough School Policy. In addition the department strongly believes that homework should:

- bridge the gap between home and school
- develop independence and self-discipline
- develop study skills: organisation, memory training, preparation and presentation
- provide language practice and reinforcement
- reinforce develop or extend the content of lessons
- provide additional exposure to the target language

Practicalities

- The individual class teacher is responsible for respecting the school homework timetable as regards frequency, timing and dates
 - KS3 – one written and one learning homework per language per week
 - KS4 – in addition to school homework timetable, exam requirements such as coursework and oral preparation will place more demands on students.
 - Years 12 and 13 – 6 hours per week
- Class teachers should encourage students to mark down their homework in their planners.
- Consistency is important; homework must be set regularly so that pupils learn to expect it
- Tasks may be differentiated between groups and perhaps within groups
- Students can also be encouraged to involve other members of the family or friends to help them with learning homework.

MORE ABLE STUDENTS

Identification of more able students takes place within the framework of the whole-school context, with identification sheets circulated by the co-ordinator for more able students.

Identification takes place

- by regular testing and assessment within the normal classroom context
- by sampling the students work
- following classroom performance

Once identified, more able students are given specific targets by their MFL teachers, targets which are then reviewed at the end of the school year.

Various measures are in place for meeting the needs of more able students.

- Set groups in Years 8 to 11
- Different expectations as regards grammar, acquisition of vocabulary, oral and written language
- A different range of teaching techniques and practice activities
- Different input in lessons as regards level of listening and reading stimuli, use of target language
- Schemes of work
- Coursework – differentiation through outcome
- Sessions with the FLA
- Provision for early GCSE for native speakers
- Express set in Yr 9 for high ability students

We aim:

- to maintain and stimulate student curiosity, interest and enjoyment in the world of science and for them to develop an open and questioning attitude to science;
- to enable students to see science in the context of a wider body of knowledge and skills and to introduce them to the idea of Science at Work;
- to enable students to understand and use scientific experimentation, with safety being an important consideration;
- to enable students to develop a range of desirable personal qualities such as motivation, initiative and independence;
- to enable students to be able to work independently and as part of a team;
- to create opportunities at various times for group discussion. At these times, we aim to listen to each other's views and hopefully reflect on them;
- to employ teaching methods and resources that allow all students (irrespective of their gender, ethnic origin, academic ability etc) to have equal access to science and to experience success and enjoyment in their science lessons;
- to develop an awareness in students of the importance of the history of science for the individual, the community and the environment;
- to allow students to develop informed opinions and to be able to support and justify them by reasonable arguments.

TRIPS

- We are fortunate to maintain a long-standing German exchange including work experience for Years 10 and 12
- We run a French language immersion trip in Year 9.

MODERN FOREIGN LANGUAGES DEPARTMENT STAFFING - 2007/08

David Lomasney (LY) (BA Hons PGCE MA(Ed))	Head of MFL Head of German Head of Year 12 NUT Representative Child Protection Officer Curriculum and SEN – G&T – KS5 Rep
Jacqueline James (JMS) (BA Hons, PGCE)	Second in MFL Dept Head of French Behaviour Group Rep
Ann Pugh (PH) (BA Hons PGCE)	Assessment Coordinator (KS3) SCITT MFL Lead Tutor
Andrea Hudson (HD) (BA Hons PGCE)	Teaching and Learning Rep
Katie Sykes (SYK) (BA Hons PCGE)	Literacy Rep
Helen Jago (JGO) (BA Hons PGCE)	Leader of Talk Project Work Related Learning Rep
Françoise Crabtree	French Foreign Language Assistant
Florian Fechner	German Foreign Language Assistant
Jackie Gibbons	Administrative Assistant

RESOURCES

The department is equipped with interactive whiteboards in its own suite of rooms. With the introduction of a modular GCSE Course at KS4 and in line with raising standards at KS3, and adhering to the framework, the MFL Department now use:

KS4 French

'Francoscope' which provides additional material for average-low ability groups

This is substituted with 'Encore Tricolore 4 and 5' and Examination Grammar in Action for Higher Ability Students.

KS4 German

'LOGO'. There are 2 course books and workbooks entitled 'Rot' and 'Grün' which differentiate between higher and lower ability

KS3 French

Périscope 1, 2 and 3

KS3 German

LOGO 1, 2 and 3

All course books provide differentiated worksheets and MFL staff have produced additional resources.

We also have supplementary resources, such as

- Carte Blanche and Kartei Reading Cards
- Dictionary Skills and Grammar (LCP) worksheets.

KS5

Years 12 and 13, both languages, see Schemes of Work.