

## **MFL subject leader curriculum questions**

Progress in curricular terms means knowing more and remembering more, so a curriculum needs to carefully plan for that progress by:

- considering the building blocks and sequence in each subject,
- using spaced or distributed practice
- using retrieval practice for effective retention of knowledge in the long-term memory
- and choosing the correct pedagogical approach

The Ofsted Research Review in Languages identifies some common features of successful approaches to languages education:

- The curriculum is carefully planned around logical pupil progression in the '3 pillars' of language: phonics, vocabulary, grammar – and the interplay between them.
- Teachers' use of the language being taught is carefully planned and tailored to build on pupils' ability and prior knowledge.
- Teachers create opportunities for pupils to practise using the target language, helping them to remember long term the language structures they need to communicate in an unscripted way.
- When authentic texts are used, they are well chosen for their linguistic content and level. Teachers plan their use carefully, ensuring that they do not expose pupils to large amounts of unfamiliar language.
- Error correction is explicit where the focus is on accuracy: pupils are prompted that there has been an error and their own correction is elicited.
- Assessments are carefully designed to align to a clearly structured and sequenced curriculum.
- School leaders are committed to ensuring that language teachers have both a strong understanding of curriculum progression in languages and strong subject knowledge.
- There is a well-considered transition process between primary and secondary school, and a curriculum that builds step by step across key stages.

## **How confident are you at answering all the following questions?**

How does your subject fit in with the whole school curriculum? / Do you know the school's curriculum aims and how your subject's aims and ambitions fit within this?

What is your ambition for your curriculum? / Can you describe the aims and ambitions for your subject?

- Describe the curriculum design and rationale for your subject.

Why have you done it that way?

Are your plans based around any research?

- How do you make sure that the curriculum is carefully sequenced to build knowledge and skills?
- How do you set out the knowledge that pupils will learn and how did you decide what to include?
- How well is the curriculum covered and learning re-visited? How do you know and when did you last check?
- Memory: How do your plans prevent pupils forgetting what was taught last week/term/year? How do you interrupt the forgetting?
- Have you ensured a shared view of clearly defined end points which are ambitious for all pupils?
- Is teaching sequenced effectively to enable pupils to meet the expected end points? (Why this? Why now? What next?)
- Can you demonstrate clear expectations and progression within your curriculum from year 3 through to the end of year 6?

- What effect did the pandemic have on your subject and how have you factored the impact of pandemic on your curriculum e.g. gaps
- SEND: How do you ensure pupils with SEND learn and remember key facts and methods?
- Assessment: What assessment approaches do you use and why?

How do you use this info to improve the curriculum?

- How do you monitor that staff are delivering the curriculum in the intended sequence?
- CPD: How do you ensure your and colleagues knowledge is up to date and secure both in terms of pedagogy and subject knowledge?