

<p><b>KS3 Rationale</b></p> <p>Learning another a language provides an opening to other cultures and fosters a deeper understanding of the world. Our curriculum is designed to enable students to be able to express their thoughts and needs in another language and to understand and respond to native speakers both in speech and in writing.</p> <p>Our language teaching provides the foundation for learning further languages by utilising a range of different teaching approaches. We seek to build enjoyment through our approach and through including cultural references to the traditions in German speaking countries and by relating learning to key English festivals where possible e.g. World Book Day.</p> <p>Trips to Germany, visits to Manchester University and guest speakers ensure that our learners are clear about the importance of a language in the world of work.</p> <p>In KS3 sequences of lessons are taught which are reflective of the content at GCSE in an age appropriate manner.</p>	<p><b>KS4 Rationale</b></p> <p>We follow the AQA GCSE German course which is divided into three themes. Many of the strands of each theme are covered in KS3 in an age appropriate manner, which ensures that much of what is covered in years 10 and 11 can build on prior learning.</p>
<p><b>Pedagogy within the classroom</b></p> <p><b>High expectations</b> of all students regarding behaviour for learning and outcomes</p> <p><b>Pace</b> Every lesson matters. Lessons are well planned and purposeful. “Do now” activities will be followed by brisk and timed activities.</p> <p><b>Challenge</b> All students are challenged in order for them to make the best possible progress from their individual starting points.</p> <p><b>Questioning</b> will be effective in developing student knowledge and understanding, assessing progress and informing teacher planning.</p> <p><b>Progression.</b> All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.</p>	<p><b>Links to School Improvement Plan</b></p> <p>We are increasing the use of low stakes assessments, revision tools and consolidation resources so that students develop in confidence and remember the content they have been taught in the longer term.</p> <p>We ensure that incisive and meaningful individual and whole class feedback is in place and that students are given opportunities to respond to it so that they learn from mistakes, close gaps in their learning and ultimately take more responsibility for their own progress.</p> <p>Promote a passion for reading be reinforcing phonics and encouraging reading aloud in the language.</p>
<p><b>Skill Progression</b></p> <p>Students build on prior knowledge of both vocabulary and grammar, alongside the skills of listening and reading, to help them prepare for the next stage of their education.</p> <p>These skills are consolidated from one year to the next, providing the foundation for increasing challenge.</p> <p>The work given to students is more demanding and to match the aims of the ambitious curriculum.</p>	<p><b>SEN</b></p> <p>Working to increase our own knowledge of different areas of SEN and how to differentiate appropriately.</p> <p>Understanding the SEN needs of all students on the SEN register in the class.</p> <p>Being flexible and adaptable in teaching approaches to meet the needs of all students, not just those with no SEN.</p> <p>Not seeing the “label” but seeing the child.</p> <p>Having as high expectations of lower-ability as we do for the highest; recognising that these students may need even more knowledge to plug gaps in their learning than their peers, not less.</p> <p>Creating a “no-excuses” culture: never letting a child’s SEN become an excuse for inadequate or poor-quality work.</p>