

INTENT	MBS motto	Studio et industria - <i>Through application and hard work</i>										
	MBS mission	To support boys to achieve their full academic potential and to become well rounded, resilient citizens prepared for life beyond school through application and hard work										
	MBS values	Professionalism					Positivity			Productivity		
	MBS vision	Academic, rigorous, traditional, broad curriculum	Every student known personally	Full participation and deep thinking	Stretch for the individual	Community, leadership and enrichment experiences	Support physical and mental well being	All classrooms develop literacy and oracy	Christian ethos			
	Subject Intent	<p>Subject Mission statement: All learners engage positively and behave professionally to ensure they are committed to improving their linguistic skills and broadening their cultural awareness</p> <p><b>Year 7-9:</b> Pupils are able to translate in four tenses (present, perfect, imperfect, future) across a range of topic areas. Pupils should use their critical thinking skills to write extended pieces concerning contextual topics in English. Pupils are able to deduce meaning from a range of adapted Latin sources through reading. Pupils will show a rounded understand of the ancient world, developed through Latin-reading and English sources.</p> <p><b>Year 10-11:</b> Pupils are able to translate and comprehend narrative across a range of vocabulary in five tenses. Pupils are able to infer and deduce meaning from a range of authentic Latin literary texts in line with the GCSE specification. Pupils also have a firm grasp on cultural aspects of the ancient world, in line with the demands of the GCSE specification.</p> <p><b>Year 12-13:</b> Pupils have a deep understanding of the Roman world, in line with the A Level specification. Pupils are exposed to a range of cultural resources such as speeches, plays and other written sources, again in line with the A Level specification. Pupils analyse, summarise, and critically analyse authentic literary texts through reading. Pupils can translate unseen and pre-prepared passages of Latin with ease and flair.</p>										
IMPLEMENTATION	Effective teaching	Long-term learning		Regular feedback and effective questioning		Literacy and Oracy		MBS Cultural routines		4Rs		
		Planned, sequenced learning to generate interconnected ideas. Improve cognitive load and knowledge retrieval to promote working memory. Develop metacognition and effective revision skills		Carefully planned, timely and relevant assessment and feedback which constantly moves students forward		In-class effective literacy teaching and opportunities for talk across all subjects and disciplines		An environment that supports being ready to learn and meets individual needs with a clear focus on pride in work and books used as revision tools		Developing and monitoring the 4 learning powers for growth mindsets: Resilience; Resourcefulness; Reciprocity; Reflection		
	Year 7-9	Explicit teaching of phonics; use of look, cover, write, check; oral repetition activities; vocabulary games; teacher scaffolding; teaching translation strategies from Latin to English; highlighting common mistakes and providing effective questioning to allow pupils to independently refine their work; self and peer-assessment to begin to recognise successful written work; use of knowledge tests and regular vocabulary check-ins.										
	Year 10-11	Explicit teaching of time expressions; scaffolding ways for students to identify and comment on literary techniques in authentic literary texts; teaching translation strategies from Latin to English; practice of both unseen and prepared translation; re-drafting extended writing following targets in order to improve extended written work in English; modelling how to identify key misconceptions independently to improve work; use of knowledge tests and regular vocabulary check-ins.										
	Year 12-13	Explicit teaching of commentary and translation techniques for authentic Latin sources; increased grammar teaching and translation practices; translation of unseen sources; re-drafting extended writing following targets; peer and self-assessing to identify misconceptions; reflecting independently on analytical work; teacher modelling and shared writing; approaches to essay writing; use of model answers and scaffolding.										
IMPACT	MBS Passport for personal development	Enrichment		Academic intervention (support or stretch)			PSHCE		Trips		Careers	
	Excellent Outcomes	Students are <b>professional</b> leaders who conduct themselves in a professional manner, ensuring respectful interactions with all peers and adults to allow them to become successful, independent citizens in their community and career.		Students will be <b>positive</b> role models who are rewarded for their hard work and will be able to use feedback as an opportunity to develop their skills and knowledge. Students have a positive and collaborative approach to learning, contributing fully at all times			Students will be <b>productive</b> citizens who are ambitious and work hard; they will take opportunities within the curriculum to use the '4 R Learning Powers' (Resourcefulness, Reciprocity, Resilience and Reflection) and have a growth mindset, allowing them to embrace new challenges. Students will always work to their absolute maximum.		<b>MFL SEDP measurable outcome goals</b>			
	Evaluation	Nationally generated performance data	Learning walks and HOF drop-ins	Deep Dives	External validation from Challenge Partners, etc	Department SEDPs	Book Scrutiny	The learning Walk tracker	Pupils, Parent, Staff surveys			