

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
	French Intent	<p>MFL 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>Year 7-9: Pupils are able to communicate in three tenses across a range of topic areas, using their critical thinking skills to give positive and negative opinions and write extended justifications. Pupils are able to deduce meaning from a range of authentic and cultural French sources through listening and reading and start to express themselves through spoken and written language.</p> <p>Year 10-11: Pupils are able to describe, narrate and inform across a range of topic areas in four tenses using idiomatic expressions and extended justified opinions. Pupils are able to infer and deduce meaning from a range of literary and cultural texts in line with the GCSE specification. Pupils express and develop ideas spontaneously and fluently.</p> <p>Year 12-13: Pupils have a deep understanding of current Francophone affairs and are exposed to a range of cultural resources such as newspapers, film, and literature. Pupils analyse, summarise, and critically evaluate through reading, listening, writing and speaking. Pupils conduct extensive research on a topic of interest linked to French culture. Pupils use language spontaneously to initiate communication.</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 French 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.							
	Year 10-11	Explicit teaching of idiomatic language and expressions; understanding deduction and inference strategies to grasp meaning from literary texts; Teaching translation strategies from English to French. Re-drafting extended writing following targets in order to improve extended written work; modelling how to identify key misconceptions independently to improve work.							
	Year 12-13	Explicit teaching of summarising techniques with authentic French sources; Critical evaluation through reading, writing and speaking; Re-drafting extended writing following targets, 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.							
	MBS Passport for personal development	Enrichment	Academic intervention (support or stretch)		PSHCE	Trips		Careers	
IMPACT	Excellent Outcomes	Students are professional 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 positive 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 productive 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.		MFL SEDP measurable outcome goals To be completed from September 2020 when faculty SEDP are complete.	
		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