

St Mary's RC Primary School



Primary MFL Policy



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Signed by:

D.Hayes

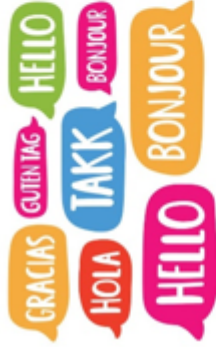
Headteacher

Date: 29/9/24

Phil Jackson

Subject Governor

Date: 29/9/24



We Care, We Pray, We Work, We Play... in Jesus' Way



St Mary's RC Primary School Intent and Principles for

MFL

"With languages, you are at home anywhere" Edmund De Waal

We encourage children to know more and remember more so that they gain MFL skills and knowledge that they can apply into further education and adulthood.

At St Mary's, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language.

Although it is not statutory to learn a modern foreign language until KS2, we feel that all children benefit from the joy of learning a new language from an early age.



Vocabulary will be built into the curriculum, with the choice of the vocabulary carefully considered in line with the age of pupils and how often words occur in the language.

The children will learn through coherent and sequenced lessons to ensure progression.

We have high expectations and an ambitious curriculum for all pupils.

Within every MFL lesson, we use our School's Growth Mindset Values.

We recognise the importance of teaching a foreign language to foster pupils' curiosity, appreciate other cultures and deepen their understanding of the world.

Smaller class groups are preferred to enable discussion and roleplay in MFL.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2013) 'Languages programmes of study: key stage 2'
- Ofsted (2021) 'Research review series: languages'

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that the school teaches pupils a language as part of a broad and balanced curriculum, and in line with statutory guidance.
- Ensuring the school's MFL curriculum is accessible to all pupils.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring the school's MFL curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the MFL curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching MFLs.

The SENCO is responsible for:

- Collaborating with the headteacher to ensure the curriculum is accessible to all and teaching follows the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help in MFL they need.

The MFL subject lead is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for MFL.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of MFLs, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all MFL resources.
- Leading staff meetings and providing relevant staff with the appropriate training.
- Advising on the contribution of MFL to other curriculum areas.

Teaching staff are responsible for:

- Acting in accordance with this policy.
- Ensuring that lessons are taught in line with the school's Health and Safety Policy at all times.

- Liaising with the MFL lead about key topics, resources and support for individual pupils if required.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the MFL lead or a member of the SLT.
- Undertaking any necessary training or CPD.

3. The National Curriculum

The national curriculum will be followed for all MFL teaching.

Teaching will focus on enabling pupils to make substantial progress in one language, with an emphasis on practical communication. The school's chosen language is French. Teaching will provide an appropriate balance of spoken and written language, laying the foundations for further foreign language teaching at KS3.

In line with the national curriculum, pupils will be taught by the end of KS2 to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences and express ideas clearly.
- Describe people, places, things and actions orally.
- Understand basic grammar appropriate to the language being studied (e.g. feminine, masculine and neuter forms and the conjugation of high-frequency verbs). key features and patterns of the language and how to apply these, for instance, to build sentences and how these differ from or are similar to English.

Modifications will be made to the national curriculum where appropriate to meet the individual and differentiated needs of pupils.

4. Teaching and learning

Teaching will focus on enabling pupils to make substantial progress in one language, with an emphasis on practical communication. The school's chosen language is French. Teaching will provide an appropriate balance of spoken and written language, laying the foundations for further foreign language teaching at KS3.

At St Mary's, we have invested in our MFL teaching and learning by employing a specialist French teacher who teaches all children from EYFS to Year 6.

Pupils in EYFS are taken in small groups of 5 and taught for 20 minutes every other week. Pupils in KS1 and KS2 will be taught for 25 minutes per week in smaller class groups of 15. Smaller class groups are preferred to enable discussion and roleplay in French and supports children with SEND to access the lessons.

Lessons will use a variety of sources to model the language and encourage engagement from pupils, including the use of videos, games and songs as appropriate to maximise interest and make connections to real life situations.

5. Planning

Curriculum planning

Our specialist teacher will plan the teaching of MFL effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. All relevant staff will be briefed on the school's long, medium and short term planning procedures as part of staff training and in accordance with the schools Primary Teaching and Learning Policy.

The curriculum and lessons will be planned carefully to allow pupils to progress by considering the building blocks of the subject – the language's phonics, vocabulary and grammar – and the sequence of these blocks.

Lessons will use a variety of sources to model the language and encourage engagement from pupils, balancing visual, auditory, and kinaesthetic elements so that pupils with different learning styles can benefit. Teachers will use of a range of media, including videos, games, books and songs to maximise interest and make connections to real life situations.

The curriculum and lessons will be planned carefully to allow pupils to progress by considering the building blocks of the subject – the sounds, words and rules about how these connect to create sentences and meanings – and the sequence of these blocks.

Vocabulary will be built into the curriculum, with the choice of the vocabulary carefully considered in line with the age of pupils and how often words occur in the language.

Pupils will be able to understand and communicate ideas, facts and feelings in speech and writing, focussed on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

6. Assessment and Reporting

The curriculum will be designed to ensure pupils feel successful in their learning and are clear about how to make progress. Assessments will follow the school's Primary Assessment Policy.

Assessment of progress will be made during lessons by teaching staff, including through the use of class questions, one-to-one conversations and oral feedback. Informal written and verbal assessments will also take place to measure pupil progress, and results will be used to inform future planning and target setting.

To increase pupils' automatic and fluent recall, planned revisiting will be scheduled to ensure that words are retained in long-term memory.

The level of enthusiasm and engagement will also be monitored informally by teaching staff, ensuring that pupils display a high level of pride in the presentation and understanding of their work.

The school will communicate with its local and affiliated secondary schools where possible to support consistency and cross-phase planning regarding the teaching of MFL, ensuring that prior learning can be accounted for.

For a child to be at age related expectations (ARE), they will need to achieve all knowledge and skills for their year group. Any children who demonstrate an excellence within an area of MFL, will be identified in the pathway to excellence (P2E). This may include demonstrating a particular skill in school e.g. particular excellence with vocabulary or grammar/a child with a French parent or relative. Occasionally, a professional discussion will take place between a class teacher and the subject lead regarding the assessment of certain children.

KS2 parents will be provided with a written report about their child's attainment in MFL during the Summer term every year. Reports will include where their child is working at in MFL. Verbal reports for all year groups will be provided at parent-teacher meetings during the Autumn and Spring terms.

7. Enrichment

Extra-curricular activities and trips that can complement pupil's learning in the classroom and encourage personal development will be considered and planned by the MFL subject leader and the headteacher.

8. Resources/Equipment

The MFL teacher has access to a range of resources including posters, games and books. Modern literature in French has been purchased to support children's learning in MFL

9. Equal Opportunities

All pupils will be given equal access to the MFL curriculum and pupils with SEND will be supported to take part in whole-class lessons wherever necessary. Reasonable adjustments and additional support will be provided in collaboration with the school SENCO, pupils, parents and other relevant professionals.

Teaching staff will have high but reasonable expectations for pupils with SEND and will not take the view that some pupils are unable or unlikely to succeed in MFL.

Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Pupils with SEND will be supported to take part in whole-class lessons, with reasonable adjustments where appropriate, e.g. a TA assigned to support the pupil or modifying the task to suit their needs.

10. Monitoring

This policy is reviewed by the headteacher and subject governor. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.