

# Lockington CE VC Primary School



## Modern Foreign Languages (MFL) Policy

**March 2023**

Date Policy Formally Agreed By Governors:	15.03.23.
Date Policy Becomes Effective:	15.03.23.
Review Date:	Spring 2026
Person Responsible for Implementation and Monitoring:	Naomi Trueman: Subject Leader

## 1 Introduction

This policy outlines the organisation and management of MFL at Lockington CE VC Primary School. The school has adopted a whole school approach to the teaching of French to all KS2 pupils. It has been written with regard to the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Statutory Framework (2021),

It is written within the context of our school's mission statement:

*'to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.'*

It has also been written in the context of the school's Christian Vision:

*'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).*

## 2 The Nature of Modern Foreign Language

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read high quality literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

At Lockington we believe that learning a language, in our case French, should be a joyous experience which fosters confidence and brings enthusiasm. In widening horizons by studying both the culture and practicalities of a new language, we hope to enrich the curriculum for pupils.

## 3 Aims

Our aim is to develop the confidence and competence of each child in French. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Using the National Curriculum (2014) programmes of study for art and design and The Early Years Foundation Stage Statutory Framework (2021) as a basis, it is our aim to support pupils to:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- to discover and develop an appreciation of a range of writing in the language studied.

#### **4 Teaching and Learning**

Our approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

By the end of key stage 2, pupils should be able 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; 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, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Displays of the topics being taught in French will be displayed in the classroom and examples of vocabulary will feature in the school environment.

#### **5 MFL Timetable**

**KS2** – An equivalent of 40 minutes each week.

#### **6 MFL curriculum planning**

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials;
- interactive games (which pupils can access from home to consolidate their learning);
- songs & raps;
- differentiated desk-based consolidation activities;
- optional worksheets at different levels of challenge, which can be used in class or completed as a homework exercise.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

## **7 Curriculum organisation**

An outline of the units we will cover throughout KS2 in a four year rolling programme, included in Appendix 1.

Core vocabulary lessons will also be taught including: colours, days of the week, months of the year, numbers etc.

## **8 The use of technology**

As the Language Angels scheme is an online resource, technology will be intrinsic in the implementation. It can be used at home and in school. Research may be carried out through internet search engines and translations used through online sites. Pupils will also have opportunities to use Google Earth to locate French speaking countries.

## **9 Cross-curricular links**

English: Through grammar sessions, children will become familiar with corresponding language features and will note the similarities and differences in word order. French dictionaries will also be used which will directly link to their use in English.

Personal, social and health education (PSHE) and citizenship: French contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about cultural differences and attitudes.

Humanities: The geography of France will be an integral part of the children's learning as they discover the country, cities, features and famous landmarks. Some of the taught units are specifically history based and will thus make natural curriculum links.

Spiritual, moral, social and cultural development: The teaching of French encompasses many of the school's values in understanding other cultures and their traditions. As children are relatively new to speaking a different language, respect in listening, appreciating and building confidence is always encouraged.

## **10 Differentiation**

Language Angels has differentiated session resources. We recognise that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, linked to age-related outcomes in our MFL progression map:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- deploying additional adults to support the work of individual children or small groups.

## **11 Special Educational Needs and Disabilities and More Able Pupils**

Appropriate adjustments will be made for pupils who have special educational needs. A differentiated approach will operate at the planning stage and be adjusted to suit the needs of individual pupils. Specific pupils needs will be provided for, in line with the schools' policy on SEN.

More able pupils will be given opportunities and tasks to maximise progression and development in French and support from local secondary school departments is accessed for further advice.

## **12 Equal Opportunities**

All pupils should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and ability. In MFL we support children in a variety of ways, such as speaking clearly, repeating instructions, emphasising key words, using picture cues and adapting resources where necessary. The teaching of MFL is in accordance with our policy for Equal Opportunities.

## **13 Assessment**

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed assessments using knowledge assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Throughout a topic or unit of work the teacher is responsible for recording information on the school tracking system. At the end of the year, we make a judgement against age related expectations. The teacher records where each child is working at, and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.

## 14 Resources

The Language Angels Scheme is a fully online resource enabling all teachers to have instant and continuous access to all the resources they need. Teachers also have access to other schemes, books, audio and visual aids to enhance the teaching of French.

## 15 MFL Learning Environment

French is promoted and valued throughout the school. Vocabulary and, when appropriate, work is displayed both in classrooms and in the corridors.

## 16 Parental Involvement

We encourage parents to be involved in the MFL curriculum by:

- inviting them into school each term to discuss the progress of their child and look at their child's work;
- encouraging parents to be involved in any homework activities and making the learning objectives and the task clear and achievable;
- sharing our learning in achievement assemblies to parents.

## 17 Homework

It is our policy to provide parents and carers with the opportunity to work with their children at home.

## 18 Health and Safety Issues:

Health and safety issues may arise on a number of occasions for example, when pupils:

- handle artefacts
- consume food

Teachers will conform to guidelines in the school's Health and Safety policy in these circumstances.

## 19 Roles and Responsibilities

**The Governing Body** determines, supports, monitors and reviews the school MFL policy. We have an identified governor for MFL. The governor is informed of progress in the subject by the subject leader.

**The Headteacher's role** is to:

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching, planning and reviews;
- give feedback to teachers following lesson observations;
- support staff development through in service training and provision of resources;
- observe colleagues with a view to identifying the support they need.

**The MFL leader's role** is to:

- provide a strategic lead and direction for MFL in the school;
- provide support and advice to staff in the delivery of the MFL programme of study;
- remain informed about current developments in the subject by attending CPD sessions and being involved in independent research and reading;
- deliver CPD sessions to staff, to support staff development and lead by example by setting high standards in their own teaching;

- liaise with other members of staff to form a coherent and progressive scheme of work;
- monitor standards in the subject;
- consider with staff and work with the Headteacher in the evaluation and planning of actions included within the School Strategic Plan.

Moderating the standards of children's work and of the quality teaching in MFL is the responsibility of the MFL subject leader along with the headteacher.

As well as regular updates, the MFL subject leader provides an annual report in which strengths and weaknesses in the subject are evaluated and areas for further improvement are indicated.

The subject leader will be responsible to the Headteacher and will liaise with the named link Governor/s.

**The class teacher's role** is to:

- be responsible for the teaching of MFL as set out in the policy;
- provide planning and reviews for the Head Teacher and MFL leader;
- provide samples of MFL work to the MFL leader/Headteacher when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of MFL;
- identify training needs in MFL and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.

## 22 Review

This policy will be reviewed every three years, or earlier as required.

Member of staff responsible: MFL Subject Leader (Naomi Trueman)

Date policy written: March 2023

Date for next review: March 2026

Date approved: 15.03.23



Signed: Mrs J Cattle (Headteacher)



Signed: Dr Graham Parr (Chair of Governors)

