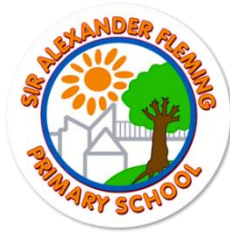


'Belonging, Being, Becoming'



MfL Policy

Updated: January 2023

Review Date: January 2024

Our school values



SAFE – keep ourselves and others safe by making sensible choices within school, online and in the community.



RESPECT – have the social, emotional and nurturing skills to respect ourselves, our families and our communities.



PRIDE – be proud of what we all achieve by aspiring to work hard and become your 'best self'



BRAVERY – to overcome barriers by attempting difficult challenges by being resilient, independent and inquisitive.



SUCCESS – achieving high standards with a belief that with effort anything is achievable.

Purpose of study

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 great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2014

Vision

We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. Learning a language helps children to develop communication skills, including key skills in speaking, listening, reading and writing and children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. Our current language taught is French; however, we celebrate the wealth of languages that our children speak at home through themed days across the year. The linguistic skills gained will assist and lay foundations for further language learning; the skills will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Organisation

Children in EYFS and KS1 begin learning French through games and songs to provide children with the key language which can then be built upon in KS2. Children in EYFS and KS1 have one French Day per half term and children in Y3 – Y6 teach French for 30 minutes weekly or for one hour every fortnight; school aims to follow up activities when appropriate outside of the language lesson, eg. use of French language around the classroom (register, simple instructions).

Management and Training

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff when required.

The Curriculum

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites. Each topic taught recaps and builds on previous vocabulary learnt to embed learning.

To ensure high standards of teaching and learning French, we implement a curriculum that is progressive throughout school. French is taught over one day every half term in KS1 and weekly/fortnightly in KS2. A scheme of work is followed from EYFS-Y6, ensuring progression is made over the seven years. Topics in French tie in with other areas of the curriculum, as much as possible, throughout each year group.

Our principal focus in learning a new language is enjoyment. All children are taught French, whatever their ability and individual needs. All children are encouraged to engage with each other in lessons to gain knowledge from each other.

Teaching and Learning

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading, and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure and many more creative ways to extend, embed and combine language skills.

Initial lessons focus on learning basic vocabulary and pronunciation. Then, lessons move on to use vocabulary in context and to learn grammatical rules, such as placement of adjectives and masculine and feminine nouns. Each topic of work provides a list of previous vocabulary to build on prior knowledge before progressing; this is important in allowing teacher assessment to pitch work at the appropriate level for their class.

Learning is done primarily through games, songs, mimes, and active learning within the classroom. As a school, we have a membership Primary Languages Network to develop teaching and learning of languages. From this, we are provided with cross-curricular links, games, songs, and support meetings.

Assessment

Assessment is informal across the four language skills and the progress made in these throughout KS2. We measure the impact of the curriculum through the following methods:

- observing children reading, speaking and listening in French
- marking written work
- videos of children completing reading, speaking and listening activities
- questioning children about their learning (pupil voice)
- 'Puzzle It Out' assessment games available to aid teacher judgements at the end of each topic
- Children can produce posters, role plays, leaflets at the end of each topic to demonstrate learning

Monitoring

The MFL coordinator discusses language learning with the class teacher and monitors planning, as well as spoken and written evidence of progress in learning. The MFL coordinator can access training in monitoring via the PLN VLE, consultation time, email discussion and at coordinator CPD. Class teachers are encouraged to evidence children's learning by use of the SeeSaw app to show children's speaking and listening progression.

Continuing Personal Development

The MFL coordinator attends, (as part of the Primary Languages Network) coordinators' CPD and the annual PLN conference. The MFL coordinator is a member of the network email group and can access the PLN Twitter account, the PLN website (<https://primarylanguages.network/>), network blog sites and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE, all its materials, and lesson by lesson planning. The PLN VLE school user files can be used to share information between staff.