

# Modern Foreign Languages Policy



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# Modern Foreign Languages Policy

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# 1. Statement of Intent

## **Modern Foreign Languages Curriculum:**

At **St.Peter's C.E. Primary School**, we believe that the learning of language provides a valuable educational, social, cultural and spiritual experience for our pupils. It helps them to develop communications skills including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It 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. This will include how Christian festivals, such as Christmas and Easter are celebrated in other countries. Through our teaching of the French language, we foster children's curiosity and deepen their understanding of the world. Teaching enables our children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

Our MFL curriculum is designed to develop the children's skills in languages and to meet the aims and content of the National Curriculum. We are members of the Primary Languages Network and follow its scheme of work to ensure both coverage and progression across KS2. Children acquire, use and apply a growing bank of vocabulary organised around topics. We develop their ability to understand new words that are introduced into familiar written material, including through using a bilingual dictionary. An understanding of the basic grammar of the French language is developed. We enable children to use and apply their French learning in a variety of contexts and to lay the foundations for future language learning.

As members of the Primary Languages Network, we implement a curriculum that is progressive throughout Key Stage Two. Within the scheme of work, planning and resources are designed to maximise the skills and experience of the teacher delivering the language lessons. French is taught in regular, discrete lessons covering one unit per half term. In MFL, skills in listening, speaking, reading and writing in another language are developed through a multi-sensory approach, such as rhymes, songs, stories and repetition.

Our MFL curriculum is high quality, well thought out and is planned to demonstrate progression. Within our scheme of work, we focus on progression in listening, speaking, reading & writing. Using assessment materials from the Primary Languages Network scheme of work, progress is tracked at the end of each unit against specific learning objectives.

Children develop an enjoyment and understanding of a different language as well as a greater awareness of another culture. Children will have the foundations for furthering their learning of French as well as other languages. The learning of a language also promotes global citizenship, develops cultural understanding and provides our children with a deeper insight into beliefs, traditions and cultures within the world around them.

## ● 2. Legal Framework

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

- DfE (2013) 'Languages programmes of study: key stage 2'
- DfE (2017) 'Statutory framework for the Early Years Foundation Stage'
- Equality Act 2010

2.2 This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- Primary Assessment Policy
- SEND Policy

## 3. Roles and Responsibilities

3.1 The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for French.
- Reviewing changes to the National Curriculum and advising teachers on the implementation of these.
- Monitoring the learning and teaching of French, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in French.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the teaching of French to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in French.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of French to other curriculum areas, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of French in subsequent years.

3.2 The **classroom teacher** is responsible for:

- Acting in accordance with this policy.

- Ensuring the progression of pupils' French skills, with due regard to the National Curriculum.
- Planning lessons effectively, using the school's chosen scheme of work- Primary Languages Network and ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary to effectively teach French.
- Evaluating schemes of work and maintaining the resources required to deliver lessons.

3.3 The **SENCO** is responsible for:

- Advising staff on how best to support pupils' needs.
- Advising staff on the use of TAs to meet pupils' needs.

## ● 4. Curriculum Objectives

4.1 The Modern Foreign Languages Curriculum will allow 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.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.
- 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.

## ● 5. Subject Content

Children at St Peter's learn **French**.

Even though Modern Foreign Language is non-statutory within EYFS, it is important to promote an understanding of the world around us as a core learning goal. ELG - Understanding the world.

Children following the Early years foundation stage (EYFS) may experience learning a new language when traditions/ festivals occur throughout the year. In EYFS and KS1 our children may experience incidental language learning through a variety of activities.

### **Key Stage 2:**

In KS2, children are taught by class teachers each week for 30 minutes.

Pupils will be taught the four core skills: listening, speaking, reading and writing.

Key Stage 2 pupils will be taught 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.
- Develop recall/ retrieval skills and become more independent in their use of the language.

We are very lucky to be able to have a Kidslingo after school French club for our Year 2 and Year 3 children. This introduces the concept of learning a new language for our key stage 1 children and prepares them for Y3 as they will access our scheme of learning for French.

## 6. Equal Opportunities

- 6.1 We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. Our **Equal Opportunities Policy** ensures all pupils are able to achieve their potential in all areas of the curriculum.

- 6.2 In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the French curriculum is differentiated for these pupils, in line with the school's **SEND Policy**.
- 6.3 The planning and organising of teaching strategies for French will be reviewed on a **termly** basis by the **subject leader** to ensure that no pupil is at a disadvantage.

## ● 7. Cross Curricular Opportunities

### 7.1 **English:**

French enhances English through **spoken language** by:

- Participating in discussion, taking turns and listening to what others say.
- Asking relevant questions to extend their knowledge and understanding.
- Listening and responding appropriately to adults and other pupils.
- Providing opportunities for pupils to give verbal descriptions and explanations.
- Providing opportunities for pupils to consider and evaluate different opinions.
- Using discussions as a way to explore ideas and viewpoints.

French enhances English through **writing** by:

- Providing opportunities for pupils to write about their interests.
- Providing opportunities for pupils to write about other cultures/ traditions.

### 7.2 **Mathematics:**

French enhances **Mathematics** by giving pupils opportunities to:

- Learn how to count in French and write number words in French.

### 7.3 **Computing:**

French enhances **Computing** by giving pupils opportunities to:

- Create robots/ toys that make commands and actions.
- Use software to check pronunciation and fluency when speaking French.
- Use songs/ videos to learn key vocabulary/ phrases.

### 7.4 **Art and Design:**

French enhances **Art and Design** by giving pupils opportunities to:

- Learn about Henri Matisse in KS1- Children create individual still life drawing.
- Learn about colours and shapes in French.

### 7.5 **Geography:**

French enhances **Geography** by giving pupils opportunities to:

- Refer to traditions/ celebrations around the globe.
- Identify which countries are in Europe and locate the countries that speak French.
- Look at our local area and places of interests.

### 7.6 **Science:**

French enhances **Science** by giving pupils opportunities to:



- Learn about animals and their habitats.
- Identify different seasons/ weather conditions.
- Identify our body parts on the human body.

### 7.7 **History:**

French enhances **History** by giving pupils opportunities to:

- Look at how language/ different cultures have evolved through history.

### 7.8 **PE:**

French enhances **PE** by giving pupils opportunities to:

- Move appropriately in response to instructions/ commands.
- To learn about other countries and how they play sports. For example, In France cycling is considered the most popular sport.

## ● 8. Teaching and Learning

9.1 French lessons are delivered weekly in each term for pupils in KS2.

9.2 St. Peter's use the Primary Languages Network scheme to help with the delivery of French. The scheme provides teachers with a variety of lessons that cover the core skills, listening, speaking, reading and writing.

9.3 Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised. It is a subject in which success does not depend on academic ability.

9.4 Teachers ensure pupils apply their knowledge and practise their oral skills by trying to communicate in French.

9.5 The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to the ideas of others and treating them with respect.

9.6 Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge – revisiting prior learning.
- Promoting active learning.
- Inspiring, exciting and motivating pupils to know more.

9.7 Strategies for effective teaching include:

- Ensuring the teaching methods used suit the purpose and needs of the pupils.
- Providing a meaningful context and clear purpose when assigning tasks.
- Using focussed practical tasks to help pupils develop and evaluate their ability to speak another language.
- Ensuring tasks are built on skills and understanding.

9.9 The classroom teacher will work with the subject leader to ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of creative and innovative responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, allowing challenge for all.
- Utilising support staff to ensure that pupils are effectively supported.

9.10 Evidencing Learning

Work can be evidenced through the following:

- Photographs
- Videos
- French workbooks

- Audio Recordings
- Displays
- Written work
- Class blog / social media page

## ● 10. Planning

- 10.1 Planning of the French curriculum is focussed on creating opportunities for pupils to:
- Know how to listen, speak, read and write in a primary foreign language.
- 10.2 The scheme creates long-term, medium-term and short-term plans for the delivery of the French curriculum – these are as follows:
- Long-term: includes the units of French studied in each term.
  - Medium-term: includes the details of work studied each term.
  - Short-term: includes the details of work studied during each lesson.
- 10.3 The **subject leader** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- 10.4 Class teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 10.5 Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 10.6 There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 10.7 Long-term planning will be used to outline the units of French to be taught within each year group.
- 10.8 Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for writing and assessment.
- 10.9 Medium-term plans will identify learning objectives, main learning activities and differentiation. Opportunities for revisiting prior learning will also be identified.
- 10.10 Medium-term plans will be shared with the subject leader to ensure there is clear progression between years.
- 10.11 Short-term planning will be used flexibly to reflect the intention of the lesson, the success criteria and the aims of the next lesson.
- 10.12 All lessons will have clear learning intentions which are shared and reviewed with pupils.
- 10.13 Planning from any outside teachers will be shared with the subject leader ensuring it is in line with the schools' long-term planning

## ● 11. Assessment and Reporting

At St. Peter's, teachers are provided with record sheets that allow them to perform formative assessments regularly. Each class is split into ability groups and tracked throughout the year against the targets found in the school French progression map. At the end of each academic year, a summative judgement is reached which determines whether each group of children have met the expectations of the year. Judgements are reached through observations of children in lessons, marking and observations of written and recorded work and discussion with the children.

- 11.1 Pupils will be assessed, and their progression recorded, in line with the school's Assessment Policy.
- 11.2 By the end of key stage 2, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study.
- 11.3 Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 11.4 Assessment will be undertaken in various forms, including the following:
  - Questioning
  - Discussions
  - Marking work
  - Pupils' self-evaluation of their work
  - Performances
- 11.5 Teachers will also assess pupils through their:
  - Knowledge of French terms/ key vocabulary.
  - Ability to record and communicate their ideas in a clear manner.
  - Personal qualities and attitudes towards their work.
  - Ability to evaluate their work and the work of others.
- 11.6 Formative assessment, which is carried out informally throughout the year, will be used to identify pupils' understanding of subjects and inform lesson planning.
- 11.7 End-of-year assessments will be passed to relevant members of staff, such as the subject leader and future teachers, in order to demonstrate where pupils are at a given point in time.
- 11.8 Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum and record assessments using the school tracking system.
- 11.9 Parents will be provided with a written report about their child's progress during the summer term every year. This will include information on pupils' attitudes towards French.
- 11.10 Verbal reports will be provided at parents' evenings during the Autumn and Spring terms.

- **12. Resources**

- 12.1 The school has access to Primary Languages Network to help with the delivery of French lessons and CPD courses to enhance staff knowledge.
- 12.2 The school library contains resources such as CDs and topic books to support pupils' research knowledge.
- 12.3 The subject leader shares appropriate resources, including websites with class teachers.
- 12.4 Class teachers are responsible for informing the French leader if there are any concerns or changes to be made with the delivery of French.

- **13. Monitoring and Review**

- 13.1 The subject leader will monitor French through learning walks, work samples and pupil voice and report to the headteacher and members of the SLT.
- 13.2 The subject leader will write an action plan at the beginning of each academic year and review the progress at three points: Autumn 2, Spring 2, Summer 2.
- 13.3 The subject leader will produce a report, using evidence from their action plan, which will be shared with Governors.
- 13.4 This policy will be reviewed every two years by the subject leader and headteacher.
- 13.5 Any changes made to this policy will be communicated to all members of staff.
- 13.6 All members of staff directly involved with teaching French are required to familiarise themselves with this policy.
- 13.7 The next scheduled review date for this policy is **January 2024**.