

SAINT MARY'S CATHOLIC PRIMARY ACADEMY

Mr J O'Connor – Head Teacher

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CURRICULUM POLICY FOR MODERN FOREIGN LANGUAGES

Approved by:

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Next review due by: To be monitored and updated as required

CURRICULUM POLICY FOR MODERN FOREIGN LANGUAGES

Mission Statement

"We Value All in the Name of Jesus the Christ"

Learning is a sacred endeavour.

Here are some highlights from a document shared in full on our 'Building the Kingdom' course – to whet your appetite!

How is MFL a sacred subject (Ancient at Secondary level)?

The sacred endeavour of Modern Foreign Languages enables pupils to appreciate and learn from the diversity and richness of other cultures.... understanding ... the beauty of diversity and unity of all God's family.

Introduction

At St Mary's, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

"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." National Curriculum in England (DfES September 2013)

Intent

Our MFL curriculum aims to give children an awareness of other cultures and the confidence and resilience to communicate in French for practical purposes, using both written and oral

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French. We aim to give pupils a foundation for language learning that encourages and enables them to apply their knowledge and skills – knowledge, skills and vocabulary that are built on from prior learning and repeated with increasing complexity.

Implementation

Our French curriculum is supported through the Kapow Primary scheme of work which is designed with six strands that run throughout: speaking and pronunciation, listening, reading and writing, grammar, intercultural understanding and language detective skills. Our curriculum is supported through curriculum overview documents that show coverage of the National Curriculum and skills/knowledge progression documents that show how skills are developed and link to prior learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired work and group work including role play, language games and language detective work. The programme offers differentiation so all children can access the lessons.

Impact

Pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, in Key Stage 3. The expected impact is that children will:

- Be able to engage in purposeful dialogue in practical situations
- Make increasingly accurate attempts to read unfamiliar words, phrases and short texts
- Speak and read aloud with confidence and accuracy in pronunciation
- Demonstrate understanding of spoken language by listening and responding appropriately
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt
- Be able to construct short texts on familiar topics
- Meet the end of Key stage 2 expectations outlined in the National Curriculum

Planning and Organisation

MFL at St Mary's is planned through our own curriculum taking into account the National Curriculum 2014. MFL is carefully sequenced to provide a comprehensive curriculum that has been strategically sequenced to ensure a broad and effective learning experience for all pupils. Teachers use long term planning, developed by the MFL coordinator, which informs medium term planning. Class teachers are responsible for the teaching of MFL in their class in consultation with and with guidance from the MFL coordinator, Middle Leadership and Senior Leadership.

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We follow the Kapow scheme to ensure full coverage of the subject is taught. We ensure that there are opportunities for children of all abilities to develop and apply their skills and knowledge in each topic. Opportunities for progression are planned for to ensure that children are increasingly challenged as they progress through the school. All KS2 classes have an allocated slot per week in their timetable to teach French. This is the recommended amount of time, as outlined by our scheme.

Long Term Planning

This is based on the National Curriculum for MFL, which details what is to be taught over the Key Stages and provides the topic basis for planning MFL activities for each year group. Opportunities for recap and recall through the school will be clearly identifiable. The MFL subject folder will contain an up-to-date copy of the long term plan.

Units covered in KS2:

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	French greetings with puppets	French adjectives of colour, size and shape	French playground games – numbers and age	In a French classroom	French transport	A circle of life in French
Year 4	Portraits – describing in French	Clothes – getting dressed in French	French numbers, calendars and birthdays	French weather and the water cycle	French food – miam, miam!	French and the Eurovision Song Contest
Year 5	French monster pets	Space exploration – in French	Shopping in France	French speaking world	Verbs in a week	Meet my French family
Year 6	French Sport and the Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France	

Medium Term Planning

This takes the long term plan and organizes the teaching of MFL into half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. The medium term planning includes the learning intents for each lesson and the key knowledge the children will be learning. The medium term planning will also give opportunities for recap and recall through

the school.

Short Term Planning

The short term planning is rooted into the medium term planning; this is to allow teachers to focus on preparation for the lessons. Teachers can use the medium term planning to identify the key knowledge they will be teaching, which will make the preparation of resources more efficient.

The coordinator will be responsible for:

- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the MFL Curriculum.
- Consultation and advice on resources and activities for other teachers.
- Attending CPD courses and cascading relevant information.
- The ordering, storage and inventory of resources.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD.

SEND and Equal Opportunities

At St Mary's, we adapt and differentiate learning opportunities for children with SEND in MFL lessons.

Teaching is adapted to suit the needs of these pupils in a variety of ways:

- setting suitable learning challenges
- responding to children's diverse learning needs

Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes
- additional support
- adapted use of resources

In MFL lessons, we ensure that EAL children are supported in a variety of ways. eg. emphasising key vocabulary and ensuring that the key vocabulary is explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, examples of work and making links to previous experiences.

Recording of Children's Work

Children are encouraged to record work in their exercise books when appropriate and photos and videos taken when completing spoken and other activities. Children may use a combination of written responses, mind-mapping, artwork and spoken activities as a record of their work. Examples of children's work will also be displayed on the school website including photographic/video evidence of displays, presentations and spoken activities to provide a source of engagement with parents, carers and the wider community.

[Marking and Feedback](#)

Marking and feedback is provided in line with the whole school marking and feedback policy. Feedback relates to their attainment against the learning objectives for MFL.

Monitoring & Evaluation

MFL is monitored throughout school by the MFL coordinator.

Evidence is provided through:

- work scrutiny
- data analysis
- review of planning
- learning walks
- pupil interviews

Feedback is shared and discussed with senior management, staff and governors regularly.

[Assessment](#)

Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work. Each child's progress is assessed with reference to the attainment targets of the Programme of Study for Languages. Pupils are assessed against objectives and success criteria in each lesson. At the end of each term, summative judgements are made as to whether each child is on track to meet the end of year expectations.

[Arrangements for Review](#)

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the MFL policy aims are being met and the standards of MFL are continuing to improve. This policy will be reviewed again by the Leadership team and MFL coordinator by May 2024.

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