



Modern Foreign Languages (MFL) Policy

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Intent

Intent vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life.

School Aims and Aspirations for pupils:

Key Stage 1

At KS1, where the teaching of foreign languages is non-statutory, any opportunities for positive learning experiences of additional languages, through song, rhymes, poems and/or word games, are encouraged, particularly when these may enable learners from a variety of backgrounds to share their cultural and/or linguistic heritage with their peers in the classroom. Early exposure to other languages is likely to stimulate curiosity and interest in the wider world.

Key Stage 2

In KS2, we teach our children French to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of French speaking countries and the foundational knowledge to support confident communication in French.

We are committed to fulfil these aims and deliver the learning outcomes of the National Curriculum Languages programmes of study through:

- fostering pupils' curiosity and deepen their understanding of the world
- introducing our children to another language in a way that is enjoyable and fun;
- making our children aware that language has structure, and that the structure differs from one language to another.
- helping children develop their awareness of cultural differences in other countries;
- developing the speaking, listening, reading and writing skills of our KS2 children in French;
- laying the foundations for future study.

Implementation

Through cluster agreement we teach French as our chosen specific MFL. The school's overview Long Term Plan (LTP) details the knowledge and skills taught across each year group in French. This document ensures coverage of all of the skills in the National Curriculum MFL assessment criteria and the cultural experiences for our children. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

Overview of content

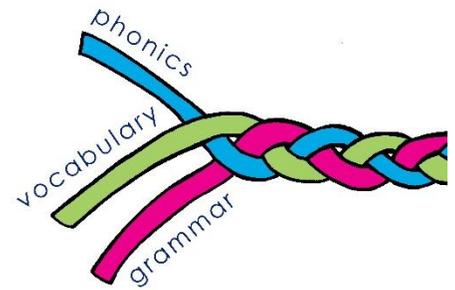
The school's French scheme of work (SOW) was created by the County Language Hub and implements key recommendations from the pedagogy review and the Ofsted languages research report, which highlights the three key knowledge strands phonics, vocabulary and grammar. The lessons draw on the NCELP French team (led by Natalie Finlayson and Cath Salkeld) KS3 SOW and resources, which are in turn informed by the research work of Professor Emma Marsden and colleagues, including Dr Rowena Kasproicz.

Through collaborating with Swavesey Village College's (SVC - our local secondary school) KS3 MFL lead, who has worked with the language hub, there is an alignment with SVC's KS3 SOW and the new GCSE syllabus assuring a continuous curriculum provision and pedagogy for our children

Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)



Our French curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between French, any heritage languages our children have, and English

In line with the NC PoS, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions
- Express opinions
- Write phrases from memory
- Adapt phrases to create new sentences
- Use a dictionary

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map countries where French is spoken
- know the name and some detail about at least one festival or tradition from France
- know at least one typical food from France

Enrichment and the wider community

Additional opportunities maximise the cultural experiences of our children including an activity afternoon with French exchange students visiting SVC every other year and French cultural activity sessions with Language leaders from SVC.

Impact

Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

Children are continuously assessed on the knowledge they are taught in lessons, whenever they are called upon to understand and/or produce language, without reference to resources. Periodically they complete summative

assessments in phonics, vocabulary and grammar covering all modalities (i.e. listening, speaking, reading and writing), which assess the specific knowledge they have been taught. Their progress and attainment is categorised using the school attainment system.

Equal Opportunities and SEN

All children irrespective of ability or special educational need, should be taught a foreign language. Every child has the statutory right to a broad and balanced curriculum.

A child with SEN should be actively encouraged to participate fully in MFL lessons with the necessary support and appropriate differentiation.

Teaching modern foreign languages is a vital way to directly address pupil perceptions and potential stereotypes. It allows us to actively promote positive attitudes and values towards cultural and or religious diversity and to directly tackle any form of cultural and negative stereotyping.

Subject leaders are expected to:

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of MFL.
- Maintain resources and advise staff on their use.
- In conversation with the school business manager and Head teacher, manage their curriculum budget.
- Facilitate staff training on new initiatives.
- Attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Help staff to use assessment to inform future planning.
- Track teacher assessment and discuss how judgements are made

The subject leader completes book scrutinies, moderations, blinks and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

This policy should be read alongside:

SEND policy

Equality and Diversity Policy

E-safety policy

Writing Marking and Feedback policy