



MFL Policy

2022-2023

St Thomas' CofE Primary Academy

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Statement of intent

At St Thomas CofE Primary Academy we believe that the learning of a language provides a valuable educational, social and cultural experience for our children. It helps them to develop communication skills in speaking, listening, reading and writing and in addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in the future. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand both their own culture and those of others, and links with the importance we place on global learning in our school. It is intended that when children leave, they will have a natural curiosity and confidence to explore other countries, countries and languages, accepting that, in a multi-lingual society, it is a valuable skill to be able to communicate effectively with others in another language.

1. Legal framework

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

- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2013) 'Languages programmes of study: key stage 2'
- Ofsted (2021) 'Research review series: languages'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Primary Curriculum Policy
- Internal Assessment Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving, monitoring and reviewing the content of this policy.
- Liaising with the principal, MFL subject lead and teachers regarding pupil progress and attainment.

The principal is responsible for:

- Ensuring teaching of MFL follows the school's wider curriculum.
- Assisting the MFL subject lead and teaching staff, where necessary, with the planning and implementation of the MFL curriculum.

The SENCO is responsible for:

- Collaborating with the principal to ensure the curriculum is accessible to all and teaching follows the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help in MFL they need.

The MFL subject leader is responsible for:

- Supporting teaching staff in their teaching and keeping them informed of current developments in MFL.
- Writing an annual report for the principal and governing board.
- Creating a subject action plan, informed by the whole SDP.
- Observing and giving feedback to teachers on their teaching in MFL.
- Attending specialist courses and undertaking training where appropriate, and arranging training or CPD for teaching staff where appropriate.

Teaching staff are responsible for:

- Planning and delivering lessons, giving due consideration to the needs of the class as a whole and individual pupils.
- Reviewing pupil's works and records to assess progress.
- Arranging informal assessments of pupils' progress and setting targets accordingly.
- Undertaking any necessary training or CPD.

3. Teaching and learning

Teaching will focus on enabling pupils to make substantial progress in one language, with an emphasis on practical communication. The school's chosen language is French. Teaching will provide an appropriate balance of spoken and written language, laying the foundations for further foreign language teaching at KS3. Pupils will be taught for 45-60 minutes per week in a whole-class setting. Where lessons are shorter, additional time will be provided during transitions to apply language learning.

At St Thomas, we have an online subscription to Language Angels. Lessons will use a variety of sources to model the language and encourage engagement from pupils, including the use of videos, games and songs as appropriate to maximise interest and make connections to real life situations.

The curriculum and lessons will be planned carefully to allow pupils to progress by considering the building blocks of the subject – the sounds, words and rules about how these connect to create sentences and meanings – and the sequence of these blocks. The progression grid ensures knowledge is built upon in a sequential way and enables children to retrieve previous learning. Pupils have a 'big' question that will be broken in to smaller sequential steps.

Vocabulary will be built into the curriculum, with the choice of the vocabulary carefully considered in line with the age of pupils and how often words occur in the language.

Pupils will be able to understand and communicate ideas, facts and feelings in speech and writing, focussed on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

In line with the national curriculum, pupils will be taught by the end of KS2 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, and 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 and express ideas clearly.
- Describe people, places, things and actions orally.
- Understand basic grammar appropriate to the language being studied (e.g. feminine, masculine and neuter forms and the conjugation of high-frequency verbs). key features and patterns of the language and how to apply these, for instance, to build sentences and how these differ from or are similar to English.

Modifications will be made to the national curriculum where appropriate to meet the individual and differentiated needs of pupils.

Extra-curricular activities and trips that can complement pupil's learning in the classroom and encourage personal development will be considered and planned by the MFL subject leader and the principal.

4. Progress and assessment

The curriculum will be designed to ensure pupils feel successful in their learning and are clear about how to make progress. Assessments will follow the school's Internal Assessment Policy.

Formative assessment will be made during lessons by teaching staff, including through the use of class questions, one-to-one conversations and oral feedback.

Each lesson begins with an opportunity to retrieve old learning before new concepts and vocabulary is introduced.

The level of enthusiasm and engagement will also be monitored informally by teaching staff, ensuring that pupils display a high level of pride in the presentation and understanding of their work.

The school will communicate with its local and affiliated secondary schools where possible to support consistency and cross-phase planning regarding the teaching of MFL, ensuring that prior learning can be accounted for.

5. Equality for all

Curriculum and lesson planning for MFL will follow the procedures outlined within the school's Special Educational Needs and Disabilities (SEND) Policy at all times. Teaching staff will have high but reasonable expectations for pupils with SEND and will not take the view that some pupils are unable or unlikely to succeed in MFL.

Pupils with SEND will be supported to take part in whole-class lessons, with reasonable adjustments where appropriate, e.g. a TA assigned to support the pupil or modifying the task to suit their needs.

Scaffolding will enable learning to be 'chunked' into smaller manageable steps and will enable pupils to celebrate their successes.

6. Monitoring and review

This policy is reviewed annually by the principal and the governing board. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is July 2022.