



# New Mills Primary School

## Modern Foreign Languages Policy

Signed by \_\_\_\_\_ Headteacher                      Date \_\_\_\_\_

\_\_\_\_\_ Chair of Governors                      Date \_\_\_\_\_

**Updated March 2023**

## **Statement of intent**

At **New Mills Primary School**, we recognise the importance of teaching a foreign language to foster pupils' curiosity, appreciate other cultures and deepen their understanding of the world. We recognise that language teaching encourages pupils to appreciate and celebrate difference and provides the foundation for learning further languages.

This policy will ensure the school complies with the requirements of the national curriculum and provides opportunities for pupils to learn another language and acquire new ways of thinking.

At **New Mills Primary School** we have agreed to teach **French** as our chosen Modern Foreign 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 & 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:

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

## 2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that the school teaches pupils a language as part of a broad and balanced curriculum, and in line with statutory guidance.
- Ensuring the school's MFL curriculum is accessible to all pupils.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring the school's MFL curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the MFL curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching MFLs.

The SENCO is responsible for:

- Collaborating with the headteacher 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 lead will be responsible for:

- Developing, resourcing and reviewing this policy.
- Amending the Language Angels curriculum to suit the needs of **New Mills Primary School's** staff and pupils.
- Providing teaching staff with the curriculum plans and schemes of work for each of the chosen topics for specific year groups.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Facilitating the assessment of pupils' work.
- Advising on the contribution of MFL to other curriculum areas.

Staff teaching MFL will be responsible for:

- Acting in accordance with this policy.
- Liaising with the MFL lead about key topics, resources and support for individual pupils if required.
- Ensuring the agreed subject content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the MFL lead or a member of the SLT.
- Undertaking any necessary training or CPD.

### **3. Teaching and Learning Overview**

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- 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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

## 4. Organisation & Delivery

**French** is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week, in three of the six half terms.

We have chosen to focus on specific units for each year group as follows:

**Year 3**

Phonics lesson 1  
Salutations  
Colours and numbers

**Year 4**

Phonics lesson 2  
I'm Learning French  
Animals  
Presenting Myself

**Year 5**

Phonics lesson 3  
Family  
At the Café

**Year 6**

Phonics lesson 4  
Date  
Weather

**French** can also be revisited in short sessions when appropriate to consolidate knowledge and ensure new language is retained.

**French** lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

## 5. Assessment

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning.
3. More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as

monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

4. All of this information can be forwarded to their secondary school at time of transition.

## **6. Equal opportunities**

All pupils will be given equal access to the MFL curriculum and pupils with SEND will be supported to take part in whole-class lessons wherever necessary. Reasonable adjustments and additional support will be provided in collaboration with the school SENCO, pupils, parents and other relevant professionals.

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.

## **7. Monitoring and review**

This policy will be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.

The next scheduled review date of this policy is **March 2024**.

