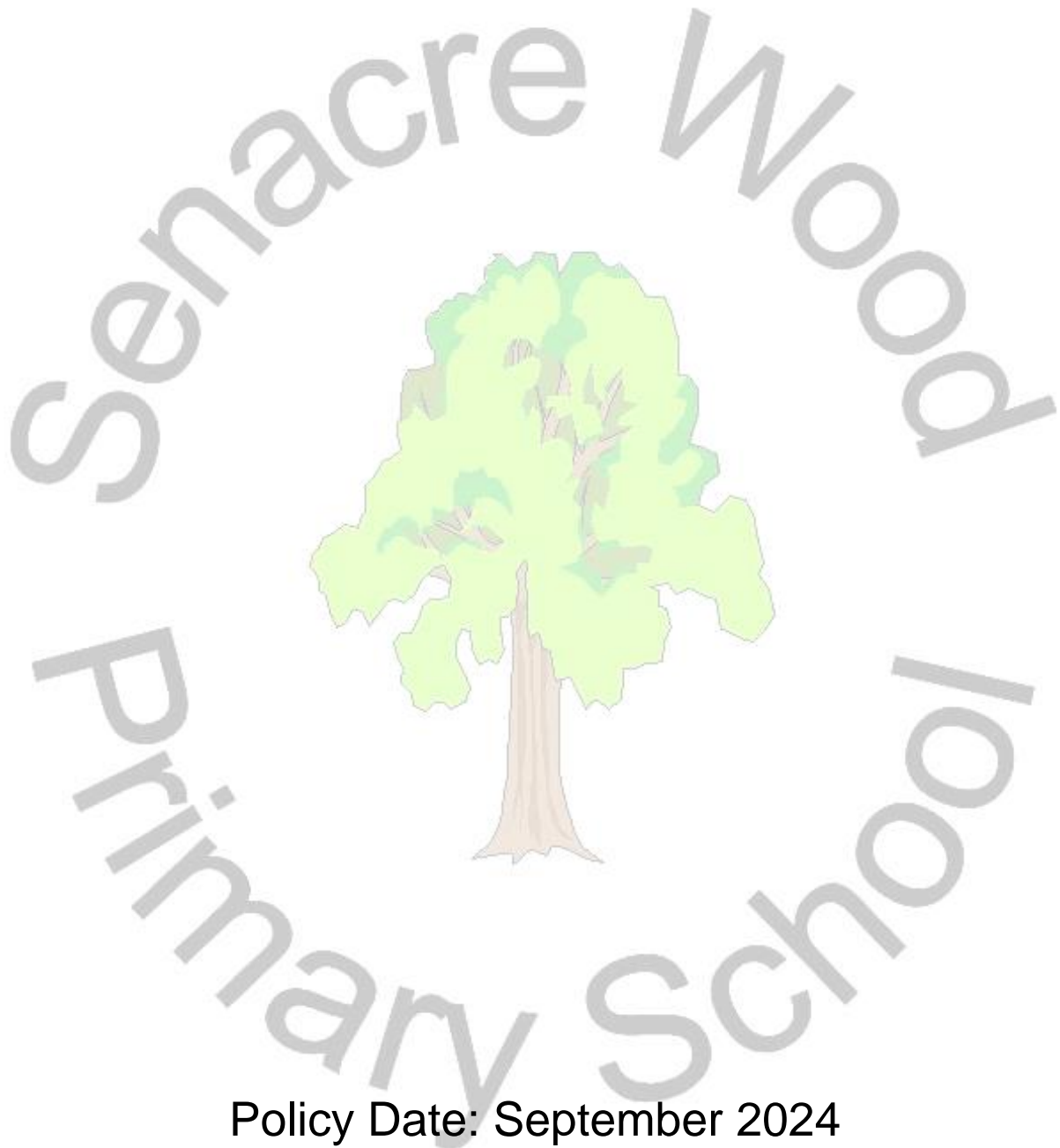


MFL Policy



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Senacre Wood Primary School MFL Policy

INTRODUCTION

The National Curriculum states that:

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.

We aim for our MFL curriculum to ensure children develop an interest in learning other languages in a way that is enjoyable and stimulating. The main language we learn in KS2 is French, although we also aim to help pupils develop their awareness of cultural differences in other countries around the world.

INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum 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 writing in the language studied.

National Curriculum 2014

Using the National Curriculum for MFL, we aim to ensure that all pupils:

- Develop their confidence when communicating in a different language leading to improvements when speaking and writing using a second language.
- Enjoy participating in their MFL lessons and expanding their vocabulary through a variety of fun activities in lessons.
- Are provided with an excellent base knowledge of a modern foreign language in preparation for learning a language at secondary school.

As a school we have adopted the Kapow scheme of work they have outlined the following intent-

"The French scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French.

Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future."

IMPLEMENTATION

PLANNING

We have adopted a scheme of work from kapowprimary.com website. The scheme of work is for the French language only. It is used across key stage two and provides teachers with lesson plans, video resources and independent tasks for each unit of French. The video resources aid pupils with their pronunciation and intonation and the independent tasks assess pupils' understanding of any new vocabulary taught.

The French scheme of work is designed with three knowledge strands that run throughout the units with knowledge building cumulatively. These are:

- Phonics
- Vocabulary
- Grammar

This knowledge can then be applied within the skills strands, which also run throughout each unit in the scheme:

- Language comprehension (Listening and reading)
- Language production (Speaking and writing)

The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning. In order to help pupils, retain their French learning, the scheme provides information about how to incorporate French into the classroom environment every day in their 'During the week' sections.

LESSONS AND ENVIRONMENT

Each year group in key stage two completes at least one hour of French each week. In these lessons, pupils will be taught the vocabulary they need to complete each unit. New vocabulary is taught in a variety of ways such as through games, songs, rhymes and written tasks.

Through the French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond. Kapow lesson planning incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work.

Each lesson will include:

- Opportunities for pupils to practise speaking new vocabulary and new phonics sounds.
- A positive and inclusive learning environment.
- A safe and supportive space for students to begin their learning of a new language.
- Enjoyable activities that encourage all pupils to actively participate in learning French.

Kapow focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, and key vocabulary rather than on committing to memory vast amounts of French vocabulary. Pronunciation is emphasised early on using our Mouth mechanics videos to support pupils with phoneme pronunciation in French.

MARKING AND FEEDBACK

Pupils will receive feedback on their pronunciation of French words throughout the lesson. When completing written tasks, they are to be completed in pupils' MFL exercise books. Pupils will have their written tasks marked by teachers. This will allow class teachers to assess pupils' understanding of the unit that has been taught and to provide feedback and next steps, as required, in line with the schools marking and feedback policy.

ASSESSMENT

Formative assessment – Children complete retrieval activities throughout each unit of work. This will include assessment of speaking, writing, listening and reading skills.

Summative assessment- This is achieved through use of the KAPOW assessment resources available for each unit. This is used to identify next steps for individuals and any units, which need to be revisited.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

Although the learning objectives are statutory, we acknowledge that when taking account of these, some objectives may take longer to achieve than others, depending on children's varying abilities. Productive repetition of some ideas will be vital for reinforcing each concept, and vocabulary used when teaching needs to be checked against understanding. We understand that practical experiences are the most valuable educational tool and are essential for pupils with special educational needs.

Within the Kapow planning, differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all.

It is the teacher's responsibility to ensure that all children can access the learning for each MFL lesson.

IMPACT

The impact of the scheme can be monitored continuously through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. A After the implementation of French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The following methods are also used to support measuring the impact of MFL teaching across the school:

- Pupil voice – carried out by the subject leader. This will allow the leader to understand the quality of the lessons/learning as well as the engagement and excitement of the pupils and can be compared across year groups.
- Formative assessments; in MFL this can be achieved through regular retrieval and application. We can check children's retention of previously taught French using a variety of retrieval activities.

ROLE OF THE MFL SUBJECT LEADER

The role of the MFL subject leader is to ensure that there is a quality provision of French lessons at our school. Along with SLT, they ensure the subject is monitored using a range of methods, which inform the development of French teaching and learning. Following monitoring, outcomes are shared, with colleagues and relevant stakeholders, in a timely manner and areas for improvement are swiftly and effectively acted upon.

- To lead in the development and promotion of French throughout the school.
- To monitor the planning, teaching and learning of French throughout the school.