



MFL

POLICY



Modern Foreign Languages Policy

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Written by	Lucy Parker
Chair's Name	Leeann Goddard
Chair's Signature	

Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community.

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals. .

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

Modern Foreign Languages at Rodings

The teaching of French at Rodings provides excitement, enjoyment and challenge for children, helping to create enthusiastic learners and to develop positive attitudes towards languages. Our MFL curriculum is designed to progressively develop children's acquisition of skills, and their ability to use and apply a growing bank of vocabulary organised around particular themes. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games and then, as their confidence and skills grow, the children are exposed to written French and start writing phrases and sentences in their books.

At Rodings Primary School, we aim to foster an interest in learning other languages and to introduce young children to another language in a way that is enjoyable and fun. We encourage children's confidence and creative skills and strive to stimulate and encourage children's curiosity about language. The necessary skills to enable children to use and apply

their French learning in a variety of contexts include listening, speaking, reading, and writing.

These skills will lay the foundations for future language learning, and are embedded within a well-structured curriculum. At Rodings, we give the children opportunities to practise language in a fun context: organising French cafes; trying food; having special immersion days;

We teach languages to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. In French, we provide learning opportunities that all children can access.

The study of languages is a stimulating and exciting activity at any age. Learning a language enables children to

1. a) develop the ability to communicate
2. b) gain insight into another culture
3. c) develop an awareness of the nature of language
4. d) promote learning skills and
5. e) provide enjoyment and intellectual stimulation

National Curriculum

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.

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.

Curriculum Content for Modern Foreign Languages

At Rodings we teach French, the scheme of work and resources provides a high-quality foreign languages curriculum that will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready.

Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge

Subject Overview

Rodings has adopted a whole school approach to teach Modern Foreign Languages to all children from EYFS to KS2. The scheme of work and resources have been designed to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

EYFS

In EYFS children begin to understand that others may speak another language than they do, linking to their understanding the world area of learning. EYFS children participate in whole school language learning experience days. They also begin to appreciate and actively participate in traditional short stories & fairy tales in the languages being taught across the school. They are also taught basic greetings in French through learning to repeat and reproduce the language they hear with accurate pronunciation.

Feedback

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Our Feedback Policy contains a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

Assessment

An array of assessment techniques are used at Rodings to establish the attainment, achievement and progress of children that attend the school. These assessments are used to clarify the teachers thoughts and observations about the children they teach and to make a judgement on the child's termly and end of year outcomes.

The assessments used in Rodings Primary School are designed to give teachers the most accurate information possible but without adding significant workload onto the school staff.

An assessment cycle is in place and is designed so that information is collected efficiently and to avoid any overlap or repeated recording of the same information.

Assessments should also be used to celebrate success however big or small, furthermore, assessments should not put unfair or undue stress or pressure onto a child.

SEND/Inclusion provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015). These are: Cognition and

Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, *this* is a special educational provision.

To make modern foreign languages lessons inclusive, teachers anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEND. Teachers planning considers ways of minimising or reducing those barriers so that all pupils can fully take part and learn. For some MFL activities, teachers may need to provide a 'parallel' activity for pupils with SEND so that they can work towards the same lesson objectives as their peers, but in a different way – eg using visual aids to support pupils in understanding words and phrases. When assessing SEND pupils, teachers plan carefully to give pupils every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.

More Able provision

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.