

Modern Foreign Languages (MFL) Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



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1. MFL Curriculum Intent

1.1 Aims of this Policy

This policy aims to:

This document reflects the Duke of Norfolk Primary School's values and philosophy in relation to the teaching and learning of MFL. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Curriculum Map and the Vocabulary Map for MFL.

Our MFL policy covers all of the statutory expectations as set out in the [National Curriculum for England 2016](#) (DfE). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

1.2. A.S.K and Our MFL Curriculum

SMSC Statement

At the Duke of Norfolk CE Primary School, we recognise that the personal development of pupils spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that not only provides pupils with the required knowledge and skills in MFL, we provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We use the acronym A.S.K (Attitude, Knowledge, and Spirit).

MFL provides opportunities to promote the following:

Spiritual development: Through helping pupils accept and embrace other languages and cultures.

Moral development: Through encouraging pupils to recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language.

Social development: Through allowing children to work with a partner or as part of a group and making the most of different strengths and interests within the group.

Cultural development: Through encouraging children to appreciate the similarities and differences between France and Britain. [example: Through exploring Art's contribution to the quality of life within different cultures, and through valuing and reflecting on the responses of people from other cultures towards Art.]

1.3. Intent of Our MFL Curriculum

Our MFL curriculum ensures that children develop their knowledge of where different languages are spoken in the world. Varied learning experiences ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

Our aims are also underpinned by the National Curriculum aims, which states:

The national curriculum for MFL aims to ensure that all Key Stage 2 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.*

1.4. MFL Curriculum Organisation

How the MFL curriculum is organised:

- > The curriculum for MFL is specifically designed for children to build on prior knowledge and skills. Due to the inter-related elements of MFL, as well as our mixed age-classes, it is designed in an upward spiral, so children revisit themes, topics, knowledge or skills much more regularly than in other subjects, but continue to increase the difficulty and complexity each time they meet it.
- > Curriculum mapping for MFL is split into 5 themes. These themes are:
 - **Speaking and Pronunciation**
 - **Listening**
 - **Reading and Writing**
 - **Grammar**
 - **Intercultural Understanding**
- > These themes are inter-woven into all units
- > Throughout Key Stage 2 children will cover 6 units per year, one every half term. This allows sufficient time to cover the statutory content of MFL along with enrichment opportunities.
- > Whilst the Nursery and Reception cover the Statutory EYFS Framework, mapping for MFL makes clear the foundations that are to be laid in this vital stage. Where possible, these link to the Seven Areas of Learning and Development.

2. MFL Implementation

2.1. Planning

Planning for each unit of work is done on the school's agreed format for Medium Term Planning. This planning format makes explicit the links between prior and subsequent learning, sets out the pedagogical approach, makes clear how learning will be differentiated, and the vocabulary to be secured.

Planning is shared across the phase so that children access the same learning, and teachers share the planning workload.

Planning is stored on the shared server for easy access and monitoring.

2.2. Resources

All staff have their own personal login to Kapow Primary French which provides long term, medium term and short term planning and resources required to deliver their lessons.

- > The above resources will also be held centrally on the staff shared server

- > Auditing and ordering resources is the responsibility of the subject leader.
- > Should staff require any resources they should, in the first instance approach the subject leader with their requests

2.3. Teaching and Learning

KS1 Although not statutory at this stage, pupils in KS1 are introduced to other languages. As well as building the foundations of learning a language through their English work such as rhyming activities

KS2 We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and action songs. We use puppets and soft toys to demonstrate the foreign language, and, where possible, we also invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of the country. We use mime to accompany new vocabulary as this serves to demonstrate the language without the need for translation. We emphasise listening, responding and speaking skills in Years 3 and 4 with the addition of simple reading and writing skills as the pupils progress through Years 5 and 6. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make however tentative. To ensure the above is adhered to we use KAPOW PRIMARY French scheme.

2.4. Inclusion

Teachers set high expectations in MFL for all pupils. They will use appropriate assessment to set ambitious targets for all, based on our curriculum maps, and plan challenging work for all groups, including:

- > More able pupils
- > Pupils with low prior attainment
- > Pupils from disadvantaged backgrounds
- > Pupils with SEND
- > Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study MFL, wherever possible, and ensure that there are no barriers to every pupil achieving. The MFL curriculum is mapped so that learning steps can be broken down to match a child's cognitive stage.

It might be most appropriate to track back to previous year groups to find a more appropriate objective. As an example of this, for the objective in the Year 5/6 Speaking and Understanding strand 'Planning, asking and answering extended questions', teachers may need to track back to previous years which cover a similar objective at a more appropriate level: 'Forming a question in order to ask for Information' (Y5), Recognising and answering simple questions which involve giving personal information (Y4), Asking and/or answering simple questions (Y3).

Where there are physical/accessibility barriers, appropriate adaptations will be made to ensure children can access the learning at the appropriate level.

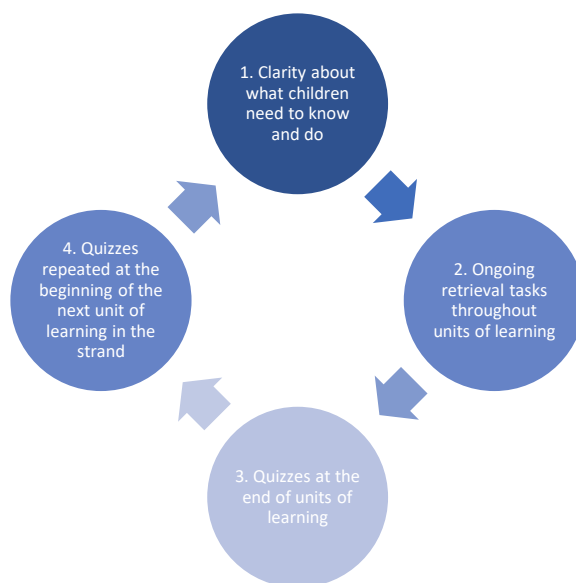
Teachers will seek advice and support from the SENDCo when necessary.

Teachers will also take account of the needs of pupils whose first language is not English. MFL lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part and achieve.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

2.5. Assessment and Recording

The children are assessed continually throughout the year, with the teacher giving feedback orally, through marking and verbally. This process is supported by the end of KS2 statements in the National Curriculum 2014. In order to check that children are progressing in MFL (that they know more, can do more, and remember more), and that our teaching and learning is matched well to the children’s needs, we continually employ a range of formative and summative assessment strategies.



Clarity for teachers and children about what they need to know and do, supports learning, and makes criteria for assessment clear. Our curriculum maps provide clear composite and component knowledge and skills to underpin this.

Ongoing retrieval tasks are completed throughout a unit of learning which support children to move learning into their long-term memories. These tasks also help teachers to spot gaps in learning, address misconceptions, and adapt their teaching accordingly.

Summative quizzes at the end of a unit of learning help teachers to check on learning of composite knowledge. We know that assessment close to the point of learning can be misleading, so we repeat these quizzes at the beginning of the next unit of learning in the strand. This not only allows teachers to check that learning has been secured (at some distance from the point of learning) but supports children to retrieve knowledge/mental models in preparation for subsequent learning.

2.6. Roles and Responsibilities

2.6.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- > A robust framework is in place for setting curriculum priorities and aspirational targets for MFL

- > Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- > The school is complying with its funding agreement and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- > Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) in MFL
- > The school implements the relevant statutory assessment arrangements
- > It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.6.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- > All required elements of MFL, including those aspects which school chooses to offer, have aims and objectives which reflect the aims of the school and indicates how the needs of individual pupils will be met
- > The amount of time provided for teaching MFL is adequate and is reviewed by the governing board
- > Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of MFL.
- > They manage requests to withdraw children from MFL, where appropriate
- > The school's procedures for assessment of MFL meet all legal requirements
- > Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.6.3 Subject Lead for MFL

The MFL leader will:

- > Be the advocate for MFL in school
- > Provide advice or guidance to staff, when necessary
- > Keep abreast of local and national developments in MFL and disseminate relevant information to staff
- > Provide or source appropriate CPD to all staff, or targeted groups/individuals, as required
- > Set a timetable of monitoring and evaluation (see Monitoring) to monitor effectiveness of MFL and use to inform action planning and subject development
- > Report findings of monitoring to SLT and Governors regularly
- > Feedback monitoring to staff in a timely and professional manner
- > Monitor appropriate storage and responsible use of stock
- > Co-ordinate any display of MFL work.
- > Ensure the subject leader file is kept current
- > Collect a portfolio of children's work, including photographs of, and examples of pupils' work

2.6.4 Teaching and Learning Staff

Teaching and learning staff will:

- > Ensure that the MFL curriculum is implemented in accordance with this policy
- > Engage actively with professional development and feedback in MFL in order to improve teaching and learning

3. Impact

3.1 Expectations

- > By the end of Key Stage 2, pupils are expected 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; 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, to express ideas clearly
 - > Describe people, places, things, and actions orally and in writing
 - > Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neutral 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.

3.2 Monitoring and Evaluation

The subject leader will create an annual timetable of monitoring and share it with SLT at the start of the academic year. This will include the planned methods of monitoring, the suggested dates, and the focus of monitoring, which may be informed by the School Improvement Plan, or the MFL action plan.

3.3 Methods of Monitoring

Methods of monitoring MFL may include:

- > Lesson observations (to be agreed as part of the formal Performance Management process) or informal learning walks
- > Interviews or questionnaires with children
- > Interviews or questionnaires with staff/parents
- > Looking at books or recorded work

3.4 Purpose of Monitoring

The purpose of monitoring is so that subject leaders, SLT and Governors can answer the following questions:

- > What are the standards in MFL across the school?
- > Does the MFL curriculum meet our statutory requirements?
- > Does the MFL curriculum keep up-to-date with local and national changes?
- > Is the MFL curriculum effectively organised and applied for our context?
- > Is the MFL curriculum being implemented effectively and in line with this policy?
- > Where is there evidence of high-quality teaching and learning? What is enabling this?
- > Where is there evidence of inconsistent quality in teaching and learning? What is the barrier?
- > Do we have sufficient resources to implement MFL effectively?
- > What is the current picture in MFL? What enhances provision? What are the barriers?
- > What are the development priorities for MFL?
- > Is assessment in MFL effective? How do we know?
- > What are the priorities for staff development?
- > Are resources being effectively and responsibly managed?

3.5 Recording and Reporting Monitoring

Subject leaders may report findings in their monitoring in the following ways:

- > Feedback meetings with SLT
- > Written report on agreed monitoring proforma
- > Written feedback to teaching staff
- > Collated data from surveys/questionnaires
- > Newsletters to children/parents
- > Updated action plans with impact evidence

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- > Meetings with subject link governor (1-2 times per year)
- > Written report/Presentation to governors – annually

3.6 Policy Review

This policy was written by Kellie Wilson (DHT) and Clare Sims (subject leader) on 12th October 2022

It will be reviewed by the subject leader every three years, or sooner if required..