

MFL Policy

Leasingham St. Andrew's Church of
England Primary School

'Everything you do, do in love'



Reviewed and updated: February 2025

Next review: February 2028

1). Rationale and Principles

At St. Andrew's Church of England Primary School, we are committed to providing an environment that encourages all children to maximise their potential and this includes teaching children other languages. Learning a foreign language provides a valuable educational, social and cultural experience for pupils of all ages. It helps to develop their communication and literacy skills that lay the foundations for future language learning. The children develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between languages. It raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. This is of particular relevance in this County due to the developing cultural make-up of Lincolnshire at the present time. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding development in other subjects. This policy aims to outline the purpose, nature and management of languages taught in our school.

Through the teaching of MFL, we aim to reflect and live-out the vision of Leasingham St. Andrew's Church of England Primary School.

Everything you do, do in love'

At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

John 13:34 'Love one another, as I have loved you'

We aim to demonstrate the following 'golden threads' through the subject of MFL.

- High aspirations permeate across the school.
- The school offers a host of cultural experiences and enrichment opportunities.
- Our children develop a love of life-long reading.
- British Values are an intrinsic part of the school.

2). Intent

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 (National Curriculum 2014). At St. Andrews Church of England Primary School, we offer a relevant, broad and ambitious foreign languages curriculum that will inspire our pupils using a wide variety of themes. The four key language learning skills; listening, speaking, reading and writing will be covered along with the requisite grammar in

an age-appropriate way across the primary phase. This will allow pupils to use and apply their learning, laying down solid foundations for future language learning and contribute to the development of children's oracy and literacy. The intent is that all pupils will develop a real productive interest 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 which links directly to our school value of respect and our school vision of being '...positive participants in the world community.' The ultimate aim is that pupils will feel prepared and able to continue studying languages beyond Key Stage 2.

3). Implementation

MFL is a statutory subject of the National Curriculum for all pupils in KS2. The curriculum should reflect a high-quality MFL education which 'fosters pupils' curiosity and deepen their understanding of the world.' (National Curriculum 2014). MFL is taught consistently in KS2 classes across St Andrew's, but is also an area that KS1 will use to ensure diversity through the taking of the register in different languages or greeting children and families using visual and written aids in a range of languages.

At St. Andrew's Church of England Primary School, during Key Stage 2, units are selected, and lessons planned using the Language Angels scheme of work. Pupils move through Early Language units to Intermediate and then onto Progressive units which drives and guarantees progressive learning and challenge in relation to the four key language learning skills.

During one unit:

- New learning builds on prior knowledge and understanding
- Phonics, vocabulary and grammar are introduced systematically and explicitly
- Pupils are encouraged to answer questions and express themselves in French, both verbally and through written work.
- In addition to the teacher speaking French, native speaker sound files are used, giving pupils the chance to hear a variety of French voices.
- At the end of each unit, a summative assessment is carried out and children are given the opportunity to reflect on and record their learning.

Pupils are provided with opportunities to demonstrate their learning through shared talking, games, role-play and actions, rhymes and songs. These encourage pupils to actively engage with French and build their confidence through praise for any contribution they make in the foreign language, however tentative.

Where possible we enrich the curriculum with visits into school by our local town's twinning French society, and developing cultural capital inspire discussion, questioning and contextual vocabulary through bringing French to life.

4). Impact

At Leasingham St. Andrew's Church of England Primary School through quality teaching of French the impact of the subject will be evident in the following ways:

- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the French culture.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

Their ability to appreciate similarities and differences with other cultures and societies will help them to become responsible, tolerant and curious citizens of the future, equipped to find answers to questions and evaluate information. Practising both these transferable skills and discipline specific skills will enable children to confidently take their place in the wider world and be positive participants of it, a hope of our school vision.

5). Role of the Subject Leader

At Leasingham St Andrew's Church of England Primary School, the role of the MFL subject leader is to ensure that children make sufficient progress through each year group, acquiring and applying key knowledge. This will be achieved by:

- Securing high quality teaching.
- Ensuring that planning meets the requirements of the school's agreed curriculum.
- Monitoring the effective use of resources.
- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements.
- Developing assessment and record keeping, ensuring progression and continuity.
- Ensuring that colleagues are aware of expectations and supporting them in teaching the subject through the progressive and sequenced curriculum map.
- Action planning for future development.
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.

- Monitoring the effectiveness of teaching and the impact on learning and standards.
- Evaluating and summarising all aspects of the subject to define next steps for improvement.
- Keeping abreast of development in subject education and media usage.

6). Assessment

At Leasingham St. Andrew's Church of England Primary School, we assess the children's work in MFL by making informal judgements as we observe the children during lessons. At the end of each long term (Autumn, Spring and Summer), teachers will make a judgment as to whether each child is on track for end of year expectations, as outlined in the MFL curriculum map. This is recorded on the school's online assessment system, Insight. Judgements are as follows:

- Below
- Just Below
- On Track
- Greater Depth

Class teachers keep the children's MFL work in their French folders which accompany the children through their KS2 journey.

7). MFL and ICT

At Leasingham St. Andrew's Church of England Primary School, ICT plays a part in the teaching and learning of MFL. Clear links to ICT are made in planning and every opportunity to explore links with ICT are used.

8). Differentiation including catering for children with Special Educational Needs

At Leasingham St. Andrew's Church of England Primary School, we aim to encourage all children to reach their full potential in MFL through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. Children with specific needs, such as those in receipt of an Educational Health Care Plan (EHCP) will work on outcomes suited to their own abilities.

9). Equal Opportunities

At Leasingham St. Andrew's Church of England Primary School, all children will be given equal access to MFL irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of MFL.

10). Resources

At Leasingham St. Andrew's Church of England Primary School, all MFL topics are resourced using Language Angels on-line. This can be supplemented using Purple Mash. A small selection of non-fiction books are available and displayed within classrooms.

11). Monitoring and Evaluation

To monitor and evaluate MFL, the subject leader:

- *Supports teachers via explaining the progressive curriculum map, discussing the key concepts in MFL, co-planning, team teaching, observing and giving feedback.*
- *Monitors teachers' medium-term planning against the progression contained in the curriculum map.*
- *Reviews resource provision.*
- *Works co-operatively with the SENDCo*
- *Reviews the progress with implementing this policy in the school with the Headteacher and/or subject governor.*

The school's governor monitoring programme includes monitoring of individual subjects by governors, to support and challenge the subject leaders.

12). Disability and Equality Statement

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the Headteacher.