

# Modern Foreign Language (MfL) Policy

St Patrick's Catholic Voluntary Academy



<b>Approved by:</b>	Headteacher	<b>Date:</b> October 2023
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<b>Last reviewed on:</b>	September 2024
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<b>Next review due by:</b>	September 2025 (Annually)
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## Our Vision of Discipleship

We are a distinctive Catholic community, which lays strong foundations and values of lifelong learning. We believe we are made in the image of God and are special in his eyes. We will endeavor to ensure that school, parish and home, work as one. Saint Patrick's is a unique place of learning where all are motivated to be the best they can be. We embrace the inspirational challenge to nurture a Christ-centred curriculum.

Our approach is to take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. By focusing on what unites societies rather than our differences, we strive to create a culture of tolerance, equality and friendship not just among pupils but all members of society.

We will provide a place where everyone can flourish, feel safe and are valued. We aim to provide innovative learning opportunities in a forward-thinking environment, where all are prepared to embark on future challenges with excitement and confidence. The world of learning will embed qualities such as integrity, honesty, faith and truth.

All children are challenged to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and rich curriculum. Our students are given time to explore subjects and develop deep understanding.

Our commitment is to enable our children to be confident, autonomous learners by developing a range of key learning skills including resilience, independence, patience, perseverance and teamwork. We want our children to be prepared for life in modern Britain and the global society and we understand the challenges our children will face in the next phase of life's journey.

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## Context:

Children at St Patrick's Catholic Voluntary Academy have been learning French since 2021 using the Primary Language Network. The school has a Pupil Admission Number of 40 with approximately 303 pupils from FS1 to Year 6. English as an Additional Language is spoken by 51% of our children, we have over 31 different languages spoken by children and families within our school. In KS2 children are taught by a specialist teacher, Mrs. Phillips who is French, directly for 30 minutes per week and school aims for teachers to follow up activities when appropriate outside of the language lesson.

## 1. Aims:

This policy document sets out the school's aims, principles and strategies for the delivery of Languages. It gives guidance on planning, teaching and assessment in this area of the curriculum. This policy is intended to be used in accordance with the KS2 Framework for Languages and 2014 curriculum. It will form the basis for the development of foreign language learning in the school and is subject to review annually.

This policy was developed by the MFL coordinator and should be read in conjunction with the following school policies:

- Early Reading and Phonics Policy
- Online Safety Policy
- SEND Policy.
- Marking and Feedback Policy.
- Assessment Policy

## 2. Statutory requirements:

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. 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 writing in the language studied.

## Purpose of Study:

*“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.”*

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

## Intent:

At St. Patrick’s Catholic Voluntary Academy, we believe that the learning of a language provides a valuable educational, social and cultural experience for our children, including those with special educational needs and/or disabilities. It helps them to develop communication skills, including the core skills of listening, speaking, reading and writing and it is our intention to enable our children to make substantial progress in one language.

It is our intention to provide an appropriate balanced of spoken and written language, laying the foundations for further foreign language teaching at key stage, supporting the children’s knowledge of how language works, phonology and elements of grammar and vocabulary will be developed and extended. Enabling children to understand and communicate ideas, facts and feelings in speech and writing.

It is our intention that lessons will enable pupils to make substantial progress in one language. The transferable language learning skills gained will assist and lay foundations for further language learning. It will provide children with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

At St. Patrick’s Catholic Voluntary Academy, we have a bespoke Modern Foreign Language Curriculum which is board and ambitious, designed to give all our pupils, particularly those that are disadvantaged and pupils with SEND, equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support so that all children experience, enjoy and make progress. Through confident and well-designed teaching of French, we will encourage children to become ambitious, eager and independent literate members of their modern community.

This policy is a statement of the aims, principles and strategies for the teaching, learning and assessment of Modern Foreign Language at St. Patrick’s Catholic Voluntary Academy and how the school intends to make this provision.

## By the end of key stage 2 pupils are taught to:

Pupils should be taught 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 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.

The starred (\*) content above will not be applicable to ancient languages.

## Implementation:

Our school has a Content and Concept Organiser, with clearly identified end points and expected progression documents. We follow the Primary Languages Network scheme of work (Click2Teach). It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of MFL whilst maintaining a 'primary' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary school ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

### 3. Content and delivery

Our bespoke scheme of work is clearly shared on the Modern Foreign Language Content and Concept Organisers, with clear expected End Points. It is based upon the Primary Languages Network (PLN) French scheme, which is thorough and ambitious. It ensures progression in language learning across the four core skills, the three pillars of progression (vocabulary, phonics and grammar) and also the DfE 12 Attainment Targets. French lessons at St. Patrick's Catholic Voluntary Academy are taught once a week during a timetabled slot by our Year 3/4 Class teacher, who is also of French nationality. Our school has mixed classes, so we have therefore carefully adapted the scheme of work to form a two-year cycle (Even Year and Odd Year) which allows the children to access the four stages of language learning and complete these by the end of KS2.

### Inclusion:

We are a fully inclusive school and activities are carefully planned and adapted according to the needs of our children. Teachers set high expectations for all children and every effort must be made by teachers to ensure that pupils with SEN or disability are enabled to participate as fully and as effectively as possible in all computing activities. We use appropriate assessment to set ambitious targets and plan challenging work for all groups, including - More able pupils - Pupils with low prior attainment - Pupils from disadvantaged backgrounds - Pupils with SEN - Pupils with English as an additional language (EAL). Teachers will use adaptive teaching activities and ideas which are suggested within the medium-term plans for each lesson, as well as their own adaptive teaching techniques, so that all pupils can access appropriate Computing lessons to all children, regardless of their academic ability or Special Educational Need.

For gifted and talented pupils, teachers provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. In order to stretch and challenge pupils should generally be catered within the class by use of a variety of extension activities, by greater depth in questioning and understanding and by an emphasis on work involving higher order thinking skills. Furthermore, these children should be given opportunities to explain their knowledge, thinking and learning using high-level technical vocabulary with precision.

We aim for all children, regardless of their race, gender or ability to develop their knowledge and achieve skills, so that they can enjoy learning a language, develop communication skills and discover more about the world and its diversity, celebrating and appreciating cultural and linguistic differences. These skills can be linked to and developed further in other curriculum areas.

## Impact:

The school implements a broad balanced and enriched Modern Foreign Language Curriculum which is planned to demonstrate progression both in core skills and language learning skills.

- Children develop detailed knowledge and skills across the French language and, as a result, achieve well.
- Precision in planning, we know that the Modern Foreign Language curriculum is covered in the required depth exemplified within the statutory and non-statutory guidance of the national curriculum.
- Children have the opportunities to regularly revisit concepts and link ideas together, building upon prior learning in earlier stages.
- High quality programs are used; in addition to our French Speaking teacher, enabling children to develop a real love of learning French.
- Children have access to a range of resources.
- Development of the whole child and gaining a sense of awe and wonder, children are happy engaged learners eager to share their learning with adults, family and class peers.
- Strong emphasis on revision of oracy and basic skills children's' standards are high and they are exceptionally well prepared for their next stage of learning.
- There is a high focus on developing specific subject knowledge, exemplified through display and case studies, performance and demonstrable achievements.
- Focus on providing opportunities for children to collaborate and work appreciate the views of others.
- The Modern Foreign Language curriculum being fully inclusive for all, children have time and opportunities to work alongside their class peers who may have learning and physical needs, this creates a strong sense of care and inclusivity.
- Children are actively engaged in their own learning and eager to investigate other Languages, cultures and traditions beyond the classroom.

## Assessment

Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-

assessment cloud documents. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading and writing in order to track progress. The aim is for a core body of language (words and phrases) to be *'left in the sieve'* (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage.

Through the use of Puzzle It Out assessments and the tracking of results using a spreadsheet, progress can be monitored, and show the **impact** of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

## 4. Roles and responsibilities

### 4.1 The governing board

The Governors have the responsibility for ensuring that teaching staff adhere to the Modern Foreign Language Policy. The Governors have agreed to take responsibility for ensuring that Policies are reviewed and updated and kept in accordance with National Directives and Statutory Guidance.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher.

### 4.2 The headteacher

The headteacher is responsible for ensuring that Modern Foreign Language is taught consistently across the school.

### 4.3 Staff

Staff are responsible for:

- › Delivering Modern Foreign Language in a consistent way
- › Modelling positive attitudes to the French Language, culture and tradition
- › Monitoring progress
- › Responding to the needs of individual pupils

## The Role of the Modern Foreign Subject Leader

- The subject is managed by the Languages Co-Ordinator.
- To ensure the language skills of staff are developed and sustained, supporting colleagues in their teaching, as well as keeping them informed about current developments in the subject.
- Provide a summary of the children's work, observe and coach French lessons across the school.
- Plan CPD for staff.
- Monitor provision of the curriculum and resources across the whole school.
- Monitor the progress pupils have made pre and post teaching through assessment activities, not just assessing against the intended end points.



- Provide adequate resources for all classes which are catalogued, stored and replenished as required.
- Attend meetings with a representative from Learn Sheffield to ensure our curriculum is up to date and meeting the needs of our pupils.
- Attend meetings associated with the local authority to gain knowledge of updates to national procedures and keep abreast of national assessment criteria.
- The lead teacher can access training via the PLN VLE, consultation time, email discussion and through the PLN CPD Journey.
- The MFL Coordinator is engaged with the PLN CPD journey and has attended the Effective Coordination session, attending the PLN Leadership Twilight.

## 4.4 Pupils

Children are expected to engage fully in Modern Foreign Language lessons, treating others with respect and sensitivity.

## 5. Monitoring arrangements

The monitoring of the teaching of Modern Foreign Languages and pupil progress is the shared responsibility of teachers, subject leader, Mrs. E. Phillips and the senior leadership team. The work of the subject leader includes supporting colleagues in the teaching of computing, keeping up to date with current developments as well as providing a strategic lead and direction for the subject. The school's governing body receive regular updates to inform them of the vision for continually driving forward the curriculum based on a selection of the following each term:

Learning Walks, Book Looks, Planning Scrutinies, Lesson Observations, Pupil Voice, Parent Voice, Staff Voice.

All staff have access to the PLN VLE and all its materials. The PLN VLE school user files can be used to share information between staff and any visiting teacher.

## POLICY MONITORING AND REVIEW

This policy is monitored by the Modern Foreign Languages Leader. It is evaluated and reviewed by the whole staff and Governors annually or sooner to ensure that it continues to meet the needs of the children, staff and parents, and that it is in line with current DfE advice and guidance.

## 6. Links with other policies

This policy links particularly to the following policies and procedures:

- Early Reading and Phonics Policy
- Online Safety Policy
- SEND Policy
- Marking and Feedback Policy
- Assessment Policy

September 2024.