



# St. Margaret's C of E Primary School

*Loving God ~ Serving others ~ Fulfilling our potential*

## Modern Foreign Language Policy

### Vision

St Margaret's is a welcoming church school where we learn how to love God, one another and ourselves.

We foster a Christian ethos and develop positive relationships with our church, Ifield and the wider community.

We provide the highest quality of teaching and learning. We challenge pupils to meet their full potential academically, spiritually and socially.

### Aims & Intent

The PlanIt French scheme offers a sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills and be able to express their ideas in thoughts within listening, speaking, reading and writing to communicate with others. At the heart of PlanIt French is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

### Teaching and Planning –

Pupils in KS2 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



## Curriculum Implementation

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through French, the children learn a range of skills, vocabulary and knowledge to prepare them for KS3.

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. PlanIt French has been designed by our language specialist teaching team, including French native speakers, so that teachers feel confident and supported. All of our lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.

## Teaching and Learning Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning.

## Assessment and Recording

Teachers assess children's work in MFL in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Impact catchers are used as a tool for children to show their acquired knowledge, firstly used at the beginning to show what they already know within a topic and at the end to bring it back together.

Teachers make long-term assessments towards the end of the school year using the assessment school system. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

Assessments are based on the Progression Statements and Learning Objectives from the Key Stage 2 Framework for languages. These are divided into three main areas, by Year Group: Oracy, Literacy and Intercultural Understanding.

## Spiritual, Moral, Social and Cultural Development

Through our PlanIt French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

## Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. For further details see separate S.E.N. policy. For more **information on inclusion in MFL, see:** [http://www.standards.dfes.gov.uk/primary/publications/languages/languages\\_guidance/1209633/1209685](http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209685)

## Monitoring

The subject leader will keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in MFL in each year of KS2.

Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

## Resources

There is a range of resources to support the teaching of MFL across the school and a school set of French dictionaries. Lists of recommended websites for activities are also identified on planning. Children have access to the Internet through their individualised classroom tablets and chrome books with access to the internet. Resources are reviewed and updated regularly.

## Policy monitoring

This policy will be reviewed annually by the subject leaders and SLT.