

Goldenhill Primary Academy



Primary MFL Policy (French)

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The national curriculum](#)
4. [Teaching and assessment](#)
5. [Equal opportunities](#)
6. [Monitoring and review](#)

Statement of intent

At Goldenhill Primary Academy, we recognise the importance of teaching a foreign language to foster pupils' curiosity, appreciate other cultures and deepen their understanding of the world. We recognise that language teaching encourages pupils to appreciate and celebrate difference and provides the foundation for learning further languages.

This policy will ensure the school complies with the requirements of the national curriculum and provides opportunities for pupils to learn another language and acquire new ways of thinking.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2013) 'Languages programmes of study: key stage 2'
- Ofsted (2021) 'Research review series: languages'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Policy
- Primary Assessment Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that the school teaches pupils a language as part of a broad and balanced curriculum, and in line with statutory guidance.
- Ensuring the school's MFL curriculum is accessible to all pupils.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring the school's MFL curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the MFL curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching MFLs.

The SENCO is responsible for:

- Collaborating with the headteacher to ensure the curriculum is accessible to all and teaching follows the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help in MFL they need.

The MFL subject lead is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for MFL.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of MFLs, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all MFL resources.
- Leading staff meetings and providing relevant staff with the appropriate training.
- Advising on the contribution of MFL to other curriculum areas.

Teaching staff are responsible for:

- Acting in accordance with this policy.
- Ensuring that lessons are taught in line with the school's Health and Safety Policy at all times.
- Liaising with the MFL lead about key topics, resources and support for individual pupils if required.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the science lead or a member of the SLT.
- Undertaking any necessary training or CPD.

3. The national curriculum

The national curriculum will be followed for all MFL teaching.

Teaching will focus on enabling pupils to make substantial progress in one language, with an emphasis on practical communication. The school's chosen language is **French**. Teaching will provide an appropriate balance of spoken and written language, laying the foundations for further foreign language teaching at KS3. Pupils will be taught on a weekly basis, in a whole-class setting.

In line with the national curriculum, pupils will be taught by the end of KS2 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 - asking and answering questions, expressing opinions and responding to those of others, and 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 and express ideas clearly.
- Describe people, places, things and actions orally.
- Understand basic grammar appropriate to the language being studied (e.g. feminine, masculine and neuter forms and the conjugation of high-frequency verbs). key features and patterns of the language and how to apply these, for instance, to build sentences and how these differ from or are similar to English.

Modifications will be made to the national curriculum where appropriate to meet the individual and differentiated needs of pupils.

4. Teaching and assessment

Curriculum planning

Our French scheme of work is designed with six strands that run throughout.

These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

Our National curriculum mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the strands.

Our Progression of skills and knowledge shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

Through our French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Planned revisiting of curriculum content will be scheduled to increase pupils' automatic and fluent recall and ensure that words are retained in long-term memory. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons, that are taught in key stage 2 on a weekly basis, incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils, retain their French learning, we provide information about how to incorporate French into the classroom environment every day in our 'During the week' sections.

Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full languages curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression. Lessons include a section entitled, 'Teacher knowledge - language points' to explain key grammar and other details to the teacher before the lesson, together with a Key vocabulary and pronunciation presentation with sound files to demonstrate the correct pronunciation. Many of the other presentations included in the lessons also include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning. Teachers will plan the teaching of MFL effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. All relevant staff will be briefed on the school's long, medium and short term planning procedures as part of staff training and in accordance with the schools Primary Teaching and Learning Policy.

Extra-curricular activities and trips that can complement pupil's learning in the classroom and encourage personal development will be considered and planned by the MFL subject leader and the headteacher.

Assessment

The school will undertake a programme of internal assessments to support pupils' learning and progress in line with the school's Primary Assessment Policy.

Formative assessments will take place throughout a scheme of work and will be used to identify pupils' strengths and gaps in their skills and knowledge, and to identify next steps for learning.

Summative assessments will take place on a termly basis and will be used to assess pupils' knowledge and skills following completion of a scheme of work.

Records will be kept of pupils' performance in internal assessments.

The school will communicate with its local and affiliated secondary schools where possible to support consistency and cross-phase planning regarding the teaching of MFL, ensuring that prior learning can be accounted for.

5. Equal opportunities

All pupils will be given equal access to the MFL curriculum and pupils with SEND will be supported to take part in whole-class lessons wherever necessary. Reasonable adjustments and additional support will be provided in collaboration with the school SENCO, pupils, parents and other relevant professionals.

Teaching staff will have high but reasonable expectations for pupils with SEND and will not take the view that some pupils are unable or unlikely to succeed in MFL.

Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

6. Monitoring and review

This policy will be reviewed bi-annually by the MFL lead, in collaboration with the headteacher. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is **May 2025**.