

GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL



MFL Policy September 2021

Review: July 2022



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Rooted in Faith, growing in wisdom, branching into the world

We are a diverse, vibrant learning community where everyone is welcomed, valued and encouraged. Loving relationships, rooted in the teachings of Jesus, allow children and adults to flourish together, creating wise, compassionate, respectful individuals who are ready to confidently take a productive place in an ever changing world.

Modern Foreign Language Policy

Intent

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.' (National Curriculum 2014 – Appendix A)

Learning a language enriches the curriculum helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The skills, knowledge and understanding gained, contribute to children's development of their understanding of their own culture and those of others enabling them to play a valuable part in our global society.

To enable our children to celebrate and welcome differences in our world it is vital that they have an understanding of different language and countries.

At Guston Church of England Primary School, we believe languages are part of the cultural richness of our society and the world in which we live and work. Therefore, due to our proximity to France and the leisure and work opportunities available in this location, we have chosen to learn the French language.

To achieve this, we aim, through our MFL curriculum:

- ❖ To inspire a love of language.
- ❖ For learners to appreciate the value of learning another language and recognise its contribution to mutual understanding, a sense of global citizenship and personal fulfilment.
- ❖ For all children particularly disadvantaged and including learners with SEND to experience high-quality and engaging lessons which are consistently taught throughout Key Stage 2.
- ❖ for children to develop as enthusiastic independent learners.
- ❖ for children to express their ideas and thoughts with their peers and teachers.
- ❖ For all learners to make good progress throughout the Key Stage.

Implementation

A clear and coherent MFL curriculum taught throughout Key Stage 2.

- ❖ Consultation with colleagues about the former scheme of work in respect of progression, ease of delivery, quality of resources and engagement of learners led subject leaders to investigate a more robust scheme of work.

- ❖ To ensure the curriculum is clearly and consistently delivered, progressive, engaging and accessible to all learners we made the decision to follow the Twinkl PlanIt Scheme of Work (SOW).
- ❖ The Twinkl PlanIt SOW is set out on a year by year basis to ensure full coverage and progression of skills within year groups.
- ❖ As part of CPD, the Twinkl PlanIt SOW offers staff the opportunity to hear French pronunciation modelled by French speakers.
- ❖ The Twinkl PlanIt SOW offers a range of differentiated activities in each year group in order to provide appropriate resources for all learners.

Impact

Children will develop a love of language and appreciate the value of learning another language during their time at Guston. All learners, particularly disadvantaged and including learners with SEND will experience consistent, engaging, high quality, well-resourced language learning leading them to make good progress. Children will develop as enthusiastic, independent learners who are able to express their ideas and thoughts with their peers and their teachers. for children to express their ideas and thoughts with their peers and teachers.

Equal opportunities

All pupils regardless of race, gender, physical ability, social origins or size are entitled to be included and be successful in Modern Foreign Languages. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra curricular involvement and use of resources and facilities.

Our policy is inclusive, and seeks to encourage and inspire every child to achieve their fullest potential within Modern Foreign Languages.

Inclusion

Refer to the Guston Church of England Primary School Inclusion Policy.
At Guston:

- Language learning activities are planned in such a way as to encourage the full and active participation of all pupils.
- Work is differentiated as appropriate to the needs of individual children.
- Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Assessment, recording and reporting

Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. Evidence of children's learning can be found their MFL book. For reporting purposes, pupil's attainments in listening, speaking, reading and writing are given stages based on the steps within Target Tracker.

Role of the Subject Leaders

The subject leaders will monitor standards of learning and teaching using a range of strategies including lesson observations, reviewing planning and talking with staff and pupils. They are

responsible for developing a long term curriculum plan for physical education based on the National Curriculum programmes of study.

Review

The subject leader will regularly review and monitor Modern Foreign Language teaching in all year groups.

The effectiveness of the Modern Foreign Language curriculum will be evaluated in discussions with the head teacher, key stage leaders and subject leader. Governors will be kept informed of progress. Resources, teaching methods and needs should be identified and priorities for in-service support and / or external review should be established. This evaluation will form the basis of an action plan which will inform the school improvement plan.

Policy written by Karen Powell and Sally Kemp – September 2021

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