



## Policy for MFL at Fallings Park



### Whole School Vision

Fallings Park's curriculum is designed to enable all pupils to work towards our mission statement: *Learn Today For Tomorrow's Success*. As we want our children to thrive and contribute to both the school and local communities, our curriculum provides memorable, knowledge-rich learning experiences in every stage of school life, within and outside the classroom.

The primary focus of our curriculum is to provide a purpose and relevance to learning, whilst making connections between all subject areas. Our school intends to empower students to embrace every learning opportunity, achieve their personal best and build their social, emotional, mental and physical well-being through a wide variety of experiences. This will provide our children with the foundations to become curious and creative thinkers; respectful and reflective individuals and be self-motivated learners.

### Intent:

At Fallings Park Primary School, it is our intent to provide all of our children with a high-quality education in Modern Foreign Languages (MFL). We believe by starting to teach MFL in Key Stage 2, it will provide pupils with a solid foundation in an additional language (French). We believe this will lead to a higher proficiency by the end of secondary education. We intend to develop a curriculum which inspires a love of learning languages in a fun and immersive way. To implement our aim, we teach mixed ability groups in a progressive way with a mix of oral and written skills. Opportunities for pupils to develop their skills are taught using the Primary Languages Network package, alongside Salut. The impact of this is to provide an education which will encourage individuals to have greater cultural awareness at an early age whilst feeling confident to further their learning as they progress into later Key Stages.

High quality teaching and learning of a foreign language:

- is a liberation from insularity
- provides an opening to other cultures
- fosters pupils' curiosity and deepen their understanding of the world
- enables pupils to express their ideas and thoughts in another language
- develops pupils ability to understand and respond to its speakers, both in speech and in writing
- provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language
- provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Pupils at Fallings Park are less likely to experience wider opportunities in MFL.

Consequently, at Fallings Park, we use additional pupil Premium to support the opportunities for all children to experience a wide variety of educational opportunities, visits and visitors.

Skills and knowledge are, using milestones, grouped into:

- Speaking
- Listening (including phonology)
- Written Language (including grammatical features and vocabulary)
- Reading and performing
- Cultural awareness

Our aims in the teaching of MFL is to help all children develop the key knowledge and *skills* associated with:

- listening attentively to spoken language and show understanding by joining in and responding
- exploring the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engaging in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speaking in sentences, using familiar vocabulary, phrases and basic language structures
- developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- presenting ideas and information orally to a range of audiences
- reading carefully and show understanding of words, phrases and simple writing
- appreciating stories, songs, poems and rhymes in the language
- broadening their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- writing phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describing people, places, things and actions orally and in writing
- understanding 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.

## **Implementation**

### **Planning**

The MFL Curriculum is based upon the Primary Languages Network for French Teaching

Where appropriate MFL will link to other subjects, such as: Maths, English, Design & Technology, Geography; this will enable pupils to contextualise their learning and relate learning to things they are familiar with in real life situations.

All staff are trained in the use of the Primary Languages Network (PLN) and newly appointed staff receive induction

All Year groups from Year 3 to Year 6 have access to PLN.

Year 3 to Year 6 use PLN as part of the MFL curriculum. Staff also have access to Salut, as an online additional resource for appropriate, age-related teaching and learning activities.

MFL is organised into modules, ensuring progression of skills and to enable children to acquire knowledge and understanding.

MFL topics enable children to make links between areas of study across the curriculum (see curriculum map)

Teachers plan a series of progressive lessons using PLN and the Milestones ensuring differentiation, which is in line with the National Curriculum.

- Where applicable, teachers will link PLN into their MFL topics.
- The curriculum has been organised into 6 different topics, ensuring progression of skills and a wide range of teaching opportunities and situations to enable children to acquire and apply a range of skills, knowledge and understanding in MFL.
- Children will spend 1 hour on MFL (per week) in KS2.

Within the structure:

- a) Groups are either mixed ability with differentiation by role or ability grouped with differentiation by objective, task or outcome.
- b) Relevant discussion is encouraged;
- c) Groups are encouraged to present their findings in a variety of ways.

## Resources

Resources for MFL are stored centrally in the resources room.

Appropriate resources are removed and placed in classrooms when required by a particular scheme of work. Following use, they are then replaced centrally in the resources room.

Central resources in MFL are the responsibility of senior and year leaders

Pupils are taught in mixed ability settings with differentiation where appropriate.

The learning of MFL is celebrated through

- a) Display, e.g. in classrooms, corridors and good work boards;
- b) Children's workbooks
- c) Sharing of knowledge with other year groups

### **Impact:**

By the end of the academic year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Age Related Expectations.

A dedicated area suitable for display and/or any MFL work appears in each classroom.

Success criteria are to be shared with all children at the beginning of the lesson and used by children and the teacher to assess progress at the end of each lesson.

Milestone assessments using the Termly Curriculum Assessment (TCAs) spreadsheet (see shared area Assessment folder) in order for teachers to plan for progression and monitor progress.

TCAs are subsequently used in order to ensure knowledge skills are built upon and not repeated.

Reporting in MFL to parents (this is done on a termly basis through Parents' Evenings and annually through a written report)

### **Subject Leadership:**

Senior and Year Leaders take the lead in policy development, developing future subject leaders, utilising the skills of subject enthusiasts and specialists, where appropriate.

Senior Leaders, Year Leaders and subject enthusiasts support colleagues in the teaching of MFL

Senior Leaders, Year Leaders and subject enthusiasts monitor coverage, differentiation and ensure teaching of subject is taking place

Year Leaders track progress using TCAs in MFL and advise the Head Teacher on action needed.

Senior Leaders, Year Leaders and subject enthusiasts keep up to date with developments in MFL education and disseminate information to colleagues, as appropriate.

### **Equal Opportunities within MFL**

Teachers do not exclude any individual or group of pupils from access to the MFL curriculum on the basis of gender, ethnicity, Special Educational Need, disability or socio-economic factors.