



'Working and growing together'

MFL Policy		
Date	Review Date	Coordinator
August 2019	August 2020	Susan Harrison

Introduction

At Fitzwilliam Primary School we teach a foreign language to all our KS2 children as part of our school curriculum. Children in KS1 are made aware of other languages and are encouraged to use them informally in real life situations in order to prepare them for KS2. We have decided to teach French.

MFL Curriculum Intent, Implementation and Impact Overview

The intent of our MFL curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Because of this children will be able to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

School has identified key intentions that drive MFL curriculum. At Fitzwilliam Primary School our MFL curriculum intentions are:

Intent	Research link	Implementation	Impact
<p>Intention 1: To build a MFL curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. Children will know more, remember more and understand more. To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the duties of the NC whereby schools must provide a 'balanced</p>	<p>2016, the Teaching Schools Council (TSC) published the Modern Foreign Languages (MFL) Pedagogy Review suggested that</p> <ul style="list-style-type: none"> Content should be stimulating and widen students' knowledge of the culture and history of the new language, without compromising the 	<ul style="list-style-type: none"> Clear and comprehensive scheme of work in line with the National Curriculum. The MFL curriculum focuses on the statutory curriculum and enhances this by developing cultural capital. MFL Focused Vocabulary Working Walls <i>MFL Vocabulary Walls throughout school focus on key vocabulary.</i> Wider Curriculum <i>MFL will be reinforce through Cultural capital activities and events a French Christmas Event and a French summer picnic.</i> Assemblies <i>Whole school, assemblies use French and will when appropriate make a link to French culture.</i> 	<ul style="list-style-type: none"> Children will know more and remember more about MFL. Children will recognise and apply key French vocabulary verbally. Children will be able to write a limited amount in French. The large majority of children will achieve age related expectations by the end of the year.



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<p>and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p>	<p>sequencing of vocabulary and grammar</p>		
<p>Intention 2: To build a MFL curriculum that incorporates the understanding of French so that children know more, remember more and understand more. As a result children will develop the knowledge to be able to communicate in another language other than English. To design, and resource, a French programme of work within the MFL curriculum which enables pupils to explore the cultural capital of another country through its language and traditions.</p>	<p>2016, the Teaching Schools Council (TSC) published the Modern Foreign Languages (MFL) Pedagogy Review suggested that:</p> <ul style="list-style-type: none"> • The four skills of speaking, listening, reading and writing should be taught together. 		

Aims and Objectives

The aims and objectives of learning a modern foreign language in primary school are:

- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has a structure, and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To lay the foundations for future study.



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Organisation

KS2 children have a regular thirty minutes lesson of modern foreign language a week, in order to ensure progression and skills development. The lesson will be taught by the classteacher.

The Curriculum

The French curriculum followed is based on the guidance given in the revised National Curriculum, using the Le Jolie Ronde SOW supplemented with school resources and knowledge.

The children are taught to know and understand how to:

- Ask and answer questions;
- Use correct pronunciation and intonation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Use dictionaries;
- Work in pairs and groups, and communicate in French;
- Look at life in another culture.

The Teaching Sequence of MFL

MFL (French) is taught weekly through whole class teaching. During French sessions, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature, MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

Every year group's units of work include:

- Step 1 'Big Picture' - setting the french learning that is about to take place within the chronology of the pupils MFL learning to date.
- Step 2 Review most recent learning in French.
- Step 3 Learning Key French Vocabulary
- Step 4 Using Oracy (using spoken language)
- Step 5 Applying Literacy – writing French and applying grammar
- Ongoing throughout - Developing Intercultural Understanding.



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In order for pupils to know more, remember more and do more in regards to MFL these aspects must be evident in the implementation of the MFL curriculum throughout school.

Pedagogical approaches to Teaching MFL within the curriculum.

At Fitzwilliam Primary School, we teach MFL using the following pedagogical approaches:

Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.
Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
Liberationism	Pupil-led learning; opportunities to showcase learning
Learning, working and talking as a linguist	Being introduced to the key vocabulary relating to the PSHE so that all children can express their views, opinions, likes, dislikes and emotions confidently.

We have developed a bespoke MFL curriculum, which meets the current needs of children at Fitzwilliam. In developing this curriculum, we have utilised components of published MFL materials including Le Jolie Ronde resources.

Resources

All French resources are currently stored in each classroom.

All children have a French Jotter in which to record their work that follows them throughout KS2.

French dictionaries are located in each KS2 classroom.

Key age related French Vocabulary is displayed in each classroom.



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Inclusion

All KS2 pupils shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified.

Reasonable Adjustments in MFL

As a curriculum leader in MFL, I recognise the importance to ensure that children with identified Special Educational Needs and/or Disabilities have access to an ambitious MFL curriculum. Within the curriculum area of MFL SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

Marking, Feedback and Assessment

Marking and feedback follows the school policy. Key strengths and developments are identified and feedback to the whole class at the beginning of the next session with time given for children to improve. All assessment is formative and is used to support teaching and learning and inform future planning. The MFL teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. The teacher uses Target Tracker to record ARE attainment termly on what has been. The MFL leader will collate data annually and develop key actions for the following year via the MFL School Development Plan. Written MFL work is recorded in pupils French Jotter and marked in line with the school policy on marking and feedback.

Monitoring

Monitoring is carried out by the MFL Leader, in the following ways:

- Informal discussion with staff and pupils
- Planning scrutiny
- Work sampling
- Classroom observation

Student MFL Ambassador

The MFL Leader works alongside 2 student MFL Ambassadors who help raise the profile of French across school and promote pupil voice.



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Equal Opportunities

PSHE follows the schools Equality Policy.

Responsibilities

The PSHE Co-ordinator is responsible for:

- Monitoring the teaching and learning of MFL and to ensure that children know more, remember more and understand more about PSHE related issues.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending INSET and providing staff with appropriate feedback.
- Attending regular courses to keep knowledge up to date and feedback to staff upon return.