St Leonard's CE Primary School
Modern Foreign Languages Policy

Approved by:	**QofE Committee**
Date:	**2023**
Next review due by:	**October 2029**

Introduction

This policy aims to give all members of the school community clear guidance in relation to the Intent, Implementation and Impact of effective teaching and learning of a Modern Foreign Language (currently French) at St Leonard's Primary School.

Intent

At St Leonard's C.E. Primary School, our Modern Foreign Languages curriculum, encompassing planning, teaching and feedback, has the following intentions:

- Equip children with the knowledge, skills and understanding to be able to communicate in a foreign language and to see the value in doing so
- Deliver all statutory aspects of the Primary MFL 2020 curriculum (DfE)
- Support children's Literacy and Oracy in English (and their home language if this is not English) by raising awareness of aspects of their first language
- Promote and develop intercultural understanding in a globalised society
- Understand the diverse nature of our school/local community and have respect and tolerance for those differences.

Implementation

In order to ensure objectives are taught in a systematic and progressive way, an online curriculum for KS2, from the Language Angels mixed-age Scheme of Work, has been selected to best meet the needs of both the children and staff teaching MFL. A Progression in Skills map has also been developed to make clear for all the skills children should be taught in each year and how these skills build year-on-year. All KS2 class teachers and SLT have the opportunity to give feedback on the progression of the objectives before and during implementation.

The Curriculum

The curriculum is split into various topics relevant for each year group and, within these topics, teaching aims to build progression in knowledge, skills and understanding of:

- Listening and speaking
- Reading and writing
- Grammar including punctuation
- Phonics (spelling)
- Vocabulary
- Intercultural understanding
- Language Learning

Methodology of teaching and learning

A range of teaching strategies are used to deliver KS2 MFL in order to cater for the needs and learning styles of all children in each class, and following the latest developments in effective methodology of Foreign Language teaching. Teaching also incorporates the St Leonard's Way, following Rosenshine's Principles. These include, but are not limited to:

- Listening and echoing sounds and words;
- Listening and responding physically;
- Listening and responding in pictures/written words;
- Replicating and extending basic conversations;
- Singing songs and learning rhymes (with actions);
- Listening to stories read in both the foreign language and in English;
- Retelling stories orally using prompts;
- Reading and/or writing short presentations based on teacher/native speaker models;
- Playing language games, e.g. vocabulary and grammar games online, Pelmanism to revise prior vocabulary, listening for the correct sound to match the letter/word.

Lesson structure

At St Leonard's, MFL is taught for 45 minutes weekly through Key Stage 2 as whole class teaching. It is taught by the class teacher or an HLTA with some knowledge of the language. The structure of the lesson

may vary depending on the type of activities selected as best fit to deliver the objective; however, the general structure of most MFL lessons will follow this pattern:

- Review and revision of learning from previous lesson as 'sticky knowledge'
- Introduction of objective for the lesson and new vocabulary to be used – teacher modelling or native speaker online
- Using and developing listening and speaking - teacher modelling and native speaker online
  and/or
- Using and developing reading and writing - teacher modelling or native speaker online/video
- **Ongoing** within Oracy and Literacy development - presentation and teaching of new phonemes and graphemes (including letters with accents) through Pronunciation Pal on Language Angels website, grammar points and meaning of new vocabulary, including cultural similarities and differences
- Review of learning in lesson
- **NB** Grammar may be taught more explicitly in Years 5 and 6 as children have built a more secure understanding of basic tenses and word classes in English. In Years 3 and 4, grammatical terms will only be used to describe aspects of the foreign language if they have already been taught in relation to the English language, i.e. adjectives, singular and plural.

Resources

A wide variety of resources, both bought and made, may be used to deliver the Scheme of Work through the Language Angels website. All children in Key Stage 2 have an MFL exercise book in which to record some aspects of their work, i.e. individual drawn and written work that follows them throughout KS2. These are used increasingly as children begin to read and write in the Foreign Language. Oral work can be evidenced, when it is felt useful, by photos and video recordings of pair and group work. These are kept respectively in an MFL folder on the school's Google Drive.

Key age-related vocabulary and grammar should be provided for each pupil, as a language builder in their exercise book, and key word cards displayed in each classroom, to support learning of the current topic and skills.

Inclusion

All KS2 pupils have the opportunity to develop knowledge, skills and understanding in a foreign language. The school promotes equal opportunities and recognises the importance of ensuring that children identified as having Special Educational Needs and/or disabilities have fair and equal access to an MFL curriculum with the same intentions as other pupils. Within the curriculum our SEND children are provided with reasonable adjustments through their tasks, level of challenge and level of support provided. Advice can be sought from the school's SENDCo where necessary.

Marking, Feedback and Monitoring

Marking and feedback follows the school policy. Opportunities to reflect upon learning are provided at the beginning and end of each session. Children are given opportunities to show that they know more, can do more or that they remember more. Successes may be shared, 'wobbles' discussed or Learning Powers revisited. The majority of feedback for MFL is provided through verbal praise, constructive comments and corrective modelling by the teacher. Feedback may also be through:

- Self-assessment (children assessing/marking their own work under the guidance of the teacher)
- Peer-feedback (children providing constructive advice to each other)
- Written prompts from teacher (in books/worksheets – marked in line with the school Marking and Feedback Policy)
- End-of-unit summary tasks

Assessment for MFL is, largely, formative and is used to support teaching and learning and inform future planning for each class. The class teacher assesses children's attainment in the foreign language based on their achievement of the learning objectives in lessons. At the end of each term, the children complete a simple end-of-unit review of their learning, including short speaking, listening, reading and writing tasks. Teachers record ARE attainment of skills for each child in the class in a Foundation Subjects Assessment spreadsheet three times a year. The MFL leader will collate data annually and develop key actions for the following year in the MFL action plan.

Monitoring is carried out by the MFL subject leader in the following ways:

- Informal discussions with staff and pupils
- Planning scrutiny (termly)
- Work sampling (termly)

Impact

Teaching and learning of MFL at St Leonard's will:

- Enable children to develop sufficient knowledge, skills and understanding of a foreign language to achieve or exceed the age-related expectations in the language by the end of KS2 so that 'significant progress' in one language can be made.
- Deepen children's understanding of grammar that they can apply to any language, but particularly to make connections to the grammar of English (and their home language if English is not spoken at home).
- Develop children's language-learning skills and cultural capital in preparation for KS3 and future learning as adults, so that they are provided with the tools to live 'life in all its fullness'.
- Develop children's awareness and tolerance towards the similarities and differences between their home language and culture and the foreign language and cultures it is spoken within.
- Help children to see the value and importance of their home language and culture, and to feel confident about sharing and celebrating this in school.

Review:

This policy will be monitored regularly by SLT and subject leaders, and reviewed annually to ensure it is kept in line with current curriculum guidelines.