

**MODERN FOREIGN LANGUAGES POLICY**

At St Stephen’s CE Primary School, our Christian values run through our school like a golden thread and enable our children to flourish and ASPIRE in life. Our Christian vision: ‘*for with God, nothing is impossible’ (* Luke 1 : 37), helps support and guide our whole school community in striving to beat our previous best endeavours.

Throughout the year, we re-focus on a Christian Value in order to keep God in the centre of our lives. By linking these to key events within the Christian calendar our children will all take turns in leading key collective worships for our whole school community at St Stephen’s Church, once a year.

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| --- | --- | --- | --- | --- | --- |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Thankfulness | Respect | Hope | Forgiveness | Love | Trust |



The key principles of our ASPIRE vision support our decision-making process at St Stephen’s CE Primary School for the curriculum. With these principles in place, our children are able to know more and remember more across development of our broad and balanced curriculum.

**Luke 1:37 "For with GOD nothing shall be impossible”**

**What is MFL?**

Introduction

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

**Aims**

The national curriculum for languages aims to ensure that all pupils:

* understand and respond to spoken and written language from a variety of authentic sources
* speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
* can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
* discover and develop an appreciation of a range of writing in the language studied.

**Intent**

The MFL curriculum at St Stephen’s CE intends to inspire a curiosity and fascination about the world in which we live in. We will equip the children with the knowledge and cultural understanding of the French language, its sentence structure, word order and grammatical rules of the spoken and written language.

We aspire to expose our pupils to a broad and ambitious Modern Languages curriculum, which is rich in skills and knowledge, develops self-efficacy, kindles curiosity and promotes diversity and tolerance of other cultures. Our MFL curriculum will give pupils the opportunity to:

* use language skills, receptively and productively, for communication in the real world, for practical purposes, for their immediate needs, interests and beyond and to express and justify opinions;
* develop their confidence to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns;
* work towards becoming a fluent and spontaneous speaker of the foreign language.

At St. Stephen’s we follow the PlanIt Scheme of Work. The PlanIt Scheme of Work covers all National Curriculum Key Stage 2 objectives, focusing on 4 key areas of reading, writing, speaking and listening. Pupils will also develop their cultural understanding of life in France.

MFL PLanIt is a well-structured and well-resourced Scheme of Work, which allows for any teacher who is a non-native French speaker to plan and deliver a sequence of French lesson confidently and successfully. Progression of language skills is embedded within the scheme and this ensures full coverage of NC objectives. By the end of Y6 children should be able to read and write short paragraphs in French on a given topic, sometimes with the help of an example. Pupils should also be able to listen to and speak French for a short time, showing understanding by giving opinions, likes & dislikes in French. At St. Stephen’s we have many children who are bi-lingual and their language-learning strategies help them to learn a third language confidently.

At St. Stephen’s we aspire for our pupils to leave Year 6 ready to access the MFL curriculum at high school, with a good foundational knowledge of French and its oral and written language structures. We aspire to equip our pupils with language learning strategies that they can apply to learning a different language at high school and beyond.

In MFL, we strive to develop a thirst for new knowledge language. Through the study of a different language, children gain an understanding and appreciation of life in other cultures. Christian values and practice underpin all aspects of school life, developing each child’s spirituality and personal faith. With God at the centre of our school, every child is valued. We prepare them to be a member of a class, school, local community and also for their future role in modern Britain and as a global citizen.

Best practice in MFL, including quality examples of expectations are shared with teaching and support staff, prior to their teaching of MFL. The document ‘What does best practice in MFL look like?’ can be found on the school’s shared drive, always available for teaching and support staff to access.

At the end of each unit, the children are assessed by the class teacher using the Impact task outlined in the MTP. These assessments are collated on the assessment document for each class. This document is then used over the academic year to build up a clearer picture for the teacher, who at the end of the year will undertake a 'best fit' analysis along with using their teacher judgement to give a final assessment grade for each member of the class. These are reported and logged on the assessment sheet and the child's end of year written report. At the end of each unit any 'gaps' are logged which are then addressed in subsequent weeks and unit to ensure that no gaps in 'Key Knowledge, Skills or Vocabulary' are left.  This gaps analysis will only be brief but will ensure that:

* the initials of the children with gaps are logged,
* what those gaps are, and
* when they are to be addressed.

Addressing these gaps does not just have to wait until the next unit of teaching. They can be supplementary tasks which can be done with support at home (these can often be skills or learning vocab effectively), sessions with the class TA during pockets of time during the day ie. a timeline activity, or perhaps revisited in other areas of the curriculum (ie map reading with co-ordinates and maths).

The key to retaining knowledge is to not allow it to be missed or allow gaps to grow over time. In this way we strive to develop lifelong skills and knowledge throughout the Aspire curriculum at St Stephen’s CE.

**Implementation**

MFL will be taught for every half term each year from Year 3. The objectives are taken directly from the National Curriculum. We revisit these objectives to support retrieval of the knowledge gained and build on and consolidate learning. The subject leader, alongside class teachers and the Curriculum lead have developed a bespoke curriculum, personal to the children from our school, to ensure breadth and coverage.

Teachers annotate their MTPs and refer to them from lesson to lesson. Specific annotation will include personalised adaptations for all SEN and Pupil Premium children, a plan for the TA and their role, an evaluation and next steps by the teacher and TA from their observations of the lesson- for every lesson. Lesson objectives must start with an ‘I can statement..’ for all lessons. Teachers follow the marking policy when marking the children’s work.

An important part of the MFL curriculum is the ability to retain and re-use knowledge, vocabulary and skills in a progressive and developmental way throughout the journey through school. Retrieval practice takes place within each lesson. It is created to re-visit key areas from the unit being covered and also other previous units for the children. It would be expected that children will receive retrieval questions explicitly from the Knowledge organisers from the units. Teachers will use this as a teaching assessment tool too as it will show the understanding and retention of the key information taught. Retrieval practice will see more able children challenged to show their ability or gaps eg. A GDS child in Y2 would be expected to show that they are capable of retaining more complex knowledge. A further guide to retrieval practice in MFL can be found in the appendices.

At the end of the unit, the children complete an extended retrieval quiz. In the Spring and Summer term, this is in addition to an end of unit extended writing piece, to demonstrate the knowledge gained over the half term. For our pure SENd children we have realised through monitoring that the final assessment in some topics is not effective in illustrating the progress that these children have made. As a staff we have decided to look at the ‘Mind Map’ approach for the SENd children to convey the progress they have made throughout the topic.

Summative assessment

To use summative assessment effectively, class teachers will complete their assessment grids after the impact task. Dependent upon the number of questions in the impact task, class teachers will work collaboratively to create a benchmark for the cohort. This will inform a judgement as to whether the child is working towards, expected or greater depth.

Support for SEND

Weekly MFL lessons are inclusive to pupils with special educational needs and disabilities. Within the weekly MFL lesson, teachers have a responsibility to not only provide support for children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers’ responsibility to ensure that all children are challenged at a level appropriate to their ability.

Where appropriate, support and challenge can be given in a variety of ways specific to MFL. Such examples of these may be simpler/more complex maps or using lower/higher figured grid references. It is the teachers’ responsibility to tailor resources to the needs of their children.

We support children with prior access of knowledge organisers to find key facts to use in their work. We provide opportunities to teach key vocabulary from the knowledge organiser to support the children’s understanding of geographical vocabulary. To cater to the needs of all pupils, staff may provide differentiated support in lessons. This is annotated onto the teacher’s medium-term plans. It is important to extract relevant information from the knowledge organisers to support the achievement of the specific learning objective.

Children who have been identified as having gaps or misconceptions in their learning, may be subject to additional intervention to bridge gaps.

After specific monitoring of the SEND as a school we realised that children were not achieving in their retrieval practice at the start of the 5 part lesson. SENd children will still complete a retrieval exercise but this will be differentiated to their level.

Examples of how pupils with SEN are supported:

* Every lesson begins with retrieval which supports links to prior learning.
* Vocabulary and knowledge from previous topics and year groups is revisited each lesson.
* Support with reading and writing
* Extra teacher/ TA support
* Children may be placed in mixed ability groups and talk partners to provide positive role models.

Examples of how Greater Depth pupils are challenged:

* Applying the learning and vocabulary with a great level of independence and accuracy.
* Differentiated, challenging work is created
* Extension activities prepared and given to children as a challenge

**Impact**

At the end of the unit, teachers deliver an assessment task to give children the opportunity to share their knowledge from that topic. The impact tasks involve an extended end of unit quiz to recall facts and knowledge. In the Spring and Summer terms, the children are also asked to write at length to demonstrate the knowledge they have gained. SENd children are to produce a detailed mind map. Teachers use the quiz, extended writing, detailed mind map to formally assess each individual child. They are assessed against National Curriculum objectives to be working towards the year group expectation (WTS), working at the expected standard for their age group (EXS) or working at greater depth (GDS) within MFL. Staff input the children’s initials on their year group assessment document (found on the shared drive). This is used to formulate an end of year judgement for the child’s summative assessment, recorded on the pupil’s end of year report.

Any photographic and video evidence (weather reports, for example) should be saved in the shared area as evidence for assessment. Pupils can also be assessed against their retrieval of the knowledge organiser.

MFL Lessons We use a variety of teaching and learning styles in our MFL lessons. Songs, repetition, retrieval, drama, oral rehearsal, paired-practise are used widely throughout French lessons.

MFL has natural links to other subjects in the curriculum. MFL makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading for information, writing, speaking and listening.

MFL contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs and charts to explore, analyse and illustrate a variety of data.

We make provision for the children to use ICT in MFL lessons when we feel that the use of ICT will enhance learning. Children may use ICT in MFL to research an aspect of French culture such as Parisian shops. They research information using the Internet, Google Earth and a range of software packages . Provision is also made for children to use digital recording devices to record their voices. cameras and camcorders to create, record and use photographic images.

Equal Opportunities

The Governing Body and School Staff are committed to ensuring that all members of the School Community are treated fairly and with equality. We will comply with relevant legislation and implement School policy in relation to race, equality, disability equality and gender equality.

In MFL, the children are exposed to the diverse and multi-cultural world in which we live in. They are taught to respect differences in people, places and communities. We provide a quality education that is inclusive and equips our children to be lifelong learners. We encourage confident, caring and respectful citizens at all times.

Pupils’ Records of work

Pupils record their work in their MFL book. The work is expected to be of the same standard as that in English and Maths books.

Resources

Resources are kept both in a central store and within each class teacher’s general resource areas for use when appropriate. Children in both key stages have access to a wide range of resources such as atlases, globes, maps and practical equipment to assist their learning and development of key Geographical skills.

Best Practise in MFL

The documents ‘What does best practice in MFL look like?’ And ‘What your books look like for MFL,’ can be found on the school’s centrally shared system, always available for teaching and support staff to access to reflect upon.

Classroom Support

Teaching Assistants and helpers are used in MFL to assist:

· In the classroom throughout the school by working with groups and individuals on task.

· In providing targeted and positive support to those pupils identified with difficulties.

· In providing other help, such as preparation of resources and display work.

Rewards

Children’s work will be rewards using praise, stickers, house points inline with the school behaviour policy. Staff may also recognise individual talents in MFL or specific work and celebrate this in our whole school Celebration assembly. The children will be rewarded with a certificate, outlining their achievement.

Appendix 1 – ‘What ASPIRE looks like in MFL’

1. **What do you aim to achieve in your curriculum?**

The MFL curriculum at St Stephen’s CE intends to inspire a curiosity and fascination about language learning and the world we live in. We will equip the children with language learning strategies and enjoyment of learning a new language. By the end of Y6 children should be able to read and write short paragraphs in French on a given topic, sometimes with the help of an example. Pupils should also be able to listen to and speak French for a short time, showing understanding by giving opinions, likes & dislikes in French. At St. Stephen’s we have many children who are bi-lingual and their language-learning strategies help them to learn a third language confidently.

**A – A whole school curriculum with high expectations and excellence delivered rigorously through well sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills.**

The MFL curriculum, following the Planit Scheme of Work and progression of skills, has been sequenced to build upon the units in each year group and key stage and to develop learning from other subjects across the Primary curriculum. We revisit National curriculum objectives throughout the school French curriculum map, in order to extend and consolidate previous knowledge. We provide the children with knowledge organisers at the start of each French unit, and to utilise throughout the topic to develop their vocabulary and aid their language retrieval. MFL lessons commence with retrieval questions to recall knowledge from previous lessons.

**S –Stimulating enquiring minds by providing rich and relevant experiences, purposeful and connected learning, and creative thinking.**

At St. Stephen’s, we foster a stimulating environment for learning French by providing rich and relevant experiences that engage and inspire enquiring minds. We design our French curriculum to be purposeful and connected, linking language learning to real-life contexts and cross-curricular themes, such as culture, history, and geography. Pupils are encouraged to explore the language creatively through role-play, interactive activities, songs and collaborative working, which enhance both their linguistic skills and their ability to think critically. By offering varied and meaningful experiences, we nurture a love of language learning and equip students with the skills to apply their knowledge in a wider context.

**P – Placing nurturing, lifelong learning behaviours – resilience, risk taking, independence, perseverance, and pride in success ​- at the heart of our curriculum.**

At St. Stephen’s, we create an environment where pupils feel safe to take risks in their language learning, encouraging them to experiment with new vocabulary and sentence structures without fear of making mistakes. Through differentiated activities and opportunities for self-directed learning, we promote independence, enabling pupils to take ownership of their progress. We celebrate perseverance by recognising effort and improvement, helping students to overcome challenges and build confidence. By cultivating these behaviours, we empower children to take pride in their achievements and develop a lifelong love for language learning. Our teaching strategy includes Rosenshine's principles and regular retrieval practice boosts independent learning and resilience.

**I – Inclusivity and flexibility which allows us to cater for individual needs, abilities and interests**

At St. Stephen's School, inclusivity and flexibility are at the core of our French curriculum, allowing us to cater to the individual needs, abilities, and interests of every pupil. We provide differentiated tasks that accommodate varying learning styles and ensure all children can access and engage with the content. Our flexible approach enables us to adapt lessons to suit the pace and ability of each student, whether they require additional support or further challenge. We also incorporate pupils' interests into the learning process, using themes and topics that pupils can relate to, ensuring that French lessons are both meaningful and motivating. Through this personalised approach, we create a supportive and engaging learning environment where every child can thrive.

**R- Revisiting key knowledge, skills and vocab, so pupils know more and remember more​.**

At St. Stephen's, we ensure that pupils know more and remember more in French by consistently revisiting key knowledge, skills, and vocabulary throughout the curriculum. Our approach includes regular retrieval practice, where previously learned concepts are reinforced through engaging activities such as games, quizzes, and spaced repetition. By strategically revisiting key language elements in different contexts and across topics, we help pupils build strong foundations in French. This cyclical learning approach ensures that students not only retain vocabulary and grammar structures but also gain confidence in applying them independently. Through this method, we foster deeper understanding and long-term retention of essential French language skills.

**E -Encompassing the Whole Child – developing their faith, values, spirituality, health and well-being, and understanding of the world we live in, their future role in our culturally diverse community and country where equality and tolerance is promoted**

At St. Stephen's, our French curriculum encompasses the development of the whole child by integrating faith, values, spirituality, and well-being into language learning. Through French, we expose pupils to diverse cultures, helping them appreciate the richness of the world around them and fostering an understanding of global citizenship. Lessons are designed not only to teach language skills but also to promote equality, tolerance, and respect for different cultures and beliefs. We encourage pupils to reflect on their own values and faith while learning about others’, enhancing their spiritual and emotional development. By exploring topics such as diversity and inclusion within the French-speaking world, we prepare our students for their future roles in a culturally diverse society, reinforcing their commitment to a more just and compassionate community.

Appendix 2 – ‘Best practise for teaching and learning’