

Riverside Primary School

Modern Foreign Language Policy

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Intent

Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a whole-school curriculum with four key priorities. We believe that by focusing on the following key priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives. As well as making its own distinctive contribution to the school curriculum, MFL contributes to the wider curriculum intent of our school.

Our curriculum priorities are: STAR

- **Strive:** For our children to believe that through hard work and determination they can achieve the goals that they set themselves to become the best they can.
- **Tolerance:** To ensure our children are respectful to others and treat everybody equally. We will offer experiences for our children which encourage them to be considerate, thoughtful and that will make them aware of and celebrate the diverse society we live in.
- **Achieve:** For all of our children to make good progress from their starting points both personally and academically. We will provide experiences which broaden our children's horizons and show our children the wide range of possibilities available for their future
- **Resilience:** For our children to be able to work through challenges with a positive mindset; to think creatively and to problem-solve.

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Language skills are vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.

At Riverside we want the children to be curious about a different language and to develop a love of learning a new language.

Aims

This school aims to

- foster positive attitudes towards foreign language learning;
- to develop pupils' communication and literacy skills that lay the foundation for future language learning,
- to provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects,
- to develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English,

- to enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- to gain enjoyment, pride and a sense of achievement
- form a sound basis for further study when moving to key stage 3 and beyond.

Implementation

Objectives

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- foster an interest in learning other languages
- introduce young children to another language in a way that is enjoyable and fun
- stimulate and encourage children's curiosity about language
- encourage children to be aware that language has structure and that the structure differs from one language to another
- help the children develop their awareness of cultural differences in other countries develop their speaking and listening skills
- lay the foundations for future study and extend language teaching beyond mother tongue learning.

Pupils should be taught to:

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

Impact

- Children in Riverside will develop a deeper understanding of the French language as they progress throughout school.
- Children will reach age related expectations in MFL
- Children will have a fun, high quality curriculum that will engage their interest in learning different languages.

- Children will have an awareness of different cultures and of others.
- Our MFL curriculum ensures that children develop their knowledge of where French is spoken in the world.
- Varied learning experiences, like 'Language day' also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.
- Innovative approaches to MFL can also help us to achieve the British Council's 'International School Award' which we can strive towards.

Coverage and skills progression

For MFL at Riverside, we follow the National Curriculum. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting learning journey for every child, ensuring that milestones are met at key stages throughout their primary education. We use skills progression documents from Y1-Y6 alongside the National Curriculum to structure the progression of learning as children move through the school. These identify the key information and skills children need to have learned by the end of a topic

Long term and medium term planning follows the objectives as set out in the National Curriculum and covering Chris Quigley's skills progression milestones.

Lesson Content

Although not a curriculum requirement in KS1, our children will receive MFL teaching as a cross-curricular subject. Key stage 1 and 2 children will be taught French for 45 minutes to an hour a week. This will be made up of a 30 - 40 minute lesson minimum and time throughout the day where French is encouraged including: greeting people in French, answering the register, French calendar, songs and working towards a French day set in the summer term.. It has been decided, as children have varying levels of French knowledge that all of KS2 will be following the same syllabus each year on a spiral curriculum to allow all children to be taught the basics which they can then develop upon.

See appendix 1 for 'scheme of work' and planning.

Methodology:

Whole class teaching is used, although pupils also work individually, in pairs, or in small groups (to cater for different Learning Styles).

Learning Intentions and Success Criteria are shared with the children.

Describing people, places, things and actions orally and in writing.

To understand 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.

Lessons may include games, songs, oral work, role-play and active participation as well as listening and talking.

Reading and written tasks are included with increasing frequency as the children advance through the key stage but introduced when the children are capable.

MFL and Inclusion.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive

subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment.

At Riverside, we will teach MFL to all children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

Responsibilities of the MFL teacher:

- It is the teacher's responsibility to plan, carry out and monitor the delivery of the MFL scheme of work. Other adults in the classroom may assist in the delivery of the curriculum and provide valuable assistance in group work.
- To plan to ensure there is continuity and progression of knowledge and skills;
- To outline a clear curriculum knowledge driven objective from the planning;
- Organise differentiated tasks for children which provide appropriate challenge for all abilities;
- Provide the opportunity for children to ask and answer questions in French as well as discussing topical issues;
- Allow groups to communicate their findings using a variety of ways including the use of computing; Video recordings, written and verbal work.
- Provide feedback to the children in accordance with the school policy and offer challenges in the feedback where appropriate based on an 'I can' statement.
- Assess the children at termly intervals.

Responsibilities of the class teacher:

- Liaise with whoever is teaching the MFL lessons to have a clear understanding of where each child is at in a French lesson.
- To keep records of the progress of the children in the class.
- To display words, dates, etc around the classroom to support the learning of French.
- Provide the opportunity for children to ask and answer questions in French e.g taking the register, sorting the daily weather. (related to the objectives they have already been taught)
- To have an understanding of what has been planned and taught and to be able to take over a lesson or session of lessons if needed.

Assessment

- At Riverside Primary, children are assessed during every MFL lesson: this enables our teachers to plan the next steps of learning for each child.
- Teachers assess against the learning objectives and the basic skill requirements for each year group and provide feedback which enables each pupil to make progress within the lesson and over time.
- Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback Policy.
- Data for MFL is collected termly and shared. Support to be given from the class teacher to gather this information.
- Programmes of study and future learning will be adjusted in the light of the progress children make.
- Teachers are to liaise with the MFL teacher to be able to keep on going records of the progress of

the children in their class.

- Parents and carers can be updated on their child's learning at parent's evenings and also be given an attainment grade and an effort grade annually with a written report.

Monitoring

The MFL leader will follow the school's SDP to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring that MFL has clear timetabled teaching time and that the National Curriculum statutory requirements are covered fully;
- Moderating work samples with the pupils and/or teachers;
- Conducting discussions with pupils about their learning;
- Conducting learning walks to observe the coverage and outdoor learning opportunities within MFL;
- Providing guidance to colleagues; and keeping colleagues updated on what has been taught.
- Assisting with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensuring that the long term overviews, skills progressions and knowledge organisers allow for progression across school;
- Keeping up to date with changes or new initiatives that would support the development of MFL at Riverside Primary School.

The Head teacher and Governors play a vital role in encouraging good practice and ensuring the policy is adhered to.

Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of the subject leader, supported by the SLT and Head teacher.

Resources

In the French room in Upper school, there are plenty of French resources, which are easily accessible and accessible for all staff.

See appendix 2 for list of resources.

Impact

- Outcomes in children's books should evidence a broad and balanced MFL curriculum and demonstrate children's acquisition of identified key vocabulary.
- As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of different cultures and diversities.
- Children will have developed the skills to speak and understand a foreign language.
- Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent in learning a language in secondary education and for their lives in the wider world.
- We want the children to have thoroughly enjoyed learning about MFL, therefore encouraging them to undertake new life experiences now and in the future.

Healthy and Safety

- Teachers are responsible for reading the school's Health and Safety Policy and Educational Visits Policy.
- Planning of lessons adheres to the whole school E-safety Policy, when using Google images,

Google Maps and other online research tools.

Inclusion

The SENCO, Subject Leaders and Phase Leaders provide advice for teachers on providing support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through individualised planning and the provision of resources which support learning.

Equality

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

Review

All Riverside Primary School policies are reviewed at least every three years.

Next review date: **January 2028**