



**Be the best
for God you
can be!**

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

Trust:

'Trust in the Lord with all your heart and lean not on your own understanding'

Proverbs 3:5

Compassion:

'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'

Matthew 22:37

Thankfulness:

'Be thankful in all circumstances. This is what God wants from you in your life'

Thessalonians 5:18

Hope:

'But those who hope in the Lord will renew their strength'

Isaiah 40:31

Perseverance:

'I know your deeds, your love and faith, your service and perseverance'

Revelations 2:19

Forgiveness:

'For if you forgive other people when they sin against you, your heavenly father will also forgive you'

Matthew 6:14

MFL Policy

1. Statement of intent

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'

St Barnabas and St Paul's recognises that languages are a skill that can enable children to access many opportunities and experiences that will enrich their lives as they progress onto adulthood. We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between other languages and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. An engaging, high-quality education in languages provides children with a firm foundation for learning further languages, equipping pupils with the skills to study and work in other countries in later life. It is our intent to have year 6 pupils who are confident and competent linguists, motivated to learn languages as they transition into key Stage 3, after at least 4 years of excellent language teaching

At St Barnabas and St Paul's, we aim to develop a whole school ethos which promotes an appreciation of languages and interest in other cultures as part of an awareness of ourselves as global citizens.

1.1 Aims

Through the teaching of MFL, we aim to develop the children's ability to:

- 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.
- Write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

This policy sets out the framework in which the MFL curriculum will be taught.

2. Roles and responsibilities

The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject, liaising at all times with SLT.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the teaching and learning of French, providing support and training for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all French-related resources.
- Communicating developments in the subject to all teaching staff.
- Organising, providing and monitoring CPD opportunities in the subject.
- Advising on the contribution of French to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of French in subsequent years.
- Celebrating and promoting the MFL curriculum and the work of pupils throughout the school.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Working with the **subject leader** to ensure the high-quality delivery of the languages curriculum.
- Undertaking additional training and CPD to improve practice.
- Planning engaging and interesting lessons for KS2 pupils in line with the **scheme of work**.
- Working with the **subject leader and other teachers** to ensure continuity between year groups.
- Ensuring **all pupils** can access the curriculum in accordance with the relevant school policies.
- Recording evidence of pupils' engagement with high-quality languages lessons, including **uploading videos and photos**.
- Ensuring progression of pupils' linguistic skills in lessons, with due regard to the national curriculum.
- Liaising with the **subject leader** about key topics, assessment, resources and support for individual pupils.
- Marking books in-line with the marking policy.

The **special educational needs coordinator (SENCO)** is responsible for:

- Liaising with the subject leader in order to ensure the languages curriculum is accessible to all pupils.
- Advising staff how best to support pupils' needs.
- Advising staff on the use of 1:1s in order to meet pupils' needs.

3. Early years provision

As MFL is not a statutory subject for Early Years Foundation Stage, it will not be covered during Early Years.

4. The National Curriculum

The national curriculum for languages aims to ensure that children:

- 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 learned.
- Discover and develop an appreciation of a range of writing in the language studied.

There are four main aspects to be taken into consideration when learning a language; these are: speaking, listening, reading and writing. We intend to incorporate each area into the languages lesson.

Speaking and Listening

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening.
- Develop their oral abilities at their own levels.
- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English.
- Join in with songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way.
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and Writing

The children will be given opportunities to:

- Read stories and rhymes for enjoyment and to practise vocabulary.
- Read stories and rhymes to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships
- Read, copy and write independently familiar words and simple phrases in context, such as classroom items, display labels, weather chart and dates.
- Write sentences and short texts independently and from memory.

- Write high frequency words such as the days of the week, months of the year, name, age and colours.

4.1 Cross-curricular links

Wherever possible, the languages curriculum will be used to provide opportunities to establish links with other curriculum areas. The History curriculum looks at global events and how these have affected modern life, whilst the Geography curriculum will explore different countries and places in the world. Pupils should be able to apply their linguistic skills in order to experience some of these opportunities in their original language, thus increasing the opportunity to be immersed in other cultures. Similarly, in PSHE, pupils will be taught about different cultures to expand their knowledge of the world and the people within it. In addition to these, Computing may also be used to enhance pupils' linguistic skills through the use of online resources, whilst also allowing children to access relevant, high-quality resources in the language they are studying.

5. Planning

We are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively.

The scheme of work used in school is designed to cater for all pupils. It is also designed to be challenging and raise expectations. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. The planning caters for the needs of a particular class, cohort and individuals, being suitably adapted to allow all to achieve, thus building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by, for example:

- Setting common tasks which are open ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all pupils complete all tasks).
- Grouping pupils according to ability in the class and setting different tasks for each group.
- Providing resources of different complexities, matched to the ability of the child.
- Using additional resources to support the work of individual children / groups of children.
- Using peer support by partnering pupils of disparate ability to complete tasks.

A variety of language resources are available in school. These include children's story books, teachers' resources, dictionaries, music CDs, CD ROMs and audio/visual materials. There are sets of French/English dictionaries for each year group. French calendars are present in all KS2 classrooms and some labels for classroom objects.

- The Subject Leader will ensure that sufficient resources are available to enable quality teaching.
- All members of staff are responsible for the care of resources and are expected to store them and keep them in good condition.

- Children should be taught to respect and care for all MFL resources.

All relevant staff members are briefed on the school's planning procedures as part of their staff training and induction.

6. Teaching and learning

At St Barnabas and St Paul's, discrete French language lessons of 30 - 40 minutes in length are delivered by a native Language Specialist in Key Stage 2. These are then reinforced by daily activities within the classroom, such as taking the register, mental maths, classroom instructions and instructions in PE.

- In KS1, pupils will be informally introduced to Languages through regular exchanges, such as greetings, numbers, colours and classroom instructions. French will be taught primarily through the medium of songs, games and stories. They will also take part in language day celebrations.
- Language displays, in classrooms and corridors, should provide an opportunity to celebrate achievement and further extend and reinforce learning.

The teacher uses a variety of techniques to encourage the children to have an active engagement with the modern foreign language, including games, role-play and action songs. In KS1, they also use resources such as puppets and soft toys to demonstrate and present the foreign language. As far as possible, the lessons take place entirely in the foreign language. Listening and speaking skills are emphasised in years 3 and 4 and then simple reading and writing skills are given more of an emphasis in years 5 and 6. A multi-sensory and kinesthetic approach to teaching is used i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. The teacher tries to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of foreign languages. Children's confidence is built through praise for any contribution they make.

Lesson Content

The French lessons are to include:

- a. discrete teaching of phonics in French
- b. learning French vocabulary
- c. asking and answering questions
- d. using bilingual dictionaries
- e. teaching of basic French grammar and spelling patterns
- f. playing games and learning songs
- g. using language that has been taught in role play situations
- h. researching and learning about life in France
- i. beginning to write phrases and sentences

- French will be used in displays that relate to the children's learning.
- Languages other than French may be used within individual classes and topics, but French will be the main, assessed language throughout the school.

7. Assessment and Reporting

Methods of assessment in French will vary according to the nature of the task being undertaken and will involve observation, marking of work and discussion with the children. Pupils' work is assessed informally on the basis of observation during the lesson. This is particularly important for oral work. At the end of a piece of work, pupils may check each other's answers, particularly for a listening or reading activity, but the teacher will always mark and assess the work in a way that allows progression for the child and that suits the preferences of the teacher. A comment may be made in French. Verbal feedback is also given with examples of good practice shared to encourage and motivate. Teachers assess children's progress informally during the lessons, evaluating progress in the following areas:

Listening

Speaking

Reading

Writing

At the end of each year, pupils will be formally assessed in all of the four areas against the benchmark descriptors on the Primary Languages Network dashboard. Assessment, both formal and informal, relating to areas of work covered, may be devised by teachers and given to children on completion of a particular topic.

At St Barnabas and St Paul's, we monitor and evaluate the effectiveness of our policy and schemes of work for French in a variety of ways:

- The Subject Leader will liaise and observe the specialist language teacher on a regular basis.
- Assessments results are tracked and recommendations for further development are identified.

8. Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at St Barnabas and St Paul's school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to the policy will be communicated with staff.