



MFL Policy

Agreed by Governors: June 2021

Chair of Governors Signature _____

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Statement of intent

St Peter's Catholic Primary School understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities in the future for studying and working abroad.

As part of the requirement to teach KS2 pupils a language, pupils at our school will be taught French. We believe our languages curriculum opens pupils up to a variety of cultures and helps to foster pupils' curiosity and deepen their understanding of the world.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Education Act 2002
 - Equality Act 2010
 - DfE (2013) 'Languages programmes of study: key stage 2'
- 1.2. This policy operates in conjunction with the following school policies:
- Primary Transition Policy
 - Homework Policy
 - Marking and Feedback Policy
 - Behavioural Policy
 - Equal Opportunities Policy: Pupils
 - Primary Internal Assessment Policy
 - Teaching and Learning Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - English as an Additional Language (EAL) Policy

2. Aims

- 2.1. By the time pupils leave the school, they will be able 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.

3. Roles and responsibilities

- 3.1. The headteacher is responsible for:
- Holding the subject leader to account for pupils' attainment in languages.
 - Assisting the subject leader in reviewing and updating this policy annually.
 - Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
 - Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.
- 3.2. The subject leader is responsible for:
- Holding classroom teachers to account for pupils' attainment in languages.
 - Carrying out lesson observations to ensure the school's expectations and aims are being adhered to.

- Liaising with subject leaders from local secondary schools to ensure pupils' transitions are successful in accordance with the Primary Transition Policy.
- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Attending training courses and undertaking CPD to improve their own practice.
- Teaching lessons and providing cover for absent classroom teachers where necessary.
- Identifying areas for improvement for the languages curriculum and ensuring these are included as part of the SDP.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities.
- Working with classroom teachers to plan lessons and ensure continuity between year groups.
- Working with the SENCO and other relevant members of staff to ensure the languages curriculum is accessible to all pupils.

3.3. Classroom teachers are responsible for:

- Working with the subject leader to ensure the high-quality delivery of the languages curriculum.
- Reporting on pupils' progress at parents' evenings and in end of year reports.
- Undertaking additional training and CPD to improve practice.
- Planning engaging and interesting lessons for pupils.
- Working with the subject leader to ensure continuity between year groups.
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies.
- Promoting and adhering to this policy and its aims.

4. The curriculum

4.1. Pupils in KS2 will 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 conjunction 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.

5. Cross-curricular links

- 5.1. Wherever possible, the languages curriculum will be used to provide opportunities to establish links with other curriculum areas.

History

- 5.2. The history curriculum looks at global events and how these have affected modern life.

PSHE

- 5.3. In PSHE, pupils will be taught about different cultures to expand their knowledge of the world and the people within it.

RE

- 5.4. While studying RE, pupils will be taught about the religions followed in different countries and how religious practices vary in other cultures.

6. Assessment and reporting

- 6.1. Assessment and reporting in languages are carried out in accordance with the school's Marking and Feedback Policy.
- 6.2. All assessments, including formative and summative assessments, are undertaken in accordance with the school's Primary Internal Assessment Policy.
- 6.3. Parents are updated on their children's progress in languages during parents' evenings and in end of year reports.
- 6.4. The school utilises a mixture of assessment techniques to ensure the abilities of all pupils are effectively evaluated.
- 6.5. Assessment data is used to support feedback in end of year reports and at parents' evenings.

7. Planning and teaching

- 7.1. Classroom teachers will follow CGP, a new scheme of work for foreign languages. This is due to commence from 7th June 2021. CGP provides clear, progressive planning, and aims to build on the skills across each year group.
- 7.2. The subject leader oversees all planning and teaching by observing lessons.
- 7.3. Classroom teachers are encouraged to collaborate and work together to ensure continuity between year groups, and that engaging lessons take place.

- 7.4. The subject leader and classroom teachers will use their own expertise to enhance and build on the aims of the national curriculum.
- 7.5. The subject leader and classroom teachers meet termly to evaluate current planning and teaching practices and whether methods and techniques can be refined and improved for the future.
- 7.6. Planning and teaching are undertaken in accordance with the school's Teaching and Learning Policy.
- 7.7. Classroom teachers will utilise the following teaching methods:
 - Sharing objectives and success criteria with pupils to ensure they understand what is expected of them
 - Relating aspects of the language being taught to pupils' existing knowledge
 - Using a variety of learning activities, e.g. songs, stories, games and role-play
 - Preparing tasks for pupils to complete individually and in groups

8. Resources

- 8.1. At the start of the academic year, the subject leader and senior management team will identify any resources or materials that need to be ordered for the languages curriculum.
- 8.2. Each classroom has basic resources and materials, e.g. textbooks and dictionaries, which classroom teachers are responsible for maintaining.

9. Inclusion

- 9.1. The school is committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum.
- 9.2. The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the school's languages curriculum.
- 9.3. Tasks are adapted to ensure pupils of all abilities are challenged.
- 9.4. Reasonable adjustments are made by the subject leader in collaboration with the SENCO and other relevant members of staff.
- 9.5. The SENCO will review reasonable adjustments on a termly basis to ensure they remain suitable for pupils.
- 9.6. Pupils with EAL will be supported in accordance with the English as an Additional Language (EAL) Policy.
- 9.7. The subject leader will meet with the member of staff responsible for pupils with EAL to determine what reasonable adjustments are necessary.
- 9.8. Reasonable adjustments are carried out in accordance with the school's Equal Opportunities Policy: Pupils, SEND Policy and EAL Policy.

10. Monitoring and review

- 10.1. This policy is reviewed annually by the subject leader and the headteacher.
- 10.2. The subject leader will communicate all updates to this policy to the relevant classroom teachers.
- 10.3. The next scheduled review date for this policy is May 2022.