



# ST. AIDAN'S CATHOLIC PRIMARY SCHOOL

Headteacher: Mrs. J. M. Farrimond, B.A. (Hons) N.P.Q.H

## MFL Policy

<b>LEADER / CO-ORDINATORS</b>	Miss C Lowe
<b>GROUPS INVOLVED IN DISCUSSION</b>	Headteacher Senior Leadership Team All Staff Governing Body Children Parents
<b>LINK TO SCHOOL IMPROVEMENT PLAN</b>	Priority 2 – To ensure Leaders of all levels are effective in working systematically to develop further our Outstanding school Curriculum.

### Introduction and Aims

This policy reflects the current philosophy and practice in relation to the teaching and learning of French at St. Aidan's Catholic Primary School. The policy has been up-dated in response to the requirements of the National Curriculum introduced in September 2014.

It provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in French. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

### Mission Statement

As stated in our school's Mission Statement, our 3 aims are to-

- ~ Have a sense of responsibility and take an active part in serving our world;
- ~ Have a growing understanding of Gospel Values and gather together in prayer and Worship;
- ~ Have a passion for learning and an enjoyment for discovery.

**“Hand in Hand,**

**In the image of Jesus,**

**We grow together and celebrate who we are.”**

The staff of St. Aidan's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

### Audience

This MFL policy document is available to:

Teaching and Support Staff

Governors

Parents and other visitors to the staffroom

Supply Teachers

Inspectors

Copies of this policy are available through the school website and also through the school office on request.

## **The philosophy of MFL**

The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. They develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. They may discover the root language of some of our own English vocabulary.

Learning another language raises awareness of the multi-lingual and multi-cultural world we live in and introduces an international dimension to children's learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

## **6. The Aims and Objectives of MFL**

### **Intent**

Hand in hand with Jesus we aim to develop the confidence and competence of each child in the foreign language they are learning, ours being French. We believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures. We aim to provide a high-quality languages education that foster pupils' curiosity and deepen their understanding of the world. Our teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We provide opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Our language teaching provides the foundation for learning further languages.

The primary aim is to raise language awareness, to support and foster interest in other languages and to develop positive attitudes towards language learning.

Through the implementation of this policy, our school aims to:

- Develop speaking and listening and understanding skills in French
- Develop skills in reading and writing in French
- Lay the foundations for future language study.
- Extend language teaching beyond mother tongue learning

The pupils 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



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- 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

## Curriculum Outcomes Statement

The aspiration of the St. Aidan's Catholic Primary School's Curriculum is that all children, regardless of their ability, experience success. We give children opportunities to excel and receive support to achieve.

We have given careful, measured and clear considerations of the National Curriculum, to translate into outcomes for each age group. These outcomes take into account children's access to substantive knowledge and disciplinary skills, ensuring children have the experience of working as a linguist.

**Children in Years 3/5** are initially taught the objectives and are beginning to learn the knowledge and skills of the area of learning. They may receive additional support and evidence of adapted teaching.

Children in these Year groups, working with a Deeper Understanding, will be achieving with the outcomes for Years 4/6.

**Children in Year 4/6** are expected to deepen their understanding by applying their learning and doing so with some level of independence. There will be evidence of drawing on knowledge, applying skills and making links to previous learning in the subject and other areas of the curriculum.

Where and when relevant, this distinction will be evident in the tasks, and through Work and Talk Studies.

In addition, this information will be used to link prior and future learning and reflected to adapt and influence further learning opportunities, including those to reflect, revisit and remember.

## Implementation

In order to achieve the aims outlined above, the teaching of French is planned using the 'Primary Languages Network' scheme of work, which is adapted to meet the needs of our own children. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites. The scheme covers all areas from the programme of study outlined in the National Curriculum Programme of study. Across a term, pupils will cover the full range of experiences including speaking and listening, reading and writing. We acknowledge different learning styles and our children learn through active participation in actions, songs, role-play, rhymes, stories, song, grammar focus, video clips, dictionary work and many more creative ways to extend, embed and combine language skills.

In St. Aidan's School French is planned and taught by the class teachers or HLTA during PPA time. Children start French lessons from the beginning of Key Stage Two. In Key Stage Two children have a French lesson once per week, Lower Key Stage Two have a 40-minute lesson and upper Key Stage Two lessons last for one hour. In addition, French may also be explored through short sessions of singing songs and rhymes, greetings at the start and end of the day, incidental conversation, answering the register etc.

Further opportunities are planned to explore language development through lunchtime clubs provided by school. The clubs are available for children from Reception to Year 6.

## Impact

Assessment recording and reporting cannot stand alone and must be integrated into the planning process. It must also be a continuous part of the classroom process and practice.

### **Language assessment should be...**

- flexible, adaptable, responsive and appropriate to the needs of the individual child.
- appropriate to the needs of the teacher.
- relevant to the activity in hand.
- planned as part of the unit of work.

### **Assessment strategies for languages should include...**

- attention to the process as well as to the product.
- formative processes which reinforce learning and teaching.
- summative processes which relate to the expected outcomes at the end of each year group.

### **Assessment strategies should offer...**

- a wide range of tasks,
- Opportunities for assessment by the teacher and for self-assessment by the pupil, age and stage appropriate.

It is very important that children are involved in their own assessment and that they develop a capacity to appraise, reflect upon and talk about their own learning. In this way they take pride in recognising and celebrating their achievements and may also be involved in setting their own future targets, dependent on the age and ability of the child.

Assessments are made against Key Performance Indicators for Modern Foreign Language, which outline the expected standard at the end of each year. A clear progression of skills is in place which sets out exactly what should be achieved in each year group. The teacher will make formative assessments using a range of strategies throughout the lessons.

### **Recording**

The outcomes of assessments are recorded on the topic title page for each year group from Year Three to Year six. Summative judgements are made against the Year Group Key Performance Indicators for Modern Foreign Language at the end of each topic. Summative assessment is completed by all class teachers at the end of each unit (using an assessment grid) to inform leaders of individuals' progress or skills that still need embedding further.

French is monitored by the subject leader throughout all year groups using a variety of strategies such as French booklet scrutinises, lesson observations and pupil interviews.

### **Reporting**

The Key Performance Indicators are used to summarise performance for the purposes of reporting to parents and carers. The annual written report is produced each year in June, while a snapshot report is sent home each year in February.

### **The role of the Subject Leader**

- to support all staff with planning and delivering the foreign language curriculum
- to support all staff in developing a policy for foreign languages
- to update resources as necessary
- to monitor, evaluate and review the curriculum for foreign language
- to identify areas for development and to formulate/evaluate action plans
- to keep staff informed of up to date information with regard to the National Curriculum for Foreign Language
- to liaise with outside agencies regarding the development of Foreign Languages.

### **Accommodation and Storage**

All resources can be found on the 'Primary Languages Network' which is frequently updated. A set of French dictionaries are available for use and stored in a central location.

### **Cross Curricular Opportunities**

It is essential that all children, wherever they live and whatever their ethnic or cultural roots should learn about the differing life styles, traditions and values of people from different backgrounds and cultures. Learning a foreign language provides an ideal starting point for opening discussions about other cultures.



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At St. Aidan's we:

- learn about the geography and history of France
- explore French culture and traditions
- learn about eating and drinking in France

## Special Educational Needs and Deeper Understanding

Children are all individuals and all have their own needs which need to be taken into consideration. We aim to provide all children with opportunities to achieve in languages, developing confidence and self-esteem which will have far reaching effects into other areas of their lives.

We cater for different levels of achievement in foreign languages by: -

- planning lessons which allow all children to take part at their own level of ability.
- considering the pace of the lesson giving some children more time, while extending the task for others,
- supplying appropriate resources to meet individual needs,
- considering carefully groupings of children
- setting open ended tasks so that each child can progress as far as he/she is able,
- having clear expectations of the different abilities of pupils

## Training and Development

Staff development within foreign languages is linked to both the School Development Plan and to personal development. Advice regarding all aspects of foreign languages can be sought from the subject leader and any requirements for training can be discussed and planned for.

## The role of the Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the termly headteacher's report to governors.

## The role of Parents

We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain pupil progress.
- Sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- Sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;

- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- Promote a positive attitude towards school and learning in general;

Information may be shared via the Seesaw app so that parents and carers can support or celebrate their child's achievements in French.

### **Education Recovery**

As a school we have consciously chosen to support pupils' education recovery caused by Covid-19 by providing a broad curriculum that gives opportunities to every child to learn within exciting curriculum experiences at the same time as being aware of missed learning and the pressures of curriculum coverage. Our children and staff will avoid the pressures of a catch-up curriculum, but instead will provide a curriculum that is purposeful for the children of St. Aidan's with objectives prioritised to give the richest of education experiences.

After reviewing the MFL curriculum, it is clear that the majority of missed objectives would be covered by the end of the year. The curriculum will maintain establishing good progress, through effective planning, resources and assessment in line with our Intent Statement.

Should school experience further national, local or 'bubble' closures, we will follow our policy for home learning which includes MFL linked to our curriculum and health and well-being initiatives.

### **MONITORING AND REVIEW**

We are aware of the need to monitor the school's MFL policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years, or earlier if necessary.

<b>This policy was last up-dated on</b>	<b>October 2024</b>
<b>Discussed and agreed with Governors</b>	
<b>Formal Review of Policy</b>	<b>October 2025</b>

Signed: \_\_\_\_\_  
Headteacher, Mrs J. M. Farrimond

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Chair of Committee