All Saints Church of England Primary School
Modern Foreign Language Policy



Proverbs 22: 6

Start children off on the way they should go, and even when they are old they will not turn from it.

This Policy should be taken and used as part of All Saints, Church of England Schools overall strategy; and applied and interpreted within the context of our vision, our instrument of Government, and our Aims and Values as a Church of England School

Vision.

As a small and mighty school, we aim to inspire curiosity and confidence to learn and grow in body, mind and spirit. Supported by our Christian foundation, we strive to provide a nurturing environment that promotes joy, creativity and a lifetime love of learning.

Our school values are Community, Joy, Confidence, Creativity and Curiosity

Curriculum intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At the Futura Learning Partnership, we aim to foster pupils' curiosity and deepen their understanding of the world. We strongly believe that languages are a skill for life, and something that pupils should enjoy and find rewarding. Through learning foreign language, students also develop literacy and oracy in their own language as well as resilience and problem-solving skills.

Language learning should provide the foundation for learning further languages. We hope to expand students' cultural knowledge whilst developing their language skills.

Through language learning, pupils gain a sound understanding of the structure of their **own** language, leading to effective communication in the foreign language. Students of all abilities can benefit from learning a foreign language, supporting and enhancing their literacy learning across the curriculum.

The Languages curriculum caters for students with varied previous language learning. It enables students to build upon prior knowledge or language learning skills.
Students are well-prepared at the end of each key stage to tackle the next steps in language learning but equally, should they choose not to continue their formal language learning, they are equipped with the skills and knowledge to use in the workplace or for leisure or to further their learning.

4 Curriculum Implementation

4.1 Teaching and learning style

4.2
At this School our emphasis is about learning to learn, equipping children with the knowledge and skills that they need in order to become valued citizens of the future.

We want to deliver a curriculum that, provides real experiences relating to the children's interests and needs. Modern Foreign Languages focuses on enabling children to develop their enquiry skills, by both asking and answering questions. At All Saints French as a Modern Foreign Languages is taught using the Kapow syllabus, it provides a programme of study which support the children across the two classes, with joint year planning and resources.

4.1 **The Learning Journey**

All teaching and learning is carefully planned in order our staff facilitate student discourse and thinking to nurture an environment that is alive with discovery, enquiry, critical thinking, problem-solving and collaboration. Lessons have an explicit purpose, derived from the national curriculum. Pupils take ownership and responsibility for learning and next steps. In all subject areas, teachers maintain high expectations and build pupil confidence with the aim to create a culture of learning without limits.

4.2 **Organisation and planning**

We plan a broad and balanced curriculum carefully and ensure there are meaningful links between subjects, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Due to the mixed age classes, we operate a two year planning cycle. Copies of the long term and medium term plans are held by the class teachers, subject coordinators and head teacher.

We plan our curriculum in two phases.

- We agree a long-term plan, linked to the National Curriculum Key Stages 1 (who do not learn another language) #and Key Stage 2 This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis checking curriculum coverage and progression of skills.

- Our short-term plans are those that our teachers use on a termly, weekly or daily basis. We use the programmes of study to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson

Children are introduced to French in KS2 and receive a weekly lesson. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. Lessons across the Key Stage supports the skills of speaking, listening, reading and writing. Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games. We follow a primary MFL scheme of work French.

5 Resources

We ensure that we have sufficient resources for engaging children creatively in this subject. The school invests in new Modern Foreign Languages hardware and software to keep up to date with the fast changing technological developments. The school has a range of Modern Foreign Languages hardware including laptops, apple mac's and windows based computers

and ipads to ensure pupils get experience of a broad range of hardware. New hardware for the teaching and learning of ICT is updated and added to every three years.

6. **Children with special needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Refer to SEND policy

7. The Foundation Stage

There is no requirement for formal MFL lessons to be taught as part of the EYFS. Please refer to EYFS policy

Curriculum Impact

8.1 Skills progression and assessment

8.2 In our curriculum planning we highlight skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in order to develop to their true potential.

8.3. The role of the subject leader

8.4 The role of the subject leader is to:

- to develop and then monitor the subject policy.
- provide a strategic lead and direction for the subject;
- Have an overview of the whole school provision
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in Modern Foreign Languages;
- Understand the progression of skills through the school.
- provide efficient resource management for the subject.

9 Monitoring and review

9.1 *Our Local Governing Committee is responsible for reviewing and monitoring the school curriculum.*

9.2. *The headteacher ensures that the curriculum is designed, delivered and reviewed at the school in accordance with the trust-wide curriculum policy*

Nov 2024