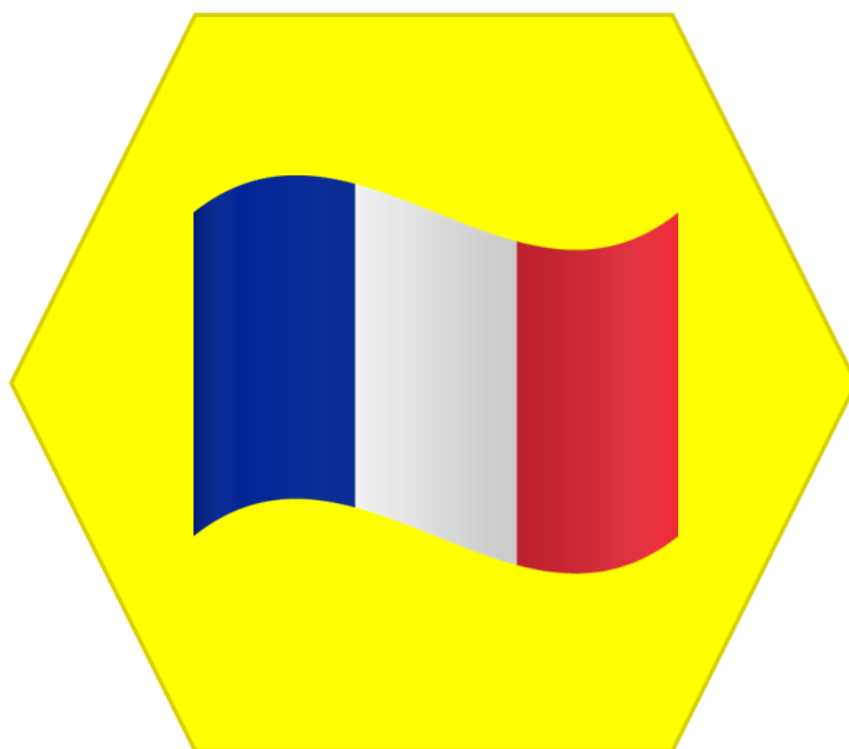




# Modern Foreign Languages POLICY

|                             |           |           |                             |           |      |
|-----------------------------|-----------|-----------|-----------------------------|-----------|------|
| Policy Date:                | June 2023 |           | Version:                    |           |      |
| Policy Review Date:         | June 2025 |           | Mrs R Dulieu (Head teacher) | Signature | Date |
| Ratified by Governing Body: |           |           |                             |           |      |
| Name:                       |           | Signature |                             | Date      |      |

## 1. Curriculum Intent – Modern Foreign Languages (French)

### ***“With languages, you are at home anywhere” – Edmund De Waal***

Through our French curriculum at Barley Croft Primary School, we aim to promote pupils' curiosity and deepen their understanding of the world beyond their locality. We believe that the learning of and immersion in other languages and cultures, is extremely important in order for our children to broaden their understanding of the world and its rich diversity. Our curriculum enables pupils to express their ideas and thoughts in French and to respond, both orally and in writing. We provide our children with engaging opportunities for them to communicate for practical purposes, learn new ways of thinking and read and appreciate French literature. We strive to embed the skills of speaking, listening, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and we aim to prepare them for further language learning.

The MFL Curriculum supports the whole school curriculum intent by delivering a curriculum that:

- Build new skills and knowledge in a progressive and systematic way which allows children to link their learning.
- Teach in a way that allows children to understand the purpose of their learning both now and in their future pathway through life.
- Provide opportunities for children to develop their oracy skills throughout the curriculum.
- Foster an inclusive environment where all children's needs are met.
- Teach children to celebrate their own and others' cultural similarities and differences.

## 2. Organisation and planning - Implementation of the MFL Curriculum

At Barley Croft Primary School, we teach French using a scheme of work called Language Angels. Due to the introduction of this new scheme of work and the teaching of the French language, the decision has been taken for all KS2 children to be taught 6 units which sit within the “Early Language” area of the curriculum. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing.

In the next academic year (2023 – 2024), LKS2 (year 3 and 4) will be taught the year-appropriate French units either in larger groups of 45 due to the 1.5 form entry or in the mixed year group classes, a Toggling teaching approach will be adapted to ensure the correct content is taught to each year group. Years 5 and 6 will be taught the year 4 unit of work to ensure their language learning is progressive. This approach will be continued until all year groups have caught up with the language curriculum they should have covered during their time at Primary School. For further details on the implementation of the new French scheme, please see the Language Angels policy documentation.

The knowledge and skills progression map for MFL (Appendix A) is organised to ensure it is delivered in the manner it is intended and demonstrates that it considers:

- That the curriculum approach is creative, broad and makes links to other subjects.
- How the skills and knowledge are designed, delivered and sequenced, considering the planning of **subject**, through the use of the Knowledge Organisers.
- That the children have access to high quality resources and tools to enable effective curriculum delivery.

### 3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage 2020 – Early Adopters - framework](#).

### 4. Roles and responsibilities

#### 4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

#### 4.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **4.3 Subject Leaders**

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## **6. Subject Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through planned Governor Visits, reading the end of year subject SEFs and Subject Action Plans and looking at subject data and outcomes.
- Subject Leaders monitor the way their subject is taught throughout the school by: planning scrutiny – looking at Knowledge Organisers – considering the coverage, taught knowledge, skills & vocabulary. Learning walks – which monitor the quality of teaching, ensuring this reflects

the intent for the subject. The monitoring of work and outcomes – looking at the impact evidence - through the work in books, on display, and in scrapbooks, etc. Staff & pupil interviews to get the teachers and children's opinions, which support measuring the impact.

- Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.
- The Head Teacher and the Subject Leader will review this policy every two years.

## 7. Links with other policies

This policy links to the following policies and procedures: The Teaching and Learning Handbook and The Language Angels policy.

Appendix A = Progression & Skills Map for MFL–

[MFL progression and skills map](#)