



Debden Primary Academy

Modern Foreign Language (MfL) Policy

Reviewed by: Sarah Bailey

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INTENT:

At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- *Progress exceptionally well academically, across a broad and knowledge-rich curriculum;*
- *Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;*
- *Become equipped with the learning skills needed to deal with future challenges;*
- *Create happy, positive memories of their childhood.*

At Debden Primary Academy, we have chosen French as our Modern Foreign Language (MfL). Our French curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our French curriculum, we aim for children to:

- *foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;*
- *stimulate and encourage children's curiosity about language and creativity in experimenting with it;*
- *support oracy and literacy, and in particular develop speaking and listening skills;*
- *help children develop their awareness of cultural similarities and differences;*
- *lay the foundations for future language study by pupils;*

These aims will enable children to do the following:

- *Engage in purposeful dialogue in practical situations and express an opinion;*
- *Make accurate attempts to read short texts;*
- *Speak and read aloud with accurate pronunciation;*
- *Demonstrate an understanding by listening to dialogue and responding appropriately;*
- *Be able to construct short texts on familiar topics;*

Our French curriculum has been tailored to our school's individual context. For example, units of study have been thoughtfully mapped out to allow for enhanced progression within mixed year-group classes. Within the classroom, we aim to integrate language into everyday school life whenever the opportunity arises. For example, teachers may use French to give simple classroom instructions ('come in quietly', 'entrez en silence'; 'listen', 'écoutez'; 'look', 'regardez'), to ask questions ('who wants school dinner?', 'qui veut un déjeuner?' ; 'what's today's date?', 'quelle est

la date aujourd'hui?') and to take the register. Children are encouraged to respond in French to embed learning.

Where appropriate, teachers give children opportunities to practise French in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

IMPLEMENTATION:

The children in KS1 have the opportunity to learn simple words and phrases through songs and stories. These lessons are not strictly timetabled but any sessions carried out give the children a flavour of the French language before starting more structured sessions in KS2. In KS2 French is taught continuously throughout the year, where the children are taught specific skills, concepts and vocabulary, in a weekly dedicated 45 minute lesson. Teachers follow the KAPOW Primary teaching and planning resources. There are 6 strands that run through the scheme of work:

- *Speaking and pronunciation*
- *Listening*
- *Reading and writing*
- *Grammar*
- *Intercultural understanding*
- *Language detectives skills*

It is a spiral curriculum, with key skills and vocabulary revisited repeatedly, allowing pupils to revise and build on their previous learning. Lessons incorporate a range of teaching strategies from independent tasks, paired/group activities which include role play, language games and language detective work.

Knowledge organisers are provided to children and their families at the start of each science unit, outlining the key knowledge that the children will be learning about throughout their study. This allows families to support children's learning from home throughout units.

IMPACT:

The impact can be monitored continuously through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is also available to record children's progress in each lesson. Our aim is that pupils should leave school equipped with a range of language-skills to enable them to study French with confidence at KS3.

Whole-Class Feedback – In addition to the verbal feedback that is provided within each lesson, teachers are expected to complete at least one cycle within each half term. This includes highlighting strengths, identifying misconceptions and next steps, and commenting upon the children's presentation. A 'blue sticker task' (the call to action) should be utilised to address misconceptions and learning that has not been secured.

Monitoring – 2-3 times per year, subject monitoring of takes place, which is normally carried out by the subject leader (at times, this may be a senior leader). At least once per year, this is carried out alongside the link

Governor for the subject. The subject monitoring process includes:

-Lesson visits;

-Book look;

-Student chats;

-Checking of student understanding of information on knowledge organisers;

-Viewing classroom displays;

-Conversations with teachers;

-Analysis of assessment data;

-Subject leader 'deep-dive' questions and review of key subject documents (when with link Governor).

The information gathered from teachers is fed back via our subject leader monitoring reports. The Headteacher also meets with selected groups of children from each class to ascertain the French knowledge that they have developed over the course of the term.

REVIEW:

This policy will be regularly reviewed by the Subject Leader and the Head of School. The maximum period between reviews is two years.