



**THE RACKHAM**  
**C OF E PRIMARY SCHOOL**

# Modern Foreign Languages Policy

**Policy Number:** SCH 076

**Date:** September 2023

The Rackham C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

### **1. Purpose of this policy**

This policy reflects the aims and values of The Rackham C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website.

### **2. Subject vision**

MFL is a subject which offers the opportunity to develop the ability to communicate in a language other than the native tongue and to develop an understanding of the language, culture and lifestyle of other people living in other countries. Furthermore, 'language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries' (National curriculum in England: languages programmes of study, DFE 2013).

Through the learning of a MFL, our pupils broaden their experience of learning so facilitating their progression towards being 'the best they can possibly be'.

### **3. Aims and outcomes**

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

#### **4. Teaching and learning**

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

#### **5. Curriculum overview**

##### **5.1 Early Years Foundation Stage (EYFS) and Key Stage (KS) 1**

Whilst there is no statutory requirement to teach Modern Foreign Languages before KS2, children in EYFS and KS1 will learn about France and the French language through any whole class assemblies, any whole school language initiatives and through, for example, Geography and History lessons.

##### **5.3 Key Stage (KS) 2**

The National Curriculum for languages aims to ensure that by the end of KS2 all pupils:

- 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

- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.


























By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.
































#### **5.4 Programmes of study**

Below is the Unit Planner for Language Angels on an initial two-year cycle for the Rackham, following the decision to follow the Language Angels programme:

2023-2024

ACADEMIC TEACHING YEAR 1		
KS2 Mixed Age Classes (No Experience) Unit Planner		
	Year 3/4	Year 5/6
Autumn Term		
Half Term 1	Phonics 1 & 2 (X) & 	Phonics 1 & 2 (X) & 
Half Term 2	I Am Learning Fr/Sp/It (E) 	Fruits (E)   
Half Term 2	Animals (E) 	Vegetables (E)   
Spring Term		
Half Term 1	I Am Able ...(Fr)   I Know How...(It/Sp) (E)	Presenting Myself (I) 
Half Term 2	Fruits (E)   	My Family (I)  
Summer Term		
Half Term 1	Seasons (E)  	At the Tea Room (Fr)   At the Café (Sp) At the Restaurant (It) (I)
Half Term 2	Presenting Myself (I) 	In the Classroom (I)  

2024-2025:

ACADEMIC TEACHING YEAR 2		
KS2 Mixed Age Classes Some Previous Experience Unit Planner		
	Year 3/4	Year 5/6
Autumn Term		
Half Term 1	Phonics 1 & 2 (X) & 	Phonics 3 & 4 (X) & 
Half Term 2	Instruments (E) 	The Date (I)  
Half Term 2	Seasons (E)  	Do You Have a Pet? (I)  
Spring Term		
Half Term 1	Vegetables (E)   	What is the Weather? (I)   
Half Term 2	Ice-Creams (E)   	My Home (I)   
Summer Term		
Half Term 1	In the Classroom (I)  	Clothes (I)   
Half Term 2	Goldilocks or Habitats (I)   	At School (P)  

2025-2026:

	Year 3/4 (CYCLE 1)	Year 5/6 (CYCLE 1)	Year 3/4 (CYCLE 2)	Year 5/6 (CYCLE 2)
<b>Autumn Term</b>				
	Phonics 1 & 2 (X) & 🏠	Phonics 3 & 4 (X) & 🏠	Phonics 1 & 2 (X) & 🏠	Phonics 3 & 4 (X) & 🏠
Half Term 1	I Am Learning Fr/Sp/It (E) 🏠	Presenting Myself (I) 🏠	Instruments (E) 🏠	The Date (I) 🏠
Half Term 2	Animals (E) 🏠	Family (I) 🏠	Seasons (E) 🏠	Do You Have a Pet? (I) 🏠
<b>Spring Term</b>				
Half Term 1	Fruits (E) 🏠	At the Tea Room (Fr) 🏠 At the Café (Sp) 🏠 At the Restaurant (It) (I) 🏠	Vegetables (E) 🏠	My Home (I) 🏠
Half Term 2	I Am Able ...(Fr) 🏠 I Know How...(It/Sp) (E) 🏠	Olympics (I) 🏠	Ice-Creams (E) 🏠	What is the Weather? (I) 🏠
<b>Summer Term</b>				
Half Term 1	Presenting Myself (I) 🏠	The Weekend (P) 🏠	My Family (I) 🏠	At School (P) 🏠
Half Term 2	Habitats or Romans (I) 🏠	Vikings (P) 🏠	In the Classroom (I) 🏠	Me in the World (P) 🏠

This last overview will be the ongoing, long-term flow of units for The Rackham.

## 6. Cross-curricular links

Modern Foreign Languages shares links with the following subjects:

- English: development of literacy skills through reading and writing; speaking and listening skills
- Geography: reading maps and develop an understanding of the culture and lifestyle of other people living
- in other countries
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions
- British Values: encourages mutual respect of other countries, cultures and ways of life.

## 7. Assessment and recording

### 7.1 Assessment

The Rackham C of E Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

### **Formative assessment**

Formative Modern Foreign Language assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

### **Summative assessment**

Summative assessment is completed termly, based on the skills that the medium-term plan requires as a key focus.

At the end of each school year, pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

### **Marking**

Children receive regular feedback and marking follows the school's marking policy.

## **7.2 Recording**

Pupils will record their learning in the following ways:

- French books: This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.
- Video recordings of children speaking French on Tapestry.

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

## **8. Resources**

### **8.1 Textbooks and other equipment**

- Annual subscription to Language Angels, an online foreign language teaching platform.
- Set of bilingual dictionaries; selection of French children's books; selection of teachers' books; DVDs stored centrally in school.
- There may be resources from other subject areas that could be used in the teaching and learning of French, such as counting sticks, large dice, atlases etc. These are stored in the area relevant to that subject or in classrooms.

### **8.2 External speakers, local museums, trips**

At The Rackham, we look for opportunities to involve outside organisations in order to further our MFL knowledge. We have taken part in language events organised by Witchford Village College and have invited native foreign language speakers to speak to/teach pupils.

## **9. Roles and responsibilities**

### **9.1 Headteacher**

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

### **9.2 Subject leader**

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

### **9.3 Link governor**

The link governor responsible for MFL at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

### **9.4 Classroom teacher**

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader



- Maintain subject knowledge and appropriate CPD

### **9.5 Parents**

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework

### **10. Inclusion**

Teachers set high expectations for all pupils in French. 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 special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study French, 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 French.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **11. Links to other policies**

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy
- British Values

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

**Approved and signed by:**

**Headteacher**



**Signed:**

**Date:** 7<sup>th</sup> September 2023

**Chair of Governing body**



**Signed:**

**Date:** 7<sup>th</sup> September 2023