

# Rose Wood Academy



Subject Statement for MFL

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# Subject Statement for MFL

## Curriculum Aims

Our aim is to promote the study of a foreign language because of its increasing importance in the modern world. We want to embed language learning into our curriculum. Enriching the curriculum and releasing children's creative energy through sport drama, music and languages reinforces their understanding of the basics and helps them enjoy a broader, more balanced curriculum.

The experience of learning and using a foreign language makes its unique contribution to the whole curriculum by taking children out of the familiar environment, which is pervaded by English, and allowing them to explore the life-style and culture of another land through the medium of its language. This in turn provides a satisfying, enjoyable and intellectually challenging experience for children in coping with a different linguistic medium.

It is the intention that all children in KS2 will access quality first teaching of French in order to adequately prepare them for KS3.

## Subject Content and Organisation

The teaching of MFL and of French specifically is done so through the use of a scheme of work. The school has chosen 'Language Angels' as the scheme to support the delivery. The scheme provides identified framework objectives focusing on oracy, literacy and intercultural understanding. There is planning and guidance to support the non-specialist and there are supporting sound files to ensure correct pronunciation. The scheme is organised in 15 minute sessions that allow for 30 mins of language teaching per week in total. This allows for greater flexibility in the delivery of the sessions. All the resources to support the teaching of French are included and are accessible on the school's network.

## Embedding Knowledge

The scheme provides the opportunity for lots of repetition of content. Children learn through rhyme and chants which supports with the embedding of knowledge. Context is provided and children get the opportunity to role-play and practise. Links to other learning, including learning about the different culture in France, also supports with the embedding of knowledge.

## Leadership Activities

As with all subjects, the quality of teaching and learning for MFL is every leader's responsibility and all leaders will have an oversight of the quality of teaching and learning for MFL. There is also a designated MFL lead who has ownership of certain aspects of the curriculum. As well as supporting the leadership team to ensure the highest standards of teaching and

learning for MFL are maintained, the MFL lead will also be the 'subject champion' and will keep abreast of all the new developments that are happening within the subject as well as ensuring high levels of subject knowledge which they will use to support others. They are also in charge of maintaining and acquiring the appropriate resources and supporting staff with their use. The MFL lead will deliver some subject specific CPD or will identify appropriate external CPD for staff. The MFL lead will also perform monitoring and evaluation on an ongoing basis and feedback their findings to the SLT.

### Monitoring and Evaluation

Monitoring and evaluation is ongoing throughout the year. The monitoring will be carried out by the MFL lead but other senior leaders will monitor the subject at certain points throughout the year. The main activities that make up the monitoring process are:

Learning Walks and Enquiries

Work Scrutinies/Performance Observation/Video Evidence

Pupil Voice

Teacher Voice

Planning and Content Coverage Checks

The MFL lead and the SLT will evaluate the outcomes from these monitoring activities. This evaluation will be used to inform next steps for development such as identifying CPD for staff, supporting with subject knowledge or improving use of or access to resources. The evaluation will be used to produce subject specific action plans and inform the evidencing for subject specific causal chains.

These activities will take place throughout the year but there will be at least one 'deeper dive' activity that takes an in depth look at the quality of MFL in the school. These deeper dives may be supported by other members of the trust.

### CPD

The MFL lead will lead some CPD for staff. This will be to support subject knowledge or could be to introduce new material, resources or ideas. They will also organise external CPD as appropriate to support whole school or individual development.

### Resourcing

The subject lead is responsible for ensuring that the school is appropriately resourced to allow teaching staff to deliver high quality MFL lessons and to ensure that pupils get the best experience they can. This could be in the form of physical resources such as French artefacts or posters. It also includes online resources and the network resources included with the scheme of work. The MFL lead should be regularly assessing the quality of the resources but should also be keeping informed about new developments and innovations that could further enhance and improve the quality of the subject within our school.

## Assessment

Teachers at Rose Wood use assessment regularly to support them with their planning and task design. It underpins the principles for learning and ensures that all children make progress and face the appropriate level of challenge. It allows staff to know which children need greater challenge and which children need scaffolding and support to allow them to continue to make progress. For MFL, staff make regular assessments to determine understanding of the key aspects and to ensure children are gaining and retaining the appropriate knowledge. The MFL scheme provides the assessment information needed to support staff with their judgements and to ensure that children are working at the appropriate standard and progressing through school.



