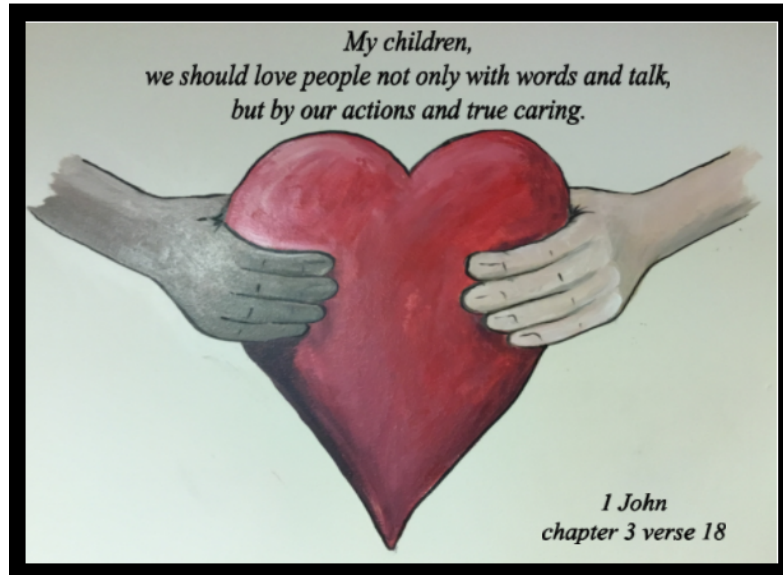




MFL POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the curriculum to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

At St Luke and St Philips, we aim to foster a lifelong love of learning, through adopting a highly practical and cross curricular approach to learning. **Being a Church of England school, we aim to fulfil all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.**

We are proud of being a Church academy at the heart of our local community – a place where everyone is valued, respected and encouraged to develop resilience and confidence. Our strong ethos strives to ensure that each pupil achieves their very best.

Academically – through a knowledge rich, focussed and sequenced curriculum.

Culturally – through an extensive programme of extra curricular activities and visits.

Spiritually – through an ethos of interdependence that flows through the life of both the academy and the wider community.

Our exciting and enquiry based curriculum is designed to both engage and challenge our pupils to develop creative and independent thinking through strong oracy skills. We endeavour to nurture a thirst for learning in all our pupils.

The broad content of the curriculum is enriched by covering a wide range of subjects, talents and future careers. We realise that in order for our pupils to lead in tomorrow's world they will need to demonstrate compassion, understanding, empathy and innovation.

Success, progress and celebration are very much at the heart of what we do.

CURRICULUM INTENT

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality language education should foster children's curiosity and deepen their understanding of the world.

The intention of the French curriculum at St Luke and St Philip's Primary School is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

In planning we actively plan links to develop their awareness of cultural differences in other countries, through our protected characteristics, British values and curriculum enrichment opportunities. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

The National Curriculum for languages aims to ensure that all pupils:

1. understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.

IMPLEMENTATION

In line with the National Curriculum, children are encouraged to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clear
- describe people, places, things and actions orally and in writing
- 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.

Our MFL curriculum is designed to progressively develop children skills in languages, through weekly lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We currently have a French teacher who plans and delivers lessons to ensure there is progression across school and our curriculum is adapted to meet the needs of all learners. Due to the cultural background of our families, we have chosen French as the language which will be studied within our school. All our children in KS2 will have weekly language lessons.

Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

- Resources are used to remind children of key vocabulary where necessary
- Practical activities, songs and games are used to help improve memory and recall, alongside vocabulary recap materials
- Initial oracy lessons and conversational skills are to be promoted within the classroom before recording through written activities or creating word banks
- Check its are used as retrieval activities at the beginning of every lesson to ensure knowledge is secure
- Visual prompts are used to support children in translating new vocabulary.
- Word mats/ Knowledge organisers are available for children to have out on desks to support their learning and recap previous learning.

IMPACT

Our MFL curriculum is carefully planned to demonstrate progression. We focus on progression of knowledge and skills including vocabulary to form part of the units of work. Assessment for learning is used regularly to determine where to pitch the learning and which lessons need to be taught. Children will regularly be assessed through the year by the teacher with small informal assessment opportunities and activities.

Impact is measured through:

- Observation of lessons and drop ins
- Marking work
- Pupil voice
- Moderation of books
- learning walks
- assessment
- Annual reporting of standards across the curriculum to parents

Planning

French will be taught from Year 3 to Year 6.

The teaching in KS2 is based on long term overviews created by our French teacher to meet the needs of our children and the National Curriculum. The teacher will use a variety of techniques to encourage

the children to have an active engagement with the Modern Foreign Language, including games, role play and action songs. Teachers also use actions and images to present new vocabulary, as this serves to demonstrate French without the need for translation. Where possible the teacher will use the target language in order to build up the use of the language for real communication in the classroom.

- Teachers will actively take part in the lessons delivered by the French teacher
- Teachers will be assessing the skills and knowledge of children during the French lesson, supported by the French teacher.
- The French teacher creates Long Term and Medium Term Plans to show coverage each term

Where possible native speakers will be invited into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of France. Additional events will be planned throughout the year to promote the subject and increase engagement. These will focus mainly on the promotion of oracy and conversational skills.

A multi-sensory and kinesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

Approach

St Luke and St Philip's Primary School believes in a communicative approach in which all pupils can actively engage in meaningful tasks. French will be exploited to the maximum. The four skills of Listening, Speaking, Reading and Writing will all be covered as appropriate.

The children are taught how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- follow models to create their own writing
- work in pairs and groups and communicate in French
- look at life in another culture

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate

- include whole class, small group and pair work
- promote success and self esteem

Assessment

Teachers assess children's progress informally during the lessons, evaluating progress against the four national Attainment Targets of:

- Listening and Responding;
- Speaking;
- Reading and Responding;
- Writing.

Presentation

Emphasis will be made to encourage pupils to take pride in the standard, quality and presentation of their work, both written and oral.

Expectations

At all times staff will expect and encourage pupils to produce work which fully reflects their abilities, and to take pride in the standards, quality and presentation of their work, both written and oral.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to 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 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 also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects.

We believe all our children are entitled to benefit from equal access to work and equipment in MFL regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and MFL materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;

- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

THE ROLE OF THE SUBJECT LEADER

- Take the lead in policy development;
- Monitor the effectiveness of the teaching of MFL through regular quality assurance checks, feeding back to SLT and class teachers;
- Ensure progression, continuity and consistency throughout the school;
- Support colleagues in their development of planning, implementing and assessing MFL;
- Keep up-to-date with developments in MFL education and disseminate information to colleagues as appropriate;
- Ensure appropriate and engaging resources are in place to deliver a rich and challenging curriculum;
- Collaborate with other Subject Leads to identify clear links with other subjects to ensure knowledge is transferable and sequential.

RESPONSIBILITIES

- All relevant staff will ensure that the MFL curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

Monitoring and Review

Monitoring is carried out regularly throughout the year following the SLT quality assurance timetable, with feedback and targets being given to teaching staff, which are then followed up at a later date. Learning walks and lesson observations are also carried out throughout the academic year.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

SAFEGUARDING

Safeguarding in school feeds through the curriculum. If a child discloses something that is a concern, staff will follow the procedures in place as outlined in the Safeguarding policy.

COMPUTING IN THE CURRICULUM

In our school, Computing is woven through the curriculum and technology is used frequently during lessons. Pupils will be taught to be respectful of devices, keep their personal information private, be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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 \(EYFS\) statutory framework](#).

RELATED POLICIES

- Curriculum
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Presentation

Policy reviewed by : Mrs Carolynne Holden

Policy reviewed: May 2026

Agreed by Governors: _____

Next review date: May 2028