



St.Mary's Catholic Primary School Curriculum Statement



MFL

"Language is the road map of a culture. It tells you where its people come from and where they are going."

Rita Mae Brown

At St. Mary's the intention of our MFL curriculum is to develop an interest in and thirst for learning other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways.

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The school's senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent, which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes/materials if applicable to ensure effective teaching.	Our typical teaching sequence will be: Our MFL curriculum has been designed to progressively develop skills in French. We are currently using a variety of methods to deliver the lessons; including, NT program of study, ALLNE and Nattalingo to deliver our French lessons. These ensure children acquire a bank of vocabulary organized around topics. They ensure development is progressive as they build on previous knowledge from units already studied. All children in KS2 are taught French in a weekly discreet lesson. This is delivered by the class teacher. KS1 children are introduced to MFL through exploring other languages informally when studying another country. We are also focusing on French outside the classroom by using basic French greetings and listening to French songs and stories.	Pupil Voice will show: • A developed ability to use knowledge of the French language • A secure understanding of the key techniques and methods for each key area of the programme • A progression of understanding, with appropriate programme vocabulary which enables learning
The curriculum leader will: • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place, which supports pupils in knowing more gaining confidence of learning French. • Ensure an appropriate progression of speaking, listening and writing skills in French.	Our classrooms will: • Provide appropriate quality equipment for each area of the curriculum. • Have displays which act as a visual representation of language learning. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of work to move learning on.	Evidence around a radiator and books will show: • Pupils have had opportunities for practice and refinement of skills. • A consistent approach to the delivery and implementation of language learning. • Clear differentiation of support ensuring every child's specific needs are targeted and addressed • That pupils, over time, evidence they have embedded and subsequently built on their previous language learning.

• Provide regular training for all staff, which addresses elements for development identified through rigorous monitoring.		
The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader: • Plan learning structures carefully to ensure they meet the needs of all pupils in their groups • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best French teaching.	Our children will be: • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to analyse their own work because they know how to be successful. • Safe and happy in French lessons which give them opportunities to explore their own style, skills and experiences. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge. • Develop confidence over time because of careful planning, focused delivery and time to practice and hone skills.	The curriculum leader will: • Celebrate the successes of pupils through planned displays and on the spot recognition • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.