



Barley Fields  
Primary School

**Modern Foreign Language - French  
Policy**

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### **Intent: Why does our French curriculum look like this?**

At Barley Fields Primary School, we offer a relevant, broad, vibrant and ambitious foreign language curriculum designed to inspire and excite our children using a wide variety of topics and themes. Our chosen core language is French which links to languages taught in some local secondary schools. All children will be expected to achieve their full potential by encouraging high expectations and excellent standards in their learning - the ultimate aim being that children will feel motivated and able to continue studying languages beyond Key Stage 2.

It is our intention that children develop a genuine interest and positive curiosity about foreign languages, find them enjoyable and stimulating. Learning a second language will also offer children the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them and enhance their awareness of self, others and cultural difference.

### **Roles and Responsibilities**

The MFL leads in each key stage will be involved in:

- Formulating and updating the policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans.
- Ensuring curriculum progression ladders are shared and understood by staff.
- Monitoring and evaluating the implementation and impact of the MFL curriculum
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in MFL and attending relevant CPD
- Disseminating information, as it is received from any external source, to staff and children
- Encourage other members of staff in their MFL teaching and give support where appropriate
- Ensure that MFL maintains a strong profile within the school, through displays etc
- Keep a portfolio for MFL that will include photographs of children at work, curriculum walk reports, examples of planning and examples of children's work

### **Teachers are:**

- Responsible for planning and delivering the MFL curriculum in line with the school long term and medium-term schemes of work. This may be delegated to the PPA team.
- Delivering high quality and interactive teaching which facilitates progress for all children.
- Accurately assessing pupil progress and attainment in line with school expectations.
- Maintaining a sample of MFL teaching and learning within the Interactive Floor Book for the year group

### **Implementation**

Our children follow a carefully structured French curriculum which is designed to ensure children know more, remember more and can do more as they progress through our school. The curriculum is supported by the Language Angels MFL Scheme. Our curriculum is taught using four concept led strands.

- listening,
- speaking,
- reading
- writing - **grammar** will be covered in an age-appropriate way across the primary phase

Our curriculum is designed to ensure that the foreign language knowledge of our children begins in Y1 and is extended year on year throughout the primary phase. It is structured to ensure children progressively acquire, use and apply a



growing bank of vocabulary, language skills and grammatical knowledge by following age-appropriate topics and themes. It provides a basis for building blocks of language understanding into more complex, fluent and authentic language use in units of difficulty

- **Early Language** units are entry level units used across KS1 and Year 3. These units alongside core vocabulary lessons are designed to run for approximately 30 minutes and are taught on a termly basis.
- **Intermediate Language** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to children. Intermediate units are taught in Year 4 and 5 for children with embedded basic knowledge of the foreign language.
- **Progressive Language** and **Creative Curriculum** units are the most challenging units and taught to Year 6 children. By Year 6, children have a good understanding of the basics of the language they are learning.

### **Planning and Curriculum Content**

French is taught weekly or in blocks of lessons to ensure children have opportunities for a sustained period of study and have time to embed and enhance their learning. Detailed medium-term planning supports teaching, ensures continuity and carefully plans for progression and depth. Children have opportunities to use high quality resources and materials to support their learning. The medium-term planning also underpins an appropriate teaching pedagogy for effective quality first teaching in MFL.

In planning, the delivery of the curriculum will be differentiated to allow for children of all abilities.

The teaching pedagogy should be:

- Highly kinaesthetic.
- Accessible to *all* abilities with opportunities for each child to personally achieve, progress and excel.
- Relevant and topic based where relevant and appropriate.
- Contain regular opportunities for reflection, evaluation and assessment; both peer, self and teacher
- Enjoyable (for both children and teachers!)

### **Early Years Foundation Stage**

In the nursery and reception classes children will learn about other cultures and communities. As part of this, the children will explore and celebrate the many languages spoken around the world. Children will be encouraged to use simple greetings in a variety of languages as an integral part of curriculum delivery.

### **Key Stage 1**

Although not a compulsory part of the curriculum, in Key Stage 1, children will learn a range of basic French vocabulary including at an Early language development level. This includes greetings, short phrases and the naming of familiar nouns and verbs.

### **Key Stage 2**

In Key Stage 2 children typically enhance their use of French at an intermediate and progressive language level. They will extend skills in spoken conversation and learning is linked to familiar experiences and places. Children will learn through a range of teaching approaches and learn to sing songs and speak with increasing understanding, expression and confidence.

### **Resources**

Teachers have access to the Language Angels teaching platform which provides a range of games, activities and videos to support French teaching.

### **Impact**

By the end of each key stage, children are expected to know, apply and understand the skills and techniques specified in the French curriculum plan.

Children are assessed using our SONAR tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children. Children are assessed termly and a final summative assessment made at the end of the academic year. Children will be assessed as either Emerging, Developing, Secure or Exceeding, in accordance with Age Related Expectations.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school (Curriculum Floor book);
- Pupil discussions about their learning (Pupil Voice);
- The annual tracking of standards across the curriculum. In KS1 and KS2

### **Monitoring and Evaluation**

To monitor and evaluate MFL, the subject leads will:

- Support teachers via explaining the progressive curriculum map, discussing the key concepts in French, co-planning, team teaching, observing and giving feedback
- Monitoring the delivery of medium-term planning against the progression contained in the curriculum map. Engaging in monitoring strategies such as work sampling, pupil voice review and lesson observations.
- Review and advise the SLT on MFL resource provision.
- Works co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.
- Maintain samples of work collated from Year Group Interactive Floor books into a portfolio of work for MFL.

### **Health and Safety**

At Barley Fields Primary children are taught how to use equipment in accordance with the health and safety guidelines.

### **Equal Opportunities**

All children will be given equal access to MFL irrespective of race, gender and creed, level of ability or nationality.

The MFL curriculum will be differentiated according to the needs of the children. If a child needs specialist equipment to access the curriculum, the school will source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level. If a child is identified as being more able, in this curriculum area, they will be challenged in their learning.

### **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

### **Policy Monitoring and review**

The MFL leads report to the Head Teacher upon the progress of French teaching in the school and the Head Teacher in turn, discusses MFL provision and standards with school governors.

Any questions or concerns regarding this policy should be made to the Head Teacher