



High Aspirations, Moral Strength, Spiritual Depth

Introduction

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between another language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Aims and Objectives

The aims and objectives for children to learn a Modern Foreign Language at Andrews' Endowed Church of England Primary School are to:

- foster an interest in learning another language;
- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

These also link with the school's curriculum vision to:

- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations, which will help them to develop intellectually, emotionally, socially, physically and morally
- Enable children to be positive citizens in society, to feel that they can make a difference and to understand and respect other cultures;
- Develop an enquiring mind and be able to ask questions

Continuity and Progression

French is taught, in accordance with the school's teaching and learning policies, from Year 1 to Year 6 with children in KS2 receiving 1 hour per week and in Years 1&2 receiving 30-45 minutes. This time allocation is made up of a combination of dedicated language lessons by our subject specialist and using language for real purposes in daily classroom routines led by the class teachers and the (pupil) "Chefs" (Language Leaders). At Andrews' Endowed we believe that early exposure to languages is key and so encourage the language learning process where EAL children are encouraged to share words in their home language and this diversity is engaged with and celebrated by all. The specialist teacher advises KS1 teachers of French words and phrases which can be incorporated into daily classroom routines.

Teaching and Learning

Children are taught how to:

- Ask and answer questions;
- Use correct pronunciation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Use dictionaries;
- Work in pairs and groups to communicate in a modern foreign language ;
- Look at life in another culture.

The main foreign language that we teach the children is French.

Key Stage 1

Although there is no national entitlement to a foreign language in KS1, we believe that early exposure to French has a beneficial and positive effect on the children's learning. Children enter KS2 with an already well-developed awareness of how French sounds, of basic similarities and differences in French and English life, and with a range of basic vocabulary and skills which gives them confidence in their ability to progress further. In KS1 children listen to French stories, join in songs, play traditional games and watch television, with learning becoming gradually more structured, with the games, songs and stories focussed on learning specific vocabulary and skills. Learning is mostly through speaking and listening, although towards the end of KS1 children begin to look at the words they are learning, spotting patterns, similarities and differences, ready for the greater emphasis on reading and writing that comes in KS2.

Key Stage 2

The school's scheme of work is based on the guidance material in the 2014 Programme of Study and the KS2 National Framework for Languages. A variety of techniques are used to encourage the children to have an active engagement with French, including games, role play and action songs. Puppets and soft toys are often used to demonstrate the foreign language. Mime and action is used to present new vocabulary, as this serves to demonstrate French without the need for translation. Listening, responding and speaking skills are emphasised and simple reading and writing skills follow. We also use a multi sensory and kinaesthetic approach to teaching, i.e. including a physical element into some of the games, as we believe that this serves to reinforce memory. Lessons are made as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative. Our school is committed to intercultural understanding, and our active link with our partner primary school in France (giving pupils in Upper KS2 a French pen-pal of their own) serves to make language learning a very real experience.

The Programme of Study and the Framework for Languages

We use the PoS and the Framework for Languages as a basis for long, medium and short-term planning, adapting it to meet the needs of our children. We use the Framework to be creative and innovative and to devise programmes of work and activities, which will engage, excite and challenge children. Where possible, French language teaching is linked to other areas of the curriculum.

We teach clearly progressive core strands of teaching and learning over the four years of KS2:

- Listening, Speaking, Reading, Writing
- Intercultural understanding

Inclusion

Each class in Andrews’ Endowed contains children from a wide range of abilities and we seek to provide suitable learning opportunities for them all by matching the challenge of the task to the ability of the child. This means that, where appropriate, written work will be differentiated according to ability. MFL is, however, a highly inclusive subject and although the principal aim of the teaching is to develop children’s knowledge, skills and understanding, there is also an emphasis on enjoyment. MFL is taught to all KS1 and KS2 children, whatever their ability and individual needs. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language (EAL) and we take all reasonable steps to achieve this.

Assessment

In both key stages, children’s progress is assessed informally in lessons, recorded and evaluated in accordance with assessment statements based on the Framework for Languages and the PoS. This assessment is used to support teaching and learning. Reporting is annual and in the form of “can do” skill statements.

Collaboration

We work closely and meet regularly with other local primary MFL coordinators and our 2 main feeder secondary schools. Coordinators liaise to discuss curriculum, transition to KS3, training opportunities and other ways to move forward.

Monitoring and evaluating the success of the policy

The policy will be monitored (in accordance with the monitoring schedule) and evaluated by:

- Subject Leader / Specialist teacher
- Senior Leadership Team (SLT)
- Advisors, inspectors and subject link governors.

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Control Box

Version		Date/Effective from	May 2024
Author	Faye Mylward	Review Date	May 2027
		Responsibility	MFL Leader
Associated Policies, Documents, Agencies:			
AEP Curriculum Policy			