



SAINT JAMES'

Church of England School
Nursery & Pre School



MFL Policy

This policy has been adopted by the governing body of
St James' CofE Primary School.
It will be reviewed annually or as required.

Date written September 2020

Signed: Mrs J Moore/ Headteacher

Signed: Mr S Rusling / Chair of Governors

Vision Statement

Walking hand in hand with
Jesus, fulfilling the potential
God has given us



 St James'
CofE Primary School

Mission Statement

Through him we learn to live
abundant lives, especially treasuring
the values of **friendship**, **trust**,
thankfulness, **respect**, **forgiveness**,
hope and **courage**.



 St James'
CofE Primary School

Mission Aim



At St James' CofE Primary School, the
Christian (and indeed inclusive human)
values "**friendship**, **trust**, **thankfulness**,
respect, **forgiveness**, **hope** and **courage**"
inform our whole life together.

They were chosen in dialogue with the local
community which identified them as
exceptionally meaningful and valuable.
Therefore, as a school community, we are
committed to living these out and modelling
them every day in each and every activity.

 St James'
CofE Primary School

MFL Policy

- **The MFL curriculum aims to achieve:**

The MFL lead has worked in partnership with the curriculum lead to

construct an MFL curriculum that is ambitious and designed to give all pupils,

particularly disadvantaged pupils and including pupils with SEND, the knowledge, and cultural appreciation of another country. The MFL curriculum will foster pupils' curiosity and deepen their understanding of the world. We aim for all pupils to be excited and inspired and to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

In line with our reading intent we have ensured our units of work provide all with opportunity to read widely and often in a different language. Our curriculum also provides regular opportunities for children to practice their comprehension skills, appropriate to their age or ability.

Ultimately, we want pupils to be bilingual and inspired to have a life-long curiosity and fascination about different cultures. We also want to give them the tools, knowledge and experiences they need in order to be independent and to delve deeper, so that they are prepared and well equipped to study MFL beyond the primary curriculum by the time they leave year 6.

Learning a foreign language is an opportunity to provide our pupils with liberation from insularity and an opening to other cultures.

- **Links to St James' whole school curriculum intent:**

Whole school Curriculum intent

The four key principles that underpin our curriculum intent are:

1. Educating for **hope** and **aspiration**.
2. Educating for **community** and **living well together**.
3. Educating for **dignity** and **respect**.
4. Educating for **wisdom, knowledge and skills**.

The MFL curriculum intent emphasises the aim for all pupils to develop their knowledge, skills and abilities. Through a wider knowledge of other languages and cultural events pupils will become more aware of community and how different cultures and civilisations live together and communicate.

MFL Intent

Knowledge, wisdom, skills - MFL is all about the gaining of knowledge and providing the children with the skills to communicate for practical purposes, learn new ways of thinking and read new literature in the original language. Following the needs of our pupils we focus on learning subject specific vocabulary in context, reading skills and analysing the grammar of writing in different languages. Skills in speaking and listening link to our PSHE and English curriculum. Wisdom can also be gained from our understanding of the cultures around us. For us it isn't just about learning about the language, it's learning from the culture and the different societies around us who have experience in being bilingual.

Hope and aspiration – To inspire pupils to aspire to confidently use other languages and to learn more about languages and cultures around them from different local communities, to more national and world wide communities . To visit the places that they study and feel confident in conversing and communicating in other languages and Dream Big e.g. Through exchange visits to Wigan’s twin town of Angers. The MFL curriculum is developing a desire and confidence to move around the world. The MFL links to Geography and PSHE curriculums so that children understand we are studying different cultures and countries around them and how they are similar and different to their own experiences. For example Year 1 and 2 experience cultural visits/presentations from the local French ambassador, to link in with our Geography units where we look at school life here and school life in France as well as the contrasting the localities of Wigan and Angers.

Community and Living well together - To see how different cultures and societies communicate and live well together. The MFL curriculum provides opportunities for our children to communicate for practical purposes, learn new ways of thinking and read literature, both familiar and unfamiliar, in a different language. For example Year 6 study a unit all about “The Environment,” which explores recycling and nurturing the environment around them. A topic that has direct resonance with our own children who have spoke passionately about the need to make changes to the environment in our local area. They then end the unit with a story “Problems with the Pond” “Les problemes dans l’etang” which allows the children to contextualise the vocabulary that has been used throughout the unit.

Dignity and respect – Respecting all different societies and cultures around the nation and around the world. Thinking about our Geography and PSHE curriculum where we encounter and learn about respecting, understanding and embracing difference. Showing respect for places, cultures and communities.

- **Long term planning and curriculum design:**

The MFL curriculum is coherently planned and sequenced towards clearly defined unit end points which cover the national curriculum objectives. The curriculum lead and subject lead work in partnership to ensure that we have full coverage of all KS2 national curriculum end points across school. Across KS2 pupils study units of work which cover topics of MFL to enhance communication and cultural appreciation.

As a school we are going beyond the expectations of the National Curriculum by introducing the language and culture to our students during their time in KS1. For example, year 1 and year 2 are visited by the French ambassador, who talks to them about life in their country while year 2 begin to use basic French greetings and numbers as part of their registration.

The national curriculum is covered by the end of year 6 so that our KS2 leavers are provided with the foundation for learning further languages at KS 3. We have pupils from different backgrounds and cultures, so developing language skills and looking at other languages is particularly important for us as a school. All children, regardless of cultural origin, are able to develop more appreciation of their own language and have a sense of pride in their origins.

- **How the curriculum is sequenced towards clearly identified endpoints:**

The curriculum lead and subject lead looked at our MFL Curriculum and the national curriculum and highlighted all the different points from the national curriculum to ensure that we had full coverage across school. Topics cover communication and cultural appreciation at KS2. The MFL curriculum in KS2 is planned with long term connections to other areas of learning through school to enhance the contextual and real life meaning of the work. For example- the year 3 unit of “My Town” runs alongside geography work on towns, villages and cities. The long-term plan is sequenced for

continuity and the build up of knowledge from year to year. For example Year 3 work on basic greetings and phrases which are built up into simple sentences in year 4 where children learn how to describe people. Similarly, Year 3 look at basic words and phrases linked to playtime and play time games. In year 4, 5 and 6 this knowledge of key vocabulary is built upon and children start to form simple sentences and then paragraphs focused on hobbies, holidays and weekends away. The year 3 focus of assessment and learning is very much based around speaking and listening with small elements of reading and writing introduced. By year 6 expectations in reading and writing are much more emphatic in order to capitalise on the greater maturity and language knowledge that has been built up, incidentally in KS1 and throughout KS2.

MFL Implementation

- **Expectations for how learning should be sequenced within a topic or unit in the medium term:**

Learning is sequenced in a way that builds upon prior learning with lessons chunked into 5 small sections of explicit teaching. Each lesson provides opportunity to apply and practise key skills and knowledge through the presentation of vocabulary, review of vocabulary, games, question and answer work and reading and answer games which allow the children to contextualise their learning for that lesson). Each unit builds up to presenting the children with a story or song written in French that recaps language used throughout the unit and supports the children as they contextualise the knowledge and learning.

- **What a typical MFL lesson looks like, including how these expectations are clear across the school:**

A typical lesson would begin with the presentation of new vocabulary. Teachers then review the vocabulary already learned by the pupils with actions, pictures and games to support their understanding. The children then will then complete question and answer tasks related to their new words. During this time the children will be provided with writing experiences linked to their age related expectations. For example, Year 3 write a simple translation for a phrase while year 5 are tasked with writing a sentence that tells the waiter that they would like a glass of Orange. Lessons will provide rich challenging, age appropriate texts with mini tasks and questions throughout the lesson to help pupils regularly practise their new learning. The whole class access slide shows which provide opportunity to dual code (visual and auditory channels take in the explanations). The lessons follow an oral, read to write model.

- **How we ensure that pupils 'know more, remember more and can do more':**

Each KS2 year group starts the year with a KBO, these ensure overtime all pupils become culturally literate and build up a bank of French vocabulary that will enable them to communicate. The KBO provides clarity about what is expected to be learnt by the end of the year and provide fantastic parental engagement opportunities.

Each lesson provides children with the ability to dual code through visual and auditory channels that support them as they take in knowledge and explanation.

Each unit ends with a story or song written in French. This recaps the language used throughout the unit and puts the words into contexts. The stories and songs provide children with the opportunities to contextualise their learning.

- **How the MFL curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:**

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities. Our curriculum is vocabulary rich and incorporates a wide variety of reading. We have given the pupils access to a variety of French books and online stories – many of the books will even read themselves to pupils who may struggle with this lower down school or for our send pupils.

All class teachers know who their disadvantaged and SEND pupils are and can target them for specific questioning in lessons, learning is visual and auditory. It is also kinaesthetic as we put actions to vocabulary to support engagement. Pupils can also be target for TA support and support from other members of their class as we don't always sit pupils in ability groups. SEND specialist teachers in school offer advice and support which enables teachers to plan

MFL Impact

- **Overview of MFL assessment procedures, including the expectations of teachers using both formative and summative assessment:**

Formative assessment include – teacher questioning (open and closed questions), retrieval practice, assessing vocabulary in a lesson, listening to the discussions of pupils and addressing misconceptions. Summative Assessment includes teachers using the assessment grids at the end of each half term to record if pupils are WTS, EXS or GD these can then be looked at by the subject lead.

- **Monitoring arrangements, including the impact:**

Book monitoring - Showing that the resources given out are being used well in lessons.

We aim to inspire a love of MFL by bringing MFL to life through engagement with exciting and informative lessons, cultural links and visitors. For example: Our French Ambassador provided presentations about life in Angers at Christmas time. We also sent Christmas cards to a primary school in Angers and received New Year cards from children in France.

- **How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;**

We aim to develop and enhance our subject leads personal interest and passion in MFL through:

1. high quality continual professional development (CPD)
2. networking opportunities
3. engagement with the curriculum lead

we aim to ensure all staff history knowledge is up to date through:

1. high quality CPD
2. provision of effective resources
3. engagement with subject lead
4. networking opportunities FL

