



Edleston Primary School

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# MFL Policy

## Intent

French is the only MFL studied at Edleston Primary School; this specific focus enables pupils to make progress for their next stage of learning in KS3. French will be taught to all KS2 year groups in a progressive manner.

In line with the 2014 National Curriculum for Modern Foreign Languages, Edleston Primary School aims to ensure all children:

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

Our intent is to ensure all children know, apply and understand the curriculum aims by the end of KS2.

## **Implementation**

Our MFL curriculum is designed to progressively develop children's skills in languages, through regularly taught lessons. Lessons are taught weekly and follow Primary Languages Network Scheme of Work. The scheme of work selected incorporates a 'sticky' basis of learning as children continue to use vocabulary learnt in the prior year, and progress by creating simple and complex spoken and written sentences. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and drama. Children are also given opportunities to use French to answer the register and use Classroom phrases where appropriate. As confidence and skill grows, children record their work through sentences, paragraphs and story writing.

## **Impact**

French written work is recorded in children's themed learning journals; evidence of writing is stored to ensure standards are monitored. Subject leaders also take scheduled learning walks to evaluate reading and Oracy within the subject. Each year attainment in the subject is collated and evaluated by the subject leader to support the class teacher with children who may need more support in the subject.

## **Monitoring**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits,
- meetings with the school parliament,
- sharing children's work
- feedback from staff.

Learning is monitored by the Leadership team and subject leaders across a variety of methods including:

- work scrutinies,
- learning walks,
- pupil interviews,
- analysing data.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and 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 will 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 will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects; deepening and broadening their knowledge and understanding of concepts.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.