



MELLERS PRIMARY SCHOOL
Modern Foreign Languages Policy
July 2022

National Curriculum

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Vision for Modern Foreign Languages (MFL)

At Mellers, we believe that learning languages is essential in enabling our pupils to consider themselves 'World Citizens' who belong in a multicultural, mutually respectful world. We aim to inspire our children to:

- Gain a clear understanding of the building blocks of languages; this includes developing their knowledge of the vocabulary and grammar of the language being taught
- Listen to and practice good pronunciation of the language being taught
- Develop a greater understanding other countries and cultures
- Foster pride of and interest in their own and others' cultural heritage

Ultimately, we want the children at Mellers to have a love of languages, and aim to achieve this by nurturing linguistic curiosity and motivation to explore and respect other people and cultures.

INTENT

Aims and objectives

We are incredibly proud of our school's ethos to language learning at Mellers Primary School. We believe language learning underpins the whole school curriculum and through learning languages, children learn to show an enthusiasm about and curiosity for the world. In addition to the many languages spoken within our school community, all pupils in Key Stage One and Two have the opportunity to learn French as an additional language as part of their curriculum entitlement.

Language learning at Mellers is rooted in a passion for sharing French language and culture with a clear and sequential scheme of progression to foster our children's listening, reading, speaking and writing skills. Language lessons provide children with opportunities to express ideas and thoughts in French - both verbally and in writing; to respond to a range of authentic books and songs from the French-speaking countries; and to make intercultural and cross-curricular links. Our French curriculum aims to provide a firm foundation for further language learning, equipping children with knowledge of the 3 pillars of languages –

phonics, vocabulary and grammar – and the skills they need in order to become competent and confident linguists.

Through the high-quality teaching of languages at Mellers, we aim to:

- Provide all children with an opportunity to experience French language and culture, in and outside the classroom, and widen their knowledge of the French-speaking world
- Teach phonics, vocabulary and grammar structures as informed by the National Curriculum and foster children's development of the 4 key modalities: reading, listening, speaking and writing
- Enable children of all abilities to build their comprehension and application skills in French vocabulary and grammar
- Encourage a classroom culture for learning where 'mistakes are magnificent when they lead to learning' and a way for children to develop their linguistic resilience

MFL curriculum planning

French is a foundation subject in the National Curriculum. We are using the 2014 National Curriculum framework to adapt and develop our current planning (see below). In addition to this, we use the scheme 'La Jolie Ronde', which provides good quality ideas for planning, and refers to the KS2 Framework for Languages document. We also have a link with Ecole Chateaubriand, in Bouguenais. This link has allowed our children to converse in French with native speakers.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan (see below) maps the topics studied in each term during each key stage; this has been developed to ensure that skills and knowledge are built upon each year offering opportunities to deepen understanding and make connections. Medium term plans for each subject area are created by a specialist teacher with an emphasis on the knowledge and skills that will be taught and how they will be taught. MFL is taught discretely but staff make meaningful links across subjects where appropriate. Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained.

The specialist language teacher creates the short-term lesson plans for each session. These plans list the specific learning objectives and resources for each lesson. These are for the teacher's use but may be shared with colleagues, as necessary.

IMPLEMENTATION

Pedagogy

French is taught by a specialist languages teacher. In KS1, French is taught for half an hour a week every other half term. In KS2, each class receives a half hour lesson each week. The specialist language teacher also plans a weekly 'French phrase of the week' which is shared

every Monday in assembly and practised at registration time by the children and class teacher.

The current programme of study has been developed by the specialist language teacher, ensuring coverage of listening, reading, speaking and writing and building in opportunities for children to revisit knowledge at varying degrees of complexity at a variety of points throughout the four years of study in KS2. Lessons are intended to be progressive and challenging and children work as a whole class, in small groups, in mixed ability pairs or independently to complete work at an appropriate level of challenge, which is sometimes self-determined and sometimes specified by the teacher. Work is differentiated further for SEND children and gifted or talented children are encouraged to use their skills in other ways, such as through taking on the role of class translator. Activities consist of: phonics, games, stories, songs, grammar, sentence-building activities, translation and dictionary work etc.

In planning and delivering French lessons, we use 'Rosenshine's Principles of Learning' to ensure that the teaching is based on cognitive science and research. The principles are:

- 🏆 Begin a lesson with a short review of previous learning
- 🏆 Present new material in small steps with student practice after each step
- 🏆 Ask a large number of questions and check the responses of all students
- 🏆 Provide models
- 🏆 Guide student practice
- 🏆 Check for student understanding
- 🏆 Obtain a high success rate
- 🏆 Provide scaffolds for difficult tasks
- 🏆 Require and monitor independent practice
- 🏆 Engage students in weekly and monthly review.

The contribution of French to teaching in other curriculum areas

The teaching of French is used to enhance teaching and learning across all curriculum areas, challenging the most able while supporting those with learning difficulties. Opportunities for embedding French to support learning and teaching across the curriculum are identified in the school's planning format.

English

French contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy skills through practising new French vocabulary with their peers, native speakers and their teachers. They develop their writing ability by presenting their learning in French in a range of written tasks.

Personal, social and health education (PSHE) and citizenships

French makes a significant contribution to the teaching of personal, social and health education through the teaching of different cultures and the sharing of the children's knowledge of their first languages. Children at Mellers also widen their horizons and enjoy the opportunity of meeting and talking with native French speakers; the children and staff at Ecole Chateaubriand.

Geography

French has close links with geography. Both seek to discover, explore and understand the world around us. Through the study of language and culture of French speaking countries, the children develop their knowledge and understanding of the physical and human geography of these countries.

Art, music and food

It is not possible to learn about another country, community and culture without experiencing and appreciating its art, music and food. They are a manifestation of society and a reflection of people's intricate identities and are an inextricable part of good language learning.

Special educational needs (SEN)

At our school we teach French to all children, whatever their ability. French forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to history. We enable pupils to have access to the full range of activities.

Resources

We make use of 'La Jolie Ronde' scheme which references the KS2 Framework for Languages objectives, and has a wide selection of high-quality resources, such as songs, stories and poems in French. We have a class set of bilingual dictionaries which the children use regularly and enable them to learn independently. We have good quality French language books in school and also make good use of the Nottingham City Education Library service.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in French is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of French, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The

subject leader has specifically allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. They also monitor planning and ensure that the intent for computing is being effectively implemented.

A named member of the school's governing body is briefed to oversee the teaching of computing. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Assessment and recording

We expect most children to achieve age related standards or better in French within each year group. We also look for pupils that show a greater depth of understanding. We assess children's work in French in reading, writing, speaking and listening, using the KS2 framework for languages objectives as a guide for this. Additionally, the children have a French folder, which they start in year 3 and keep until they leave in year 6, in which they keep a portfolio of work that shows the differentiated, progressive outcomes linked to a range of skills.

Children's progress and attainment per unit of study is tracked through the assessment framework on SIMS on an annual basis. The French subject leader reports on:

- 🏆 recent development work
- 🏆 performance analysis
- 🏆 pupil outcomes in relation to development priorities, their impact on teaching and learning, and future developments.

Governors monitor the effectiveness of the school termly through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.