



Ancaster

Church of England Primary School

MFL Policy

Vision Statement

In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.

Be the Best You Can Be!

Wisdom Courage Respect

How does our Christian Vision impact upon modern foreign languages at Ancaster?

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon the teaching and learning of computing at Ancaster.

Inclusivity- In every modern foreign languages lesson, teachers ensure that there are effective and appropriate levels of support and differentiation in place to meet the needs of individual learners. Through our carefully constructed scheme of work, pupils are guided and challenged as they acquire new knowledge and vocabulary, carefully building upon and revisiting prior learning to ensure progression.

Exploration- Through effective teaching, learning and assessment, children are exposed to opportunities for exploration. Teachers will ensure that children are making regular links back to prior learning and will plan in opportunities for pupils to delve deeper into their learning through carefully posed questions and activities. Not only does our modern foreign languages curriculum build upon prior skills and knowledge, but we also plan in enrichment opportunities for pupils to be creative and make links between their learning and the real-world context of modern foreign languages and different cultures. We want to fully immerse our learners in our exciting curriculum.

Empowerment- Learning about and exploring a new language can be an exciting but daunting prospect! We ensure that all learners and teachers of modern foreign languages feel supported and empowered to be the best that they can be through our carefully constructed and progressive curriculum. We empower learners through the use of positive praise and through the culture and ethos embedded across our school, meaning learners feel supported and challenged, never afraid to give new things a go and approach their learning with a positive can-do attitude.

Values Led- Our children regularly demonstrate many important values within their modern foreign languages lessons, developing them as well-rounded citizens. At Ancaster Church of England Primary School, our core values of wisdom, courage and respect permeate through every aspect of our learning. Academic wisdom is developed through our progressive and exciting curriculum, while learners also develop personal growth wisdom as they become more confident and creative. Modern foreign languages require learners to demonstrate courage as they embark on a journey of learning new skills and being courageous in their willingness to always have a go and be the best that they can be. In all classrooms across our school, our deep-rooted mutual respect for one another and our school can clearly be seen, this creates an environment where pupils feel safe and supported on their learning journeys.

Statement of Intent:

Ancaster Church of England Primary School intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be provided with the opportunity to 'be the best they can be' by encouraging high expectations and excellent standards in their foreign language learning - the aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading and writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Legislation and Guidance:

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Roles and Responsibilities

The headteacher is responsible for ensuring that this policy is adhered to, and that:

The role of the MFL leader is to:

- provide a strategic lead and direction for MFL;
- prepare policy documents and curriculum plans;
- keep themselves and other staff up-to-date with developments in MFL by relevant reading, INSET and policy development;
- support and offer advice to colleagues on issues related to MFL;
- liaise with teachers across Key Stage 2;
- collate assessment data and ensure standards are met when recording and assessing pupil performance;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress by working alongside colleagues, book scrutiny, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' plans and quality of teaching and learning;
- liaise with appropriate bodies e.g. other schools, governors about matters relating to MFL;
- ensure there is clear progression from year group to year group.

The classroom teacher is responsible for:

- acting in accordance with this policy;
- planning lessons effectively by monitoring the progress of pupils in their class.
- exposing children to the full coverage of MFL;
- using the scheme to ensure resources and learning are in sequence within the academic year;
- planning a sequence of lessons that reflect the long-term plan for their year group;
- reporting the progress of pupils to parents;
- keeping the learning environment up-to-date within the teaching sequence.

The SENCO is responsible for:

- collaborating with the headteacher and teachers to ensure the MFL curriculum is accessible to all;
- ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need;
- liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Implementation

Organisation and Planning:

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- 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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.

- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

All classes will have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. Language Angels are categorised by 'Teaching Type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak,

listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid (downloadable from the "Curriculum Guidance" area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units.

- We move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.
- We end with opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'. It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.

The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons:

- Each unit and lesson will have clearly defined objectives and aims.
 - Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
 - Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
 - Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
 - Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
-
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use.

Cross-curricular Links:

Wherever possible, the MFL curriculum will provide opportunities to establish links with other areas of the curriculum.

Equipment and Resources:

The subject leader is responsible for the management, maintenance and audit of MFL resources in classrooms and wider school whilst liaising with the school business manager in order to purchase further resources to enable the full curriculum to be taught. Resources will be made readily available and easily accessible for the children to use to support their learning. Learning walls will be utilized and updated

regularly in accordance with the MFL outcomes being met at the time.

Provision for SEND, Pupil Premium, High attainers:

Each child will have an equal entitlement to all aspects of the MFL curriculum and to experience the full range of MFL activities. Therefore, in delivering MFL, care will be taken to ensure that a variety of learning styles are accessed and teaching methods adopted.

Teachers set high expectations for all pupils and plan lessons so that pupils with SEND can access every National Curriculum subject, wherever possible and ensure that there are no barriers to every child achieving. This may include children with identified SEND having work which is different to their peers dependent on their needs. Provision Maps for pupils with SEND and other additional needs are completed termly and set out how provision can be adapted to support children's needs enabling them to fully access their learning and to be the best they can be.

Regular formative assessments identify individual children or groups of children for differentiated activities both within quality first teaching and targeted provision. Higher attainers are targeted within class provision.

Equal Opportunities:

In line with the Equality Act 2010, we promote equal opportunities to all of our pupils throughout our practices. Every child is recognised as a unique individual and so where we need to make necessary amendments to ensure that all opportunities are equal we do so, using our knowledge of our children's needs. This includes removing barriers, putting in support mechanisms and giving children the opportunities to achieve. We use our Church School Values (Respect, Wisdom and Courage) to further promote positive attitudes to learning and leading a successful, meaningful life.

Impact

Assessment and Reporting

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit.

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data

easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

Monitor and Review

The MFL subject lead will review, update and inform practice within school by monitoring teaching and learning. The Subject Leader will monitor the effectiveness of the language teaching provided throughout the school with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

All data will be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data will be used to ensure the Foreign Languages SEF is updated as appropriate.

This policy will be reviewed annually by the subject leader in collaboration with the headteacher.