

Sunning Hill Primary School



MFL Policy

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Reviewed by: Governing Body

Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

At Sunning Hill we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events, extracurricular clubs and first hand experiences.

Curriculum Intent for MFL

Sunning Hill Primary School follow the statutory programme of study and attainment targets for MFL at KS2.

Learning a foreign language provides an opening to other cultures. It 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. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. It raises their awareness of the multi-lingual, multi-cultural world and introduces an international element to pupils' learning.

- To understand and respond to spoken and written language from a variety sources.
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say and continually improving the accuracy of their pronunciation and intonation.
- To be able to write for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To learn something about the culture of the country whose language is being taught.
- To allow children independence in their studies and the ability to draw upon a wide range of resources.

Curriculum Implementation for MFL

1. All children in Key Stage 2 are given equal opportunities to follow the National Curriculum guidelines for Modern Foreign Languages.
2. French is taught in a whole-class setting by the class teacher and therefore not reliant on one key member of staff.

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3. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.
4. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.
5. Each class has a timetabled lesson per week.
6. Children complete work in the four attainment targets of: listening and responding, speaking, reading and responding and writing.
7. Pupils are taught to: listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others.
8. Children are given opportunities to develop their knowledge and understanding of other countries and their cultures.

Curriculum Impact for MFL

Through the clear and aspirational intent and structured and rigorous implementation of the MFL curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in MFL. The impact of this is measured in the following ways;

- Monitoring of the subject through, planning, learning walks, lesson observations, book scrutinies and pupil discussions to measure the impact of MFL in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil questionnaires and book reviews. This information is used to plan staff meetings and external training opportunities.
- Marking and scaffolding learning by the teacher (verbal as well as written).
- Setting clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Regular assessment for learning opportunities allow children to reflect on previous learning in this subject and consolidate before moving on to new challenges.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.