



## St. Laurence C.E Primary School

### Modern Foreign Languages Policy 2023

This policy outlines the teaching, organisation and management of the Modern Foreign Languages taught and learnt at St Laurence's C.E Primary school. It reflects the school's values and ethos.

#### Curriculum Statement

At St Laurence, we aim for a high-quality MFL curriculum which provides a valuable educational, social and cultural experience for our pupils. It helps to develop the pupils' ability to communicate, including key skills of speaking and listening (**Oracy**) and extends their knowledge of how language works. Learning another language (**French**), helps foster a curiosity and deeper understanding of other cultures and the world in general. The natural link between languages and other areas of the curriculum can enrich the overall learning experience.

*At the core of all we do is our three main values:* creativity, trust and wisdom.

We believe that our MFL curriculum enables pupils to develop **wisdom**, which will help them in their everyday lives.

*"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high quality language curriculum 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 speakers, both in speech and writing. It should provide the opportunity 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 language, equipping pupils to study and work in other countries."*

#### National curriculum 2014

We build and develop **trust** through the learning and activities we create, developing teamwork through cooperation in speaking together, as well as independent thought and confidence.

Our history curriculum also develops **creativity**, and we recognise the importance of giving children opportunities to express themselves. We also recognise the close link between French and other subjects, such as literature, art and music.

Linking all three of these core values is developing children's critical thinking skills, where children can analyse, weigh up evidence and ask perceptive questions.

Last Reviewed: February 2023

Next Review: February 2026

## Implementation

Teaching and learning primary languages at St Laurence's C Primary School (KS2):

We endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language.

ICT is used regularly to enhance teaching and learning. There are three main contexts in which language teaching and learning take place.

### 1. Language lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher or HLTA (the content of these sessions is reinforced by the class teacher during the week).

### 2 Languages embedded into other lessons.

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned. There are also a wide range of activities that link to our PE curriculum that can be delivered through the language of French.

### 3 'Incidental' language.

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly', 'listen', 'look'), to ask questions ('who would like a school dinner?', 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. Also in school assemblies. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

## Disciplinary Concepts:

Disciplinary concepts define how someone successfully uses their knowledge of principles, theories and processes to improve their understanding of their chosen subject. In order to make this clear for pupils, we describe disciplinary concepts as "Being a Linguist..." and in our curriculum, they are defined as:

- Speaking
- Listening
- Reading and Writing
- Phonics
- Grammar/Structure
- Vocabulary

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### Skills progression

Teachers have identified the key knowledge and skills for each blocked unit and consideration has been given to ensure progression across topics and throughout each year group.

### Inclusion and differentiation

In all KS2 classes, children have a wide range of abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment.

At St Laurence's Primary School we will teach French to all children in KS2, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our French teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL) and we take all reasonable steps to achieve this.

We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, which may include more open ended research projects for able children.
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

### SMSC Development

By learning a foreign language it develop children's cultural education. They are enabled to gain insights into their own lives and those of others around the world. Children need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations; we teach about customs and festivals related to the countries in which French is spoken;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity. They learn that many societies are multi-lingual.

We also give them the opportunity to hear stories set in these countries.

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## Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Assessment is supported by the use of the following strategies:

- Providing effective feedback, including interactive and oral marking where appropriate, to engage children with their learning and to provide opportunities for self-assessment.
- Using differentiated, open-ended questions that require children to explain their understanding: in line with the *school's underlying ethos for children to gain confidence in articulating their knowledge and expressing themselves clearly*.
- Observing children at work, individually, in pairs, in groups and in class.
- Use of a specific learning objective for each lesson (this may be in the form of a question)
- Book moderation to evaluate the outcomes of work, the range and balance of work and to ensure tasks meet the needs of different learners.

## Role of the subject leader

The subject leader's responsibilities are:

- To ensure a high profile for the subject.
- To ensure a full range of relevant and effective resources are available to support learning.
- To monitor planning and oversee the teaching of history.
- To monitor books and interview children.
- To lead further improvements in and development of the subject.