



Aim High

Never Give Up

Follow Your Dream

Lead By Example

MFL POLICY

Ratified By	Curriculum Committee
Date	08/02/2021
Minute	10
Review Date	Spring 2024
Policy Statement	
What is the policy for?	A framework for teaching of MFL across the school
Who has devised and contributed to this policy?	The policy has been written by the subject leader and staff in school have been fully consulted
How will this policy be communicated?	Website and 365
How will this policy be monitored?	As outlined in the policy
Which other policies are linked to this policy?	EYFS policy Feedback and Assessment Policy SEN policy Homework Policy Acceptable Use

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Aims

Intent - What are we trying to achieve?

Our MFL curriculum will help our pupils to develop an appreciation and understanding of the French Language. Pupils will develop their curiosity and deepen their understanding of the world around them. Their knowledge and confidence within another language will support them with interpreting, exchanging and inferring language across a range of cultures.

By the end of Key Stage 2, pupils will have gained a wide and varied repertoire of vocabulary, some generic phrases and some more topic specific. Pupils will be able to write and read key elements of the French Language, interpret songs, infer from stories and will do so with increasing confidence and independence.

Our aim is for pupils to become aware and appreciative of the different languages and cultures across the world. As well as building a confidence that allows them to communicate, explore and instil a broader cultural understanding.

Implementation – How is the curriculum being delivered?

We use a programme called CGP Salut to meet the national curriculum programme of study for MFL. Our curriculum objectives are divided into strands:

- 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.

The curriculum has been divided into year group objectives. Planning and teaching is supported by the CGP Salut resources, which are designed by expert teachers but adapted as necessary by teachers at Norwood Primary School.

Pupils are entitled to a minimum of 3 hours of MFL per half term. Teachers can decide how this is achieved based on their preference and suitability for their pupils.

The curriculum is delivered in a fun and interactive way, through vocabulary games, voice recordings, songs, stories and a variety of learning tasks designed by either the designated programme or the class teacher.

A Curriculum Map is available on the school's website so that parents/carers are able to support their child's learning at home.

In each KS2 year group, the learning is progressive and builds on previous vocabulary and learning both from previous topics and earlier year groups. Pupils encounter new vocab, texts, stories,

songs, interactive games and activities throughout every topic. In addition to this, pupils are introduced to various grammatical structures and terms throughout each topic which is built up and instilled further as they progress up the school.

Cross curricular links – How does this subject link to other subjects across the curriculum?

Pupils will follow a set programme of topics that link to various other subjects taught across KS2 as well as revisiting topics covered in KS1. For example, counting, use of adverbs, adjectives and other grammatical features form part of all lessons. Links will be made to Music, PE, Geography, History and PE throughout each year groups content.

Assessment – How will the pupils’ attainment and progress be assessed and monitored?

Teachers will carry out regular assessments of the pupils through work in class and in books. The subject lead will then moderate a selection of pupil’s work (2 HA, 2MA, 2LA) each term, carrying out lesson observations of the pupils to check their oral competence. CTG Salut offers a checklist for teachers to refer to when making judgements. These do not need to be completed or filled in but should be used as a guide. Assessments will then be tracked on our Non-core rank across the whole of KS2, which will again be monitored and moderated by the subject lead.

Impact - What difference is the curriculum making?

Our MFL curriculum teaches the importance of languages in the modern world. It will help them to appreciate different cultures as well as developing a curiosity to either travel or study further languages later on in life.

MFL will promote British Values by promoting different cultures and languages whilst respecting and appreciating differences across different cultures and beliefs.

MFL will help pupils develop a Growth Mindset by having to learn something brand new, persevering, often with initial difficulties and confusion that learning a new subject can bring and practicing new vocabulary or correct pronunciation of key words in order to improve and perfect performance.

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](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities

The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- *A robust framework is in place for setting curriculum priorities and aspirational targets*
- *Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements*
- *Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)*
- *The school implements the relevant statutory assessment arrangements*
- *It participates actively in decision-making about the breadth and balance of the curriculum*
- *It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals*

Headteacher

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

- *All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met*
 - *The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board*
 - *Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum*
 - *They manage requests to withdraw children from curriculum subjects, where appropriate*
 - *The school's procedures for assessment meet all legal requirements*
 - *The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum*
 - *The governing board is advised on whole-school targets in order to make informed decisions*
- Proper provision is in place for pupils with different abilities and needs, including children with SEN*

Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

- *They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.*

- *The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.*
- *The attainment and progress of the pupils across the school is analysed at least three times a year and feedback to governors is given once a year.*
- *Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.*
- *Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.*

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals 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.

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

Monitoring arrangements

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

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*

- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.