



***“Together in faith, working as one”***

## **MFL Policy**

### **Core principles**

At St Paul’s our foreign languages curriculum will foster pupils’ curiosity and deepen their understanding of the world, providing an opening to other cultures. Teaching will 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 will also provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### **Intent**

We develop responsible, resilient, respectful pupils who value themselves, others and their learning.

We aim for our children to be happy, inquisitive, reflective and ambitious individuals who can become lifelong learners ready for the next stage of their ‘journey’.

Our curriculum is **CLEAR**:-

- **Challenging** – lessons are stimulating and provide opportunities for children to ‘grapple’ with concepts, utilising opportunities for regular lesson enhancements.
- **Language rich**– staff promote, develop and encourage high quality talk for learning so that all pupils can express themselves and communicate clearly and effectively in a wide range of situations.
- **Encouraging** – staff promote resilience through the development of a growth mindset and ‘the power of yet’.
- **Aspirational** – staff have high expectations and the children dare to take risks and dream.
- **Reflective** – children are encouraged to consider their role in making our world a better place. **‘LIVE WISELY, THINK DEEPLY AND LOVE GENEROUSLY**  
**’– (Pope Francis, *Laudato Si*)**

## **Implementation**

### **Teaching & Learning**

MFL will be taught discretely each half term. Children are introduced to MFL in the Foundation Stage (Reception) and Key Stage 1 through songs and finger rhymes progressing to formal lessons throughout Key Stage 2 (Years 3-6). Each class in Key Stage 2 has a weekly timetabled lesson of MFL (at least 30 minutes long). Each unit of work builds upon prior knowledge and allows children to use a range of resources to develop skills across the key stage, as outlined in our 'Mapping of Skills and Knowledge' document. This can be tracked on the 'MFL – Progression of Skills and Knowledge' document, where skills have been colour-coded to allow for easier tracking and monitoring.

We use a variety of teaching and learning styles to promote an active learning of languages. We offer our children the opportunity to develop their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

### **Planning**

St. Paul's Catholic Primary School currently delivers a two-year cycle to allow for our mixed-age classes. We have adopted a multi-lingual approach in which French will be taught in cycle A and Spanish in cycle B. We feel confident that this multi-lingual approach will provide a very firm foundation for learning further languages. We believe that as our pupils encounter more languages their confidence will increase as they make links, compare and contrast languages. The teaching of both languages also supports their transition into our local high schools that also teach French and Spanish. Progression has been planned to be as sequential as possible, for pupils to be ready for the next stage in their learning.

To enhance our children's experience of languages even further we will have a focus on a non-Latin based language e.g. Mandarin, Arabic or German during our One World Week in June.

The MFL Subject Leader is responsible for managing the mapping of the topics, skills and knowledge for the whole school. Planning should be annotated as appropriate and evidenced in planning files.

Our long-term plan maps the MFL content spread in two sections: LKS2 and UKS2. Because we have mixed-age classes, we do the long-term planning on a rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum. Similar topics are used in French and Spanish to give children the opportunity to make comparisons and contrasts between both Latin-based languages and their own.

Our lesson plans list specific learning objectives, resources and tasks. The class teacher keeps these individual plans.

We plan the topics in MFL so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression, built into the long term plans and progression of skills and knowledge, we offer them an increasing level of challenge as they move up the school.

### **Assessment**

Teachers complete an assessment of the pupils at the end of each unit

### **Resources**

An audit of current resources is carried out at the start of the summer term, allowing time for supplies for the following academic year to be ordered before the summer holidays. Most MFL resources are kept in the central location of the PPA room. It is expected that staff use and 'put back' what they require for their unit, so that it is available for other team members to deliver their topics.

Wirral Minority Ethnic Achievement Service (MEAS) can be used to provide language and cultural workshops. Children get the opportunity to work with native speakers.

The Schools' Library Service can also be used to obtain stories in other languages and bilingual books. World artefacts boxes are also available to explore other countries and their cultures.

### **Enrichment Opportunities**

There are enrichment opportunities outlined in the Long-Term Plan for each half term for both LKS2 and UKS2. The Long Term Plan also outlines ideas for children to develop their intercultural understanding by celebrating festivals that we have in common with other countries as well as those that are particular to a country. It is intended that children will make links with primary schools in a French and Spanish speaking country.

### **Links to our Curriculum Intent:**

#### **Challenging**

Each lesson introduces new language and grammar skills whilst building on prior knowledge. Pupils are exposed to a variety of key vocabulary around various topics. In Lower KS2, children will acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy. As skills and knowledge are mapped out to allow for progression,

opportunities to develop skills are provided, but this is extended each time to 'upskill' our pupils.

### **Language rich**

Language is explored and defined throughout the units and teachers each have a 'Key Vocabulary' document and the daily lesson plans. These provide translations of new words that are being introduced to the children. Sound files of all key vocabulary are available which ensure that children are exposed to native speaker voices. Pupils are encouraged to use the correct vocabulary, pronunciation and intonation during sessions.

### **Encouraging**

As a school we aim to build resilience into our teaching and learning as many of our children struggle with not always being right; we have made it a key pillar of learning in our curriculum intent for MFL. We encourage children to engage and embrace new learning opportunities and we believe in the importance of Primary MFL to raise confidence and self-esteem and develop a true appreciation for languages. Through step by step teaching and plenty of encouragement, pupils will learn to: try, practise new language skills, share their knowledge and work in a team. All work is collected, celebrated and each topic will result in a class/school display.

### **Aspirational**

Each topic develops a new set of vocabulary and language skills which children can compare and contrast with English as well as between the two languages studied. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They also learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. With this in mind children will become more aware of the similarities and differences between peoples, their daily lives, beliefs and values.

### **Reflective**

Our MFL sessions provide opportunities for pupils to self-evaluate their progress, knowledge and learning. They need only to compare their work to that they have done previously and consider how they have done their best. Pupils are reminded to consider how their new learning can help to make their school, community and world a better place.

### **Impact**

Pupils will be happy, inquisitive, reflective, supportive and ambitious learners during their MFL sessions, proud to showcase their knowledge, skills and progress. Progression will be evident from teacher assessment of observing children speaking and listening in another language, images and videos of children completing speaking and listening activities and any other assessment tools that the class teacher chooses to use.

Monitoring will be ongoing throughout the school year. This will be achieved through designated staff meetings, where teachers share in a reflective manner how MFL is being delivered and how well the children are moving through the progressive elements of the units. The MFL Subject Leader will then use the outcomes of these meetings to decide the next steps for the MFL action plan.

## **Appendices**

Appendix 1: Whole school long term plan

Appendix 2: Map of skills and knowledge (KS2)

Appendix 3: Progression of skills and knowledge - Cycle A

Appendix 4: Progression of skills and knowledge - Cycle B

Appendix 5: Why this topic? Why here?

Appendix 6: Key Vocabulary

Appendix 7: Example of Planning

Appendix 8: Assessment record sheet

Appendix 9: Resources

Appendix 10: Evidence base and expectations