



# Southfields Primary School

## MFL Policy

**Date agreed: September 2022**

**Review Date: September 2024**

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

To learn a language is to  
have one more window  
from which to look at the  
world.  
Chinese proverb

## 1. Our School Vision, Aims and Curriculum Intent

At Southfields Primary School, we believe that the learning of a modern language provides valuable educational, social and cultural experiences for our pupils. It nurtures pupils' self-esteem and self-confidence; develops strong interpersonal skills; improves children's understanding of the English language whilst encouraging positive attitudes to foreign languages.

**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 writing in the language studied.



## 2. Teaching and Learning

At Southfields Primary School, we feel it is important to make learning languages an enjoyable learning experience. To provide this, and to ensure clear progression and quality first teaching for non-specialist teachers of French, we use the Euro Stars French Language Programme by Rising Stars (please see the Scheme of Work for details of long, medium and short term planning).

Further to this, the children have use of an International Café which represents a different country and its language each half term. This area is a celebration of language and culture and gives the children the opportunity to further their learning outside of the classroom.

We also encourage the children from EYFS/KS1 to experience learning another language and facilitate this during weekly Italian lessons with the Italian teacher. At this level these are taught through games, songs and stories. These opportunities for speaking and listening will develop an awareness of other accents and languages and will lay the groundwork for learning French in KS2.

Coverage of MFL at Southfields Primary School	
Years 3	Taught Italian by a native Italian speaker provided by the Italian Consulate.
Years 4, 5 and 6	Taught French by class teachers, following the Kapow Scheme of Work

### 3. Cross Curricular Links

Languages compliment the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children’s understanding of English can be enhanced by comparing similarities and differences between English and other languages. The awareness and understanding that children develop through counting, understanding the calendar and telling the time in a foreign language, compliments the skills taught in Maths. The teaching of Languages links with other Foundation subjects. Geographical links can be made when considering the location of countries and comparisons can be made with them and our country. Historical links can be made which help to form a basis of understanding of the heritage and culture of different countries. Children develop their language skills through songs and rhyme providing links with music. Cultural links can also be made through the teaching of Art and Design, Design and Technology and RE.

The experience of learning a Language can help develop children’s social skills by enabling them to communicate effectively with others. It promotes an understanding and respect for the way in which other cultures are different or the same as ours. This experience compliments the teaching of PSHE in our school. It develops the children’s awareness of multiculturalism, both in our country and in the world as a whole.

### 4. Teaching Language to children with Special Educational Needs

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs. These children should be identified on planning and plans to show differentiation to support all pupils. Refer to SEND Policy for details about these areas.

### 5. Assessment and recording

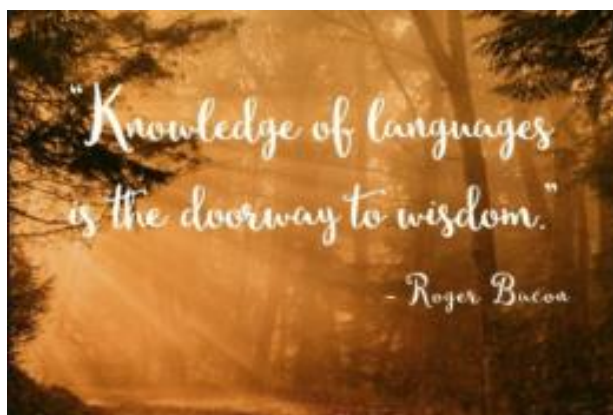
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Assessment takes place in four skill areas: Speaking, Listening, Reading and Writing. Teachers assess children’s progress through observations and questioning. Speaking, Listening and Reading assessment occurs through interactive pupil activities. Children in KS2 may have written assessments to assess their writing of French.

## 6. Resources

Resources are distributed throughout the school. The teaching resources are stored on the Drive, accessible for all members of staff, including picture cards, sound buttons and songs.

### French Cafe

The international cafe is to be French themed in order to support the learning of KS2.



## 7. Monitoring and review

The languages coordinator provides the Headteacher with a commentary on practice and progress through monitoring of lessons, books and work scrutiny, as well as a termly governors report. The Headteacher reports to the governors on progress in teaching and learning.

**'You're off to Great Places!  
Today is your day!  
Your mountain is waiting,  
So... get on your way!'** Dr. Seuss

The Language Subject Leader will:

- manage the implementation of the school policy, updating the policy and scheme of work on a regular basis and in line with new initiatives;
- order, update and allocate resources;
- identify needs and arrange inset so that all staff are confident in supporting, teaching and assessing French;
- keep abreast of new developments and communicate these to staff;
- support staff in following the scheme for teaching French.
- contribute to the School Development Plan on an annual basis;
- keep Governors informed of recent and current developments

Teachers will:

- familiarise themselves with the scheme of work for teaching in their year group.
- ask for support if they need it.
- prepare resources to engage and enthuse the pupils
- utilise the French Cafe by providing experiential learning to consolidate the learning in the lessons
- assess children's understand using the end of unit assessments on Kapow and record children's achievement of language acquisition using the 'band' system on ScholarPack