



Chapel End Primary School
Modern Foreign Languages policy

'Mission Statement.'

**We aim to provide our children
with the highest possible standard
of education, through quality
teaching and learning, in a happy
caring environment.**

**We will do the best WE can to enable our children to do the
best THEY can.**

This policy was approved by:	Full Governors
Date	Autumn 2024-2025
Review Date	Autumn 2026-2027

Intent

Through the teaching and learning of French we intend to stimulate our children's curiosity about how people communicate in different places around the world. We focus particularly on French so that when our children leave us, they will have established strong foundations to build upon when learning this language at High School. As they progress through our curriculum, we aim for our children to develop knowledge and understanding of the French culture and ways of life. Our approach to teaching and learning in modern foreign languages intends to allow every child to explore the language in a progressive way that engages their independence and resilience. We hope that through the teaching of French at Chapel End Primary School, that we equip our children with the tools needed to travel, work and live abroad in later life when they become responsible global citizens.

We will do the best WE can to enable our children to do the best THEY can.

Aims and objectives:

The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to provide children with the transferable skills to learn foreign languages in the future.

Implementation

The Curriculum

- At Chapel End Primary School, we use materials provided to us by 'The Primary Languages Network' to support the delivery of French.
- Knowledge, skills and vocabulary are mapped out across Years 3 to 6 to ensure that there is effective progression, challenge and differentiation.
- The design of the curriculum allows for effective links with other subjects such as religious education, music, science and geography.
- The British values of respect and tolerance are threaded throughout the curriculum.

Organisation

- French is taught for 1 hour each week in Years 3 to 6.
- Children record their learning in their MFL book. They have 2 books as they complete their learning journey. Book 1 in Years 3 and 4; book 2 in Years 5 and 6.
- Each unit of work begins with a knowledge organiser which details: vocabulary, sounds, questions and answers and key knowledge.

Planning

- Teachers plan using the 'Primary Languages Network' VLE
- Using the VLE, staff choose which activities best suit the needs of their class. They also choose the level of support they need to support them with the delivery of each lesson.

Teaching and Learning

- Lessons are delivered using a variety of approaches including videos, songs, poems, rhymes, stories, quizzes and written activities.
- Every lesson MUST contain opportunities for children to use their speaking and listening skills.

Assessment and feedback

- Children's attainment and progress is assessed in each lesson.
- Staff use individual knowledge organisers to highlight when a child has achieved an objective.
- Written work will receive the appropriate following feedback:
 - Child asked to correct a mistake in a coloured pen.
 - Child challenged with an extension question linked to what they have learned.
 - Knowledge organiser highlighted.

Monitoring

- Progress and achievement in modern foreign languages will be monitored in the following ways:
 - Autumn Term: Knowledge organiser review and data analysis and book scrutiny
 - Spring Term: Knowledge organiser review and data analysis and pupil interviews
 - Summer Term: Knowledge organiser review and data analysis

Roles and responsibilities

Pupils

- It is the role of every pupil to engage with every lesson and '*DO THE BEST THEY CAN*'
- Children are responsible for presenting work to the highest standards possible.
- Children are responsible for responding to teacher feedback.

Teachers

- Use the Primary Languages network VLE to plan lessons that challenge their current class.
- Use the Primary Languages network VLE to support their own subject knowledge.

- Deliver lessons that are fun and offer a wide range of teaching and learning approaches such as: videos, songs, poems, rhymes, stories, quizzes and written activities.
- Provide children with opportunities to develop their speaking and listening skills.
- Assess work and provide feedback that supports the development of learning.
- Review knowledge organisers to ascertain the attainment and progress of each child within their class.
- Use school-based resources to support the resources offered on the Primary Languages Network VLE.
- Seek out CPD opportunities to improve their own subject knowledge.

Subject Leader

- Create a subject intent statement with the staff.
- Write the modern foreign languages policy and update it every 2 years.
- Ensure that knowledge, skills and vocabulary are progressive across the Key Stage 2.
- Ensure that links are made with other curriculum areas.
- Train staff in the use of the 'Primary Languages Network' VLE.
- Monitor the progress and attainment of children in modern foreign languages.
- Support teaching staff in accelerating the learning of children identified in the monitoring process.
- Organise enrichment activities linked to modern foreign languages.
- Create knowledge organisers for each unit of work.
- Report to Governors regarding the teaching and learning of French at Chapel End Primary School.
- Use a yearly budget for MFL to ensure that resources are in place to allow for the effective delivery of the curriculum.
- Research new developments in French and adapt the curriculum accordingly.

Headteacher

- To ensure that the subject leader is undertaking their duties.
- To monitor attainment and progress and use this to plan the overall direction of the subject with the subject leader.
- To provide the subject leader with CPD to ensure that they are capable in their role.

Governors

- Receive annual reviews relating to the subject from the subject leader.
- Monitor that the Headteacher and subject leader are carrying out their duties effectively.

Impact

By completing the French curriculum at Chapel End Primary School children will have developed:

- The fundamental skills in learning a new language which will help them as they move into secondary education.
- Confidence when using speaking and listening skills.
- Independence and resilience.
- Respect and tolerance for the French way of life and culture.
- Their progression to becoming responsible global citizens.