

BROOMFIELDS JUNIOR SCHOOL



MFL Policy

2023-2024

DOCUMENT STATUS

Version	Date	Action
1	January 2020	Updated policy
2	September 2022	Updated policy
3	September 2023	Updated policy

MFL POLICY

The Public Duty of the Equality Act 2010 Protected characteristics in the act include sex, sexual orientation and gender reassignment. Schools have due regard to:

- (a) "eliminate discrimination, harassment, victimisation"
- (b) "advance equality of opportunity"
- (c) "foster good relations between persons who share a relevant protected characteristic and persons who do not share it"

This includes tackling prejudice and promoting understanding.

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education 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 its speakers, both in speech and in writing. It should also provide opportunities 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 languages, equipping pupils to study and work in other countries."

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Context:

Children at Broomfields Junior School have been learning French since Year 3. The vast majority of children have English as their first language although there are a small number of children for whom English is an additional language. Teachers will deliver French to each class ensuring they are receiving a combination of direct teaching and follow-up activities by the class teacher outside of the language lesson.

Intent:

At Broomfields Junior School, we believe that the learning of a language provides a valuable educational, enjoyable and cultural experience for all pupils, including those with special educational needs and/or disabilities. It helps them to develop communication skills, including core skills of speaking, listening, reading and writing. The children's knowledge of how language works, its phonics system as well as links with grammar in English will be developed and built upon. Lessons will enable pupils to make substantial progress in one language. The 'transferrable' language learning skills gained will assist and lay foundations for further language study. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures more as well as those of others.

Management and Training:

The subject is managed by the Languages Co-ordinator who advises and guides staff with updates in staff meetings and individually where required. To ensure the language skills of staff are developed and sustained, the school is a member of Primary Languages Network. The PLN scheme of work is a robust and ambitious scheme which ensures progression in language learning across the four core skills, the three pillars of progression (vocabulary, phonics and grammar) and also the DfE 12 Attainment Targets:

- listen attentively to spoken language and show understanding by joining in and responding

- explore the patterns and sounds of language through songs, rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar language, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases
- present ideas and information orally to a range of audiences
- read carefully showing understanding of words, phrases and simple writing
- appreciate songs, stories, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new language that are introduced into familiar written material, including through using a dictionary
- write phrases from memory and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or bare similarities to English.

Implementation:

The Curriculum:

Primary Language Network's scheme of work is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of teaching MFL whilst maintaining a 'primary' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers) links to authentic literature, songs, games, cultural points of reference, seasonal specials and cross-curricular links. Year 3 work through Stage 1 of language learning. Years 4, 5 and 6 work through Stages 2, 3, and 4 respectively. This year, a hybrid curriculum combining an EPI approach (Extensive Processing Instruction) will be trialled with Y3, guided by TCAT SLE Martine Molyneux.

Teaching and Learning:

To promote active learning of languages, a range of teaching methods are implemented to ensure that the children are developing 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, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in work books although formal writing is not the outcome of every lesson.

Impact:

Our French curriculum is planned to demonstrate progression both in core skills *and* language learning skills. Formative assessment happens during lessons in order to evaluate what the children have learned and provide real-time feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-assessment cloud documents. There are inbuilt opportunities to carry out summative assessment three times during the year in listening, speaking, reading and writing in order to track progress. The aim is for a core body of language (words and phrases) to be '*left in the sieve*' (as quoted by Dr Michael Wardle, former HMI Lead for Languages) by the end of each stage. The outcomes of these assessments allow

staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

Monitoring and CPD:

The MFL coordinator monitors planning and tracks progress in learning through book looks, pupil voice opportunities and discussion with staff. The MFL coordinator runs, (as part of the Primary Languages Network <https://primarylanguages.network/>) half termly coordinator's CPD and presents at the annual PLN conference. The MFL coordinator is a member of the PLN coordinators' forum and attends regular CPD run by the subject association ALL (Association for Language Learning) as well as other national online training in order to keep updated on current thinking and pedagogy. In addition, the MFL coordinator meets half-termly with the other subject coordinators across TCAT and is in regular contact with TCAT SLE Martine Molyneux to co-create and record resources to be used in the Y3 EPI approach trial.