



INCLUSIVE LEARNING FEDERATION

Bradwell Village School MFL Policy

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Date: September 2021

Approved by: Full Governing Body

Date: July 2023

Last reviewed on: 20/6/2024

Next review due by: September 2025

Modern Foreign Languages (MFL) Policy

Introduction

Learning a language enriches the curriculum, providing excitement, enjoyment and challenges for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oral and literary development and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Intent

At Bradwell Village School, we aim to make MFL accessible for all pupils and to fulfil the requirements of the National Curriculum for MFL. We aim to foster pupils' curiosity and deepen their understanding of the world through the development of another language. In order to do this, we believe 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. We also aim to provide opportunities for the children to communicate for practical purposes, learn new ways of thinking and to read great literature in the original language.

In line with the National Curriculum for languages our aims are 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;
- 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.

By the end of Year 6, pupils will:

- 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;
- 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.

Implementation

MFL is taught in discrete lessons covering one unit per half term.

Year 3	Je me présente..	La Forêt Tropicale	Mon Corps	Les Monstres	La Chenille qui fait des trous	Dans ma trousse
Year 4	Les Vacances	Dans mon panier	Le show des animaux	L'Ecole	Recherché par la police	Je suis le musicien
Year 5	Au café	Les Griffons	En Ville	Aïe!	Une Pizza à Préparer	À La Plage
Year 6	Ma Planète	Ma Planète cont.	Au Parc d'Attractions	Le Système Solaire	Le Vendeur de Glaces	La Santé

Lessons are planned in accordance with our 'Progression of Knowledge and Skills' document and focus on four key areas: **Speaking, Listening, Reading, Writing**.

Listening	Listening & Responding	Sounds & Writing
Speaking	Interaction	Production
Reading	Reading & Responding	Research & Reference Skills
Writing	Writing from memory/creatively	Writing with support/direction
Grammar		

Lessons are taught through a variety of challenging topics that are relevant to the age and interests of the children.

New vocabulary – specific to a topic – is introduced in each of the units of work; general language from previous units of work (e.g., preference phrases, colours, adjectives of size, days of the week) and language linked to common themes (e.g., food and drink, animals, body parts, hobbies), are revised or extended within different contexts/topics as the children advance through the school. The same approach is adopted for grammar: children are introduced to new grammar concepts with each new topic whilst revisiting and building upon their existing knowledge and understanding from previous units of work.

Comprehensive lesson plans, vocabulary banks, PowerPoints, resources, and pupil/teacher assessment sheets are provided for each of the units of work to ensure that there is consistency in teaching and learning across the school and to maintain high standards.

Special Educational Needs Disability (SEND) / EAL/Pupil Premium / Higher Attainers

All children will have Quality First Teaching. A variety of teaching methods and resources are used to cater for individual learning styles and needs, and to maximise participation/engagement in lessons, e.g., memory games, songs, rhymes, oral presentations, cloze procedures, role-play, creative writing, quizzes, dictation, dictionary

work, videos, etc. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs.

Adaptations to the Curriculum for Pupils with SEND

The subjects in our curriculum are ambitious for all pupils, including children with SEND. Curriculum Leaders have high expectations of what SEND pupils can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

Individual needs

We understand that every pupil is different and so, what works for each pupil will vary. There are general practices which are likely to improve learning and achievement for SEND pupils, but the success of any adaptations will depend on how pupils' individual needs have been considered and met.

Curriculum Planning

SEND pupils, like all pupils, benefit from careful consideration of the components of a curriculum. These should be introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks should be sequenced in a coherent way to enable pupils to build on prior knowledge. Too much information at once can be a barrier to learning and can reduce the chances of pupils remembering what they are being taught.

Instruction and Working Memory

SEND pupils will benefit from instruction which is matched to their needs. This means that teachers choose methods of instruction (e.g. precision teaching) which increase the chances of SEND pupils being able to pay sufficient attention to the curriculum objectives while understanding that overly elaborate tasks can make it more difficult for SEND pupils (particularly those with receptive language delay) to learn the curriculum content. We ensure that working memory is always considered. Where working memory is an issue for SEND pupils, it can be effective to reduce extraneous load as much as possible as well as isolating key information when teaching. We support pupils to pay attention to the content which they are expected to learn.

There is no one-size-fits-all approach for SEND pupils in French. Effective adaptation depends on understanding and meeting the individual needs of pupils. All pupils benefit from instruction which considers cognitive load, clarity of instruction and appropriate 'chunking' of curriculum components. Routines can support pupils' learning as can teaching which increases clarity and accessibility of the content which is being taught.

Remote learning

Children have access to learning resources delivered through Padlet or Google classrooms and they are able to respond to the tasks set either through the above platforms or by emailing their work to their class teacher.

Developing staff's knowledge and understanding of French

To enable the staff to deliver an effective curriculum for French, the curriculum leader provides the planning for each class following discussions with the class teachers. During the weekly teachers' meetings there are opportunities for curriculum leaders to lead sessions to develop class teachers' understanding of the French topics planned for the term.

Assessment and Impact

Formative and summative methods of assessment are used in French. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. These targets are shared and verified by the teachers as necessary. They will also record what they have learned from their starting points at the end of every topic.

Summative assessments use the outcomes of work which are regularly monitored to ensure the individual child has a sound understanding of the key identified knowledge. Class teachers assess children's knowledge and understanding of MFL prior to recording them on Insight. This data is then analysed and used to plan further actions to improve the provision of MFL for all children.

Pupils monitor and reflect upon their own learning in collaboration with their teacher and peers (using LOs and differentiated 'Can Do' statements for each of the taught lessons).

Monitoring

We measure the impact of our curriculum through the following methods:

- lesson observations/Learning walks;
- observation of children speaking and listening in the target language;
- marking of written work;
- images and videos of children completing speaking and listening activities;
- interviewing the pupils about their learning (pupil voice);
- work scrutiny;
- monitoring of planning;
- annual reporting of standards across the curriculum to parents;
- team teaching (as part of organised 'French Days');
- progress data.