



St Laurence Church of England Primary School - Modern Foreign Languages Policy

Introduction

This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed in line with the aims and vision of the school and follows the National Curriculum programmes of study for Modern Foreign Languages (MFL). At St Laurence we are committed to providing all children with learning opportunities to engage in the learning of Foreign Languages. We teach French to all pupils in Key Stage 2 as a part of the school curriculum. Learning a language enriches the curriculum and provides excitement, enjoyment and challenge. We believe that most children enjoy learning a foreign language as it:

- Encourages curiosity about languages
- Develops their understanding of what they hear and read
- Extends their knowledge of how language works
- Enables them to explore differences between French and English
- Strengthens their sense of identity through learning about other cultures.

Key Stage 2

In KS2, MFL is a curriculum requirement, and we have one hour of French each week. The programme of study for KS2 MFL, sets out a range of requirements and intercultural understanding* which should be achieved by the end of Year 6, and the following is an outline of how that progression through the school is delivered and represented in the books.

** Throughout the school in MFL lessons, there are many opportunities to celebrate other cultures and traditions, especially from those countries represented in our school community. We learn that language is key in understanding and appreciating how people from other countries live.*

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 a variety of 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.

Further to this, though it is not a part of the National Curriculum, the teaching of MFL is delivered to key stage one, not through only exclusive teaching but by incorporating into the daily life of the children.

Organisation

French is taught in a whole class setting, either by a class teacher or by a HTLA. The lessons are planned using the 'Kapow'. Kapow enables us as a school to follow a broad and balanced curriculum that not only builds on previous learning but provides both support and challenge for learners. It also ensures the progression of skills and covers all aspects of the language curriculum.

All classes will have a scheduled language lesson each week, as well as moments of learning being embedded into the day to day life of the curriculum. This ensures that languages are immersed into our whole school curriculum and that opportunities for enhancing learning by using languages are always taken.

Resources

The Kapow scheme is available on Google Drive, which all staff have access to. Planning can be printed and is accompanied by a lesson plan, interactive videos and resources which can be found by logging into the Kapow website.

Assessment and record keeping

Informal assessment of progress will be made by the teacher during lessons through questioning and oral feedback.

For each lesson and unit, there is an assessment grid to complete. This can be found in the assessment area of the school's Google Drive. There is a skills assessment grid for teachers to complete for each child. The children can be assessed as green (skill met), orange (skill almost met) and red (skill not met).

Though not in the curriculum, KS1 classes have their very own class scrapbook, which lists a number of phrases that give them the French knowledge and skills ready for the next year group. EYFS also has a working document which can be highlighted if and when the language is used within the class setting.

Impact

Our children enjoy and value Languages and know why they are doing things, not just how. Children will understand and appreciate the value of Languages in the context of their personal wellbeing and their many career opportunities.

Progress in Languages is demonstrated through regularly reviewing and scrutinising children's work, in accordance with the skills assessment grid, as well as The Languages curriculum which contributes to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

Moderation and evaluation

The subject leader will monitor planning and delivery on a termly basis.

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