



[St Laurence Church of England Primary School](#)

Primary MFL Policy

Date policy last reviewed: June 2025

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of intent

At St Laurence School, we recognise the importance of teaching a foreign language to foster pupils' curiosity, appreciate other cultures and deepen their understanding of the world. We recognise that language teaching encourages pupils to appreciate and celebrate differences and provides the foundation for learning further languages.

This policy will ensure the school complies with the requirements of the national curriculum and provides opportunities for pupils to learn another language and acquire new ways of thinking.

At our school, we are committed to fostering an educational environment that aligns with both our core values and British values. Our foundational values of community and responsibility guide our interactions and behaviours, encouraging students to cultivate a strong sense of belonging and accountability towards one another and the wider society. We believe that resilience and

integrity are essential traits that empower our students to face challenges with confidence and to uphold ethical standards in all aspects of life.

In addition to instilling our school values, we also embrace British values, specifically democracy, the rule of law, individual liberty, and mutual respect. Our curriculum is designed to promote these principles, nurturing critical thinking and respect for diversity among our students. By integrating our values with British values, we aim to prepare our students not only for academic success but also to be responsible, active citizens in an increasingly global community.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2013) 'Languages programmes of study: key stage 2'
- Ofsted (2021) 'Research review series: languages'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Policy
- Primary Teaching and Learning Policy
- Primary Assessment Policy

- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that the school teaches pupils a language as part of a broad and balanced curriculum, and in line with statutory guidance.
- Ensuring the school's MFL curriculum is accessible to all pupils.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring the school's MFL curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the MFL curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching MFLs.

The SENCO is responsible for:

- Collaborating with the headteacher to ensure the curriculum is accessible to all and teaching follows the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help in MFL they need.

The MFL subject lead is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for MFL.

- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of MFLs, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all MFL resources.
- Leading staff meetings and providing relevant staff with the appropriate training.
- Advising on the contribution of MFL to other curriculum areas.

Teaching staff are responsible for:

- Acting in accordance with this policy.
- Ensuring that lessons are taught in line with the school's Health and Safety Policy at all times.
- Liaising with the MFL lead about key topics, resources and support for individual pupils if required.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the science lead or a member of the SLT.
- Undertaking any necessary training or CPD.

3. The national curriculum

The national curriculum will be followed for all MFL teaching.

Teaching will focus on enabling pupils to make substantial progress in one language, with an emphasis on practical communication. The school's chosen language is French. Teaching will provide an appropriate balance of spoken and written language, laying the foundations for further foreign language teaching at KS3. Pupils will be taught for one hour per week in a whole-class setting.

In line with the national curriculum, pupils will be taught by the end of KS2 to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations - asking and answering questions, expressing opinions and responding to those of others, and seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.

- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences and express ideas clearly.
- Describe people, places, things and actions orally.
- Understand basic grammar appropriate to the language being studied (e.g. feminine, masculine and neuter forms and the conjugation of high-frequency verbs). key features and patterns of the language and how to apply these, for instance, to build sentences and how these differ from or are similar to English.

Modifications will be made to the national curriculum where appropriate to meet the individual and differentiated needs of pupils.

4. Teaching and assessment

Curriculum planning

Teachers will plan the teaching of MFL effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. All relevant staff will be briefed on the school's long, medium and short term planning procedures as part of staff training and in accordance with the schools Primary Teaching and Learning Policy.

The curriculum and lessons will be planned carefully to allow pupils to progress by considering the building blocks of the subject – the language's phonics, vocabulary and grammar – and the sequence of these blocks.

Lessons will use a variety of sources to model the language and encourage engagement from pupils, balancing visual, auditory, and kinaesthetic elements so that pupils with different learning styles can benefit. Teachers will use a range of

media, including videos, games, books and songs to maximise interest and make connections to real life situations.

Pupils will be taught to understand and communicate ideas, facts and feelings in speech and writing, focussed on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. Vocabulary will be built into the curriculum, with the choice of the vocabulary carefully considered in line with the age of pupils and how often words occur in the language.

Planned revisiting of curriculum content will be scheduled to increase pupils' automatic and fluent recall and ensure that words are retained in long-term memory.

Extra-curricular activities and trips that can complement pupil's learning in the classroom and encourage personal development will be considered and planned by the MFL subject leader and the headteacher.

Assessment

The school will undertake a programme of internal assessments to support pupils' learning and progress in line with the school's Primary Assessment Policy.

Formative assessments will take place throughout a scheme of work and will be used to identify pupils' strengths and gaps in their skills and knowledge, and to identify next steps for learning.

Summative assessments will take place on a termly basis and will be used to assess pupils' knowledge and skills following completion of a scheme of work.

Records will be kept of pupils' performance in internal assessments.

The school will inform pupils' parents about their child's performance in internal assessments during parents' evenings.

The school will communicate with its local and affiliated secondary schools where possible to support consistency and cross-phase planning regarding the teaching of MFL, ensuring that prior learning can be accounted for.

5. Equal opportunities

All pupils will be given equal access to the MFL curriculum and pupils with SEND will be supported to take part in whole-class lessons wherever necessary.

Reasonable adjustments and additional support will be provided in collaboration with the school SENCO, pupils, parents and other relevant professionals.

Teaching staff will have high but reasonable expectations for pupils with SEND and will not take the view that some pupils are unable or unlikely to succeed in MFL.

Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

6. Monitoring and review

This policy will be reviewed annually by the MFL lead, in collaboration with the headteacher. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is June 2026.