

# **Bishop Lonsdale Church of England Primary School & Nursery**

**A member of the Derby Diocesan  
Academy Trust**

MFL Policy

## **Contents:**

[Statement of intent](#)

1. [Legal framework](#)
2. [Aims](#)
3. [Roles and responsibilities](#)
4. [The curriculum](#)
5. [Cross-curricular links](#)
6. [Assessment and reporting](#)
7. [Planning and teaching](#)
8. [Resources](#)
9. [Inclusion](#)
10. [Monitoring and review](#)

## Statement of intent

Bishop Lonsdale Primary School & Nursery understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils.

As part of the requirement to teach KS2 pupils a language, pupils at our school will be taught French. We believe our French curriculum opens pupils up to another culture and helps to foster pupils' curiosity and deepen their understanding of the world.

As an academy, we will use the national curriculum and the content of this policy to shape our curriculum.

Signed by:

_____	<b>Head of school</b>	Date: _____
_____	<b>Chair of governors</b>	Date: _____

## **1. Legal framework**

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

- Education Act 2002
- Equality Act 2010
- DfE (2013) 'Languages programmes of study: key stage 2'

1.2. This policy operates in conjunction with the following school policies:

- Homework Policy
- Marking and Feedback Policy
- Behavioural Policy
- Equal Opportunities Policy: Pupils
- Teaching and Learning Policy
- Special Educational Needs and Disabilities (SEND) Policy
- English as an Additional Language (EAL) Policy

## **2. Aims**

2.1. By the time pupils leave the school, they will be able to:

- 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 a variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

## **3. Roles and responsibilities**

3.1. The head of school is responsible for:

- Assisting the subject leader in reviewing and updating this policy.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.
- Holding the subject leader to account for pupils' attainment in French.

3.2. The subject leader is responsible for:

- Holding classroom teachers to account for pupils' attainment in French.
- Carrying out lesson observations or learning walks to ensure the school's expectations and aims are being adhered to.
- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Attending training courses and undertaking CPD to improve their own practice.
- Identifying areas for improvement for the languages curriculum and ensuring these are included as part of the SDP.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities.
- Working with classroom teachers to plan lessons and ensure continuity between year groups.

3.3. Classroom teachers are responsible for:

- Working with the subject leader to ensure the high-quality delivery of the languages curriculum.
- Reporting on pupils' progress at parents' evenings and in end of year reports.
- Undertaking additional training and CPD to improve practice.
- Planning engaging and interesting lessons for pupils.
- Working with the subject leader to ensure continuity between year groups.
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies.
- Promoting and adhering to this policy and its aims.

## **4. The curriculum**

4.1. Pupils in KS2 will be taught 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; ask and answer questions; express opinions and respond to those of others; 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, 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 conjunction 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 are similar to English.

4.2 For the teaching of French in KS2, we follow the objectives set out in the Catherine Cheater schemes of work. This ensures progression through Years 3, 4, 5 and 6. Objectives fall under these three sub-headings:

- Oracy
- Literacy
- Intercultural understanding

Staff may follow the Catherine Cheater planning directly or may use alternative resources and planning from other sites such as Twinkl and Lightbulb Languages.

## **5. Cross-curricular links**

5.1 Wherever possible, the languages curriculum will be used to provide opportunities to establish links with other curriculum areas.

### **Geography**

5.2 The geography curriculum involves the use of maps, finding and locating different countries, continents and oceans.

### **History**

5.3 The history curriculum looks at global events and how these have affected modern life.

### **PSHE**

5.4 In PSHE, pupils will be taught about different cultures to expand their knowledge of the world and the people within it.

### **RE and WORSHIP**

5.5 Through RE and Worship, pupils will be taught about the religions followed in different countries and how religious practices vary in other cultures.

### 5.6 **Music**

In Year 3, particularly, French links nicely with the Music scheme of work.

## **6. Assessment and reporting**

- 6.1. Informal assessments of each child's enjoyment, effort, progress and attainment during the year will be kept by class teachers.
- 6.2. The school utilises a mixture of assessment techniques to ensure the abilities of all pupils are effectively evaluated.
- 6.3. Parents are updated on their children's progress and achievements in French during parents' evenings and in end of year reports.

## **7. Planning and teaching**

- 7.1. The subject leader monitors planning, teaching and learning through lesson walks and work scrutinies.
- 7.2. Classroom teachers are encouraged to collaborate to ensure continuity between year groups.
- 7.3. Teaching will be the responsibility of the class teacher. A wide range of teaching methods are used that enable students to actively participate in their own learning. Classroom teachers will utilise the following teaching methods:
  - Sharing objectives and success criteria with pupils to ensure they understand what is expected of them
  - Relating aspects of the language being taught to pupils' existing knowledge
  - Using a variety of learning activities, e.g. songs, stories, games, videos and role-play

- Preparing tasks for pupils to complete individually, in pairs and in groups

## **8. Resources**

- 8.1. At the start of the academic year, the subject leader will write an action plan and ascertain if there is a budget for French resources.
- 8.2. The subject leader will identify any resources or materials that need to be ordered.
- 8.3. Resources and materials, e.g. textbooks, dictionaries, CDs and games are all stored in the MFL cupboard in the KS2 corridor.

## **9. Inclusion**

- 9.1. The school is committed to ensuring pupils of all backgrounds and abilities can access the French curriculum.
- 9.2. Tasks are adapted to ensure pupils of all abilities are challenged.
- 9.3. Where necessary, reasonable adjustments are made by the class teacher in collaboration with the SENCO and other relevant members of staff.
- 9.4. Reasonable adjustments are carried out in accordance with the school's Equal Opportunities Policy: Pupils, SEND Policy and EAL Policy.

## **10. Monitoring and review**

- 10.1. This policy is reviewed in four years by the subject leader and the head of school.
- 10.2. The subject leader will communicate all updates to this policy to the relevant classroom teachers.
- 10.3. The next scheduled review date for this policy is February 2024.