MFL Policy

Senacre Wood Primary School

Policy Date: September 2026

Review Date: September 2027

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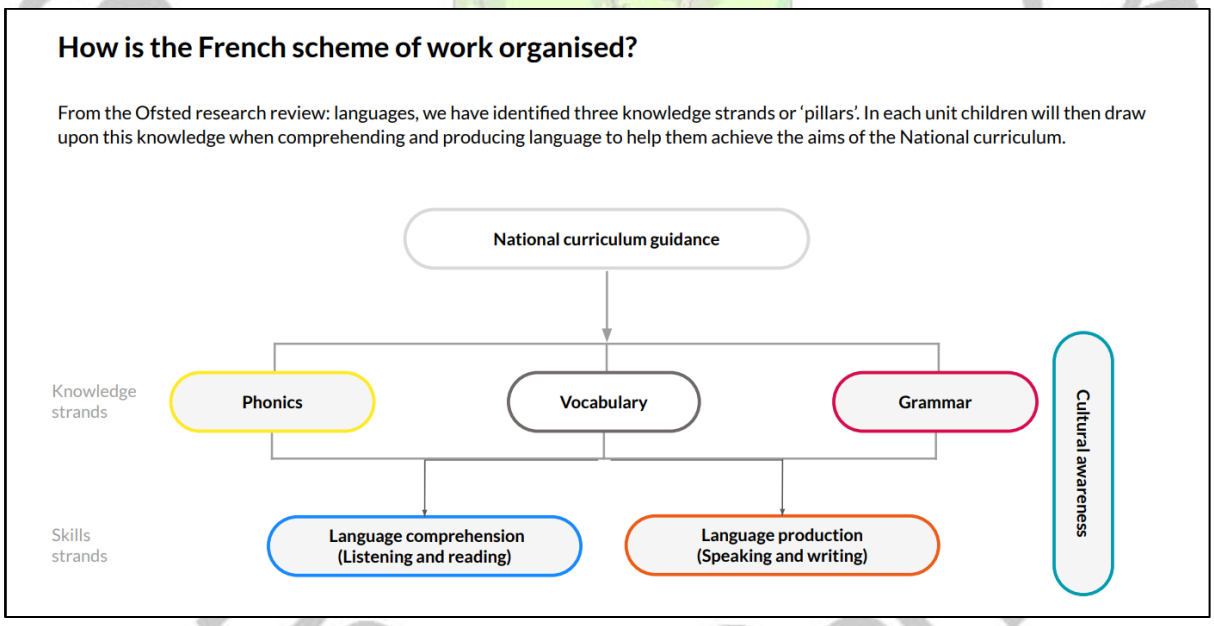
INTRODUCTION

The National Curriculum states that:

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.

We aim for our MFL curriculum to ensure children develop an interest in learning other languages in a way that is enjoyable and stimulating. The main language we learn in KS2 is French, although we also aim to help all pupils develop their awareness of cultural differences in other countries around the world through subjects such as Art, Geography, History, RE and English.

The following diagram is from the Kapow Progression Document and shows the strands that are met each unit.



INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum to ensure that all Key Stage 2 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 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.

National Curriculum 2014

Using the National Curriculum for MFL, we aim to ensure that all Key Stage 2 pupils:

- develop their confidence when communicating in a different language leading to improvements when speaking and writing using a second language.
- enjoy participating in their MFL lessons and expanding their vocabulary through a variety of fun activities in lessons.
- are provided with an excellent base knowledge of a modern foreign language in preparation for learning a language at secondary school.

Our main aim is that pupils take away positive experiences about learning a new language in the hope that they choose to pursue learning a language later in their education.

IMPLEMENTATION

PLANNING

We have adopted a scheme of work from Kapow. This scheme of work is for the French language only. It is used across Key Stage Two and provides teachers with lesson plans, video resources and independent tasks for each unit of French. The resources aid pupils with their pronunciation and intonation and the independent tasks assess pupils' understanding of any new vocabulary taught.

Each year group has French units for their classes to learn but teachers can complete another year group's units where they identify gaps in pupils learning, or where assessment dictates that chn have missing skills or vocabulary from the previous year group. We have chosen to follow the condensed version of the scheme, which still meets all the National Curriculum statements in a shorter number of sessions. The document can be found here https://www.kapowprimary.com/featured_documents/french-condensed-long-term-plan/

LESSONS AND ENVIRONMENT

Each year group in Key Stage Two completes at least 45 minutes of French each week. In these lessons, pupils will be taught the vocabulary they need to complete each unit. New vocabulary is taught in a variety of ways such as through games, songs, rhymes and written tasks.

Each lesson will include:

- Opportunities for pupils to practise orally.
- A positive and inclusive learning environment.
- A safe and supportive space for students to begin their learning of a new language.
- Enjoyable activities that encourage all pupils to actively participate in learning French.

MARKING AND FEEDBACK

Pupils will receive instant feedback on their pronunciation of French words throughout the lesson. When completing written tasks, they are to be completed in pupils' MFL exercise books, which will be passed up through the school as a source of reference and assessment. Pupils will have their written tasks live marked by teachers or peer marked where appropriate. This will allow class teachers and pupils to assess understanding of the unit that has been taught immediately, to ensure accurate AfL from lesson to lesson.

ASSESSMENT

Formative assessment – Children will complete retrieval activities throughout each unit of work. This will include assessment of speaking, writing, listening and reading skills. Pupils will be assessed on the French units that they have been taught previously through questioning and short quizzes.

Summative assessment- This is achieved through use of the KAPOW assessment resources available for each unit. This is used to identify next steps for individuals and any units which may need to be revisited.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

Although the learning objectives are statutory, we acknowledge that when taking account of these, some objectives may take longer to achieve than others, depending on children's varying abilities. Productive repetition of some ideas will be vital for reinforcing each concept, and vocabulary used when teaching needs to be checked against understanding. We understand that practical experiences, games, songs and low stakes quizzes are the most valuable educational tool and are essential for pupils with special educational needs.

It is the teacher's responsibility to ensure that all children can access the learning for each lesson. This may lead to discussions with the MFL lead for support with differentiation. In some rare instances, children who do not yet have a grasp of English phonemes and graphemes and those with very limited vocabulary may be subject to a different language offer, as the priority of the curriculum is to ensure confidence in English reading and writing skills. This will be considered after liaison with the Curriculum Lead and SENDCo.

IMPACT

The following methods are also used to support measuring the impact of MFL teaching across the school:

- Pupil voice – carried out by the subject leader. This will allow the leader to understand the quality of the lessons/learning as well as the engagement and excitement of the pupils and can be compared across year groups.
- Formative assessments; in MFL this can be achieved through regular retrieval and application. We can check children's retention of previously taught French using a variety of retrieval activities.
- Lesson drop ins to evaluate fidelity to the scheme, staff subject knowledge, pupil engagement and attainment.

ROLE OF THE MFL SUBJECT LEADER

The role of the MFL subject leader is to ensure that there is a quality provision of French lessons at our school. Along with SLT, they ensure the subject is monitored using a range of methods, which inform the development of French teaching and learning. This could be through drop ins, pupil voice, collaborative planning. Following monitoring, outcomes are shared with colleagues and relevant stakeholders in a timely manner and areas for improvement are swiftly and effectively acted upon and re-evaluated by the subject leader.