

Vaughan Primary School

Modern Foreign Languages (MFL) Policy



Date of Policy: Spring 2023

Date of Review: Spring 2025

Next Review: To be reviewed bi annually

Review Date	Changes made
Summer 2025	Assessment

The contribution of MFL to the primary curriculum

The learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Aims and objectives of the MFL curriculum

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- introduce young children to another language in a way that is enjoyable and fun;
- foster an interest in learning other languages;
- stimulate and encourage children's curiosity about language;

- encourage children to be aware that language has structure and that the structure differs from one language to another;
- reinforce and expand their knowledge and understanding of their own language;
- help the children develop their awareness of cultural similarities and differences in other countries;
- increase their speaking and listening skills;
- Develop language learning strategies that will lay the foundations for future study.

The children are taught how to:

- ask and answer questions;
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- make use of bi-lingual dictionaries;
- work in pairs and groups and communicate in a foreign language;
- explore things from another’s perspective, giving insight into the people, lives and traditions of other cultures.

Organisation and teaching of MFL at Vaughan

At Vaughan Primary School, French is taught to children in Key Stage 2 once a week. Each lesson lasts approximately one hour. French lessons are taught by class teachers in their own classrooms using a variety of resources. The school follows the CGP Salut French scheme of work as detailed below. In addition to this, class teachers have been encouraged to include French in their daily routines, so as to increase the children’s confidence with the language.

The CGP Salut scheme of work is an interactive resource that has been designed to be used with the interactive whiteboards that are available in every classroom. The scheme is separated into four stages and the skills are built upon as children move through each year group in KS2.

<p>Stage 1 (Year 3) Core Units 1 – 3, Animals, Food, At School</p>	<p>The first stage is aimed at beginners. The Core Units introduce basic language like colours and numbers that will be essential for the rest of the course. It also has three simple, topic-based units to spark children’s interest.</p>
<p>Stage 2 (Year 4) Playtime, My Home, My Town, Describing People, The Body, Sport</p>	<p>Stage 2 starts to introduce some more varied language and sentence structures, including sentences in the third person, all in contexts that the children will be familiar with.</p>
<p>Stage 3 (Year 5)</p>	<p>Stage 3 contains more complex vocabulary</p>

On Holiday, Eating Out, Hobbies, A School Trip, Seasons, The Environment	and sentence structures. Children will learn to use adjectives to add detail to their sentences, and talk about their hobbies and holidays.
Stage 4 (Year 6) Actions, In France, Family, A Weekend with Friends, The Future, Jobs	Stage 4 gives children a taste of other tenses. Using the perfect and near future tenses, children will talk about what they've seen and done, and what they're going to do in the future.

Teaching and learning styles

A variety of techniques are used to encourage the children to have an active engagement during French lessons, including games, role play and action songs. A multi-sensory and kinaesthetic approach to teaching is used to address varied learning styles, i.e. there is a physical element to many of the games, rhymes and songs as this serves to reinforce memory.

Most importantly, we strive to make lessons as enjoyable and fun as possible so that the children develop a positive attitude to the learning of a foreign language. Therefore, we endeavour to develop children's confidence through praise for *any* contribution they make, however tentative.

EXAMPLE WORDS OF PRAISE IN FRENCH

Très bien! - **Very good!**
Bravo! - **Well done!**
Formidable! - **Brilliant!**

Assessment Approaches

At Vaughan we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

4.1 In-school formative assessment

Assessment for Learning (AfL) provides opportunities to elicit real-time evidence of what students are learning and involves both teacher and learners in ongoing dialogue, reflection on learning and decision-making. This formative assessment process is central to classroom practice. Teachers gather evidence of where the learners stand in their learning. They use this evidence to make the necessary instructional adjustments by providing constructive or quality feedback that moves learning forward. Teachers are expected to use this formative assessment to update our assessment tracker, Arbor, as they are teaching. Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments and peer assessments
- Peer marking
- Pupil conferences

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Pupils at Vaughan are assessed periodically and progress and attainment data is recorded on the assessment system 'Arbor'. These assessments are carried out three times a year in December, March and July. Teacher Judgements on Arbor for MFL will relate to the National Curriculum age related expectations and will state whether a child is working, Pre Key Stage, Below age related expectation; At the Expected Standard, or at Greater Depth. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment.

A range of in-school summative assessments will be used including, for example,

- Short end of topic or unit tests or tasks

- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on Arbor relating to the National Curriculum age related expectations