MFL (French) Policy

Our school helps us to walk with Jesus, to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship, and cooperation to help us flourish academically, emotionally, and spiritually.

"I can do all things through Christ, who strengthens me."
Philippians 4:13

Policy Author	
Policy Date	April 2022
Approved by FGM	
Next Review	April 2023

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Single Equalities Statement

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

School Aims & Philosophy

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides opportunities for children to **learn,** grow in their understanding, and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

At Baxenden St. John's Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the knowledge, skills and attitudes necessary to be autonomous learners, who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens, surrounded by the love of God and rooted in Christian values. Our MFL (French) curriculum follows the structure of INTENT, IMPLEMENTATION and IMPACT, as recommended by the Department for Education and monitored by OFSTED.

The Role of Curriculum Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Take the lead in policy development;
- Have responsibility for the purchase and organisation of resources for their subjects;
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues.

The Role of Governors

- Governors support, monitor and review the school curriculum through strong and regular links with subject leaders, usually on a termly basis.
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good qualityteaching;
- monitor the effectiveness of the subject policy through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of CPD sessions attended by staff and given by the subject leader.

INTENT

At Baxenden St. John's our intention is that all children are able to understand and respond to a modern foreign language in both its spoken and written forms from a variety of authentic sources. We help our pupils to be able to speak in a second language (French) with increasing confidence, fluency and spontaneity. Through discussion and asking questions they will continually improve the accuracy of their pronunciation and intonation. By supporting our children in writing at varying length, for different purposes and audiences, they will be able to use and apply the range of grammatical structures that they have learnt. We encourage and enable pupils to learn through collaborative and multi-sensory approaches so that they are able to have fun whilst discovering and developing their language skills to best effect.

IMPLEMENTATION (achieved through effective teaching and learning)

Our children are introduced to the French language from the beginning of Year Three and receive regular 30-40 minute lessons throughout the rest of their time at our school. Children are taught to listen attentively to spoken French and to respond appropriately, by interacting with each other and with puppets in lessons and through joining in with songs, rhymes and games. Our scheme of work aligns with the expectations set out in the National Curriculum (2014) and is derived from a range of resources. It is tailored to include careful pre-planned use of age-appropriate native language video clips and additional songs taken from song books/CDs or from online sources. Pupils are also given informal opportunities to read well-known English children's story books in the French language along with non-fiction books about France and French culture and there are recommendations for further study on our school's MFL website page – such as using the DuoLingo app for practising and extending language learning. Evidence of pupil learning in MFL is stored in individual 'French Folders' which they carry through school with them in order to be able to access prior learning and build up their range of vocabulary and grammatical knowledge meaningfully and progressively year upon year. Each Key Stage Two classroom has a French display board which is regularly updated by the MFL subject leader and/or class teacher/TA with the most recent related vocabulary on show so that pupils may still absorb and refer to language learning between their weekly lessons. Pupils are regularly rewarded for excellent work in French lessons with special stickers, French language praise stampers, certificates, pencils and bookmarks.

IMPACT OF CURRICULUM (Assessment, Recording and Reporting)

Assessment for Learning is an integral part of the planning and teaching of French to ensure lessons are well-paced and that all pupils make progress in learning through facilitated variation & differentiation. Prior assessment of the pupils' understanding is used to inform the planning of lessons with a clear progression in knowledge and skills. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to children as soon as possible, any written marking of work will be guided by the school's Marking Policy. Activities are planned with clear learning objectives that focus on specific skills, taken from the Lancashire KLIPS documents, and are taught at the appropriate level. Samples of work are evaluated by the subject leader through work scrutinies and learning walks. Pupils' French folders contain the key learning and knowledge organisers from the previous units and use of these promotes the development of the children's 'sticky knowledge' as they make their way through the school's French curriculum.

Reports to parents are completed during the academic year where indications are made as to the individual's progress in this area of the curriculum. An annual summative record is kept of each child's progress in French. The children are assessed as either working below (B) age related expectations, working towards ARE (WTS), at ARE (EXP) or working at greater depth (GD) within ARE for their year group.

We believe that our high-quality languages education fosters children's curiosity and deepens their understanding of the world. We are committed to ensuring that our pupils are provided with sufficient competence in another language in order to be able to interpret, create and exchange meaning within and across cultures. Through their learning of French, our children also become more aware of where different languages are spoken in the world and that some of our school's pupils may be hearing and speaking other languages at home. The teaching of French throughout the Key Stage Two phase provides an appropriate balance of spoken and written language and lays the foundations for further modern language teaching at Key Stage Three. This also helps our children to develop skills that will open further opportunities to them later in life.

Process By which the Policy was drawn up

The policy was drafted and written by the subject leader in consultation with teaching staff. It has been discussed by the Governors' Curriculum Committee and approved by the Governing Body.

Monitoring and Review

This music policy will be reviewed annually. The Governors Curriculum Committee will be informed of any significant changes in the policy for their approval. The policy is available on the school website.

This policy should be read in conjunction with the following school policies:

- Home School Agreement
- Marking and Feedback Policy
- Homework Policy
- Assessment, Recording and Reporting Policy
- Behaviour Policy
- SEN policy