

MFL STRATEGY

LEIGHTON PRIMARY SCHOOL

SUBJECT LEAD	Mauwa Oliver
ADOPTED BY GOVERNORS	SUMMER 2023
REVIEW TIMETABLE	Annually
RENEWAL DATE	SPRING TERM 2025

1. Subject Rationale and Aims (Intent)

At Leighton Primary School, we teach French as a modern foreign language to all our KS2 children as part of our normal school curriculum. We value the importance of enriching and developing children's skills, knowledge and understanding of different cultures through language learning. At Leighton Primary School we believe that children's early exposure to language will enable them to be effective communicators and confidently and successfully prepare them for secondary school.

Aims

The aims and objectives of learning a modern foreign language in primary school are:

- To foster an interest and encourage curiosity in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has a structure, and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To lay the foundations for future study.

2. Implementation

Key Stage 2

In KS2, children have a regular 45 minutes to an hour lesson of modern foreign language a week, in order to ensure progression and skills development. French is the language that is taught in our school; the lessons are taught by class teachers and HLTA (French speaker). The curriculum that is followed is based on the guidance given in the revised National Curriculum, using 'Rachel Hawkes' scheme of work as a basis. The children are taught to know and understand how to:

- Ask and answer simple questions;
- Use correct pronunciation and intonation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;

- Use dictionaries;
- Work in pairs and groups, and communicate in French;
- Look at life in another culture.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

3. Assessment in MFL

Assessment is carried out in accordance with our assessment policy. On-going teacher assessment ensures that knowledge and skills are developed and progress made in the area of MFL. At the end of each unit, pupils from Y1-Y6 are assessed against criteria in the progression of knowledge and skills document, as well as the end points identified on the curriculum map.

Pupils are assessed against the criteria of the curriculum using a 4 point scale. Those achieving above age-related expectations are assessed as a 4; those meeting age-related expectations as a 3; those approaching age-related expectations as a 2; and those well below age-related expectations as a 1. Formal assessments are recorded termly by teachers and reported to parents at the end of each year.

The class teacher also evaluates each pupil by assessing the children's progress in the target language based on their achievement of the learning objectives in lessons, through questioning and oral feedback. The teacher is provided with an assessment 'tick' chart to help with this. If any written MFL work is produced, it is marked in line with the school policy on marking. Children have individual folders to keep their best work in and these are carried with them throughout KS2. In addition to the above, we use the Language Magician: a computer game that can be used as an assessment tool in schools. The game is fun for the children, builds on their language and IT-skills and provides information on their progression.

At Leighton, displaying pupils' work also plays a positive part in the appraisal of MFL in the school; this gives it value and reminds pupils what has been achieved and enables them to share and talk about their work with others. As a form of real assessment, this gives the class teacher opportunities to focus on the different ways pupils may have responded to the teaching of the unit. Thus, the public display of MFL of each year group demonstrates the sequence and development of what has been learnt across the school.

4. Monitoring, Evaluation and Impact

Monitoring is carried out by the MFL coordinator and a member of senior management, in the following ways:

- Formal discussions with headteacher and foundation subjects lead
- Pupils discussion (Pupil voice questionnaire)

- Planning scrutiny
- Work sampling
- Classroom observations

All KS2 pupils shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom. Groupings for MFL will generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, and it is also appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

Modern Foreign Language prepares pupils to participate in a fast changing world in which work and other activities are often carried out in languages other than English. The rise of globalisation means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop.

Skills that they will be able to access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.