



**The Park Federation Academy Trust
Lake Farm Park Academy**

**MFL Policy
September 2022**

Approval

Signed by Principal	Ms. H. Buttar
Date of approval	September 2022
Date of review	September 2024

Contents

		Page
1.0	Introduction & Aims	3
2.0	Curriculum Statement	3
3.0	Intent	3
3.1	Implementation	4
3.2	Impact	4
4.0	Assessment	5
5.0	Teaching Strategies	5
6.0	SEN and More Able Pupils	5
7.0	Monitoring & Review	6

1. Introduction & Aims

This policy is a statement of Lake Farm Park Academy's aims and strategies to ensure that children in KS2 and KS1 learn another language. At Lake Farm Park Academy (LFPA) we teach French because it is the language taught in nearby secondary schools. All pupils need to feel safe, accepted and valued in order to learn. Language is at the heart of all the learning a pupil does. It is how they receive knowledge, express themselves and communicate, from the very earliest stages. The learning of a language should enhance their abilities to communicate and help to develop personal skills. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

This policy aims to raise awareness of the LFPA's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who are learning a second language.

2. Whole School Curriculum Statement

At Lake Farm Park Academy, we promise all our children a curriculum which encompasses our four values of:

- Respect
- Aim high
- Telling the truth
- Role model

At the heart of our curriculum we ensure that respect is key; respect for ourselves, community, environment and the wider world. Our children are global citizens who are prepared with the key skills to enter an ever-changing society. In a multicultural community our children respect the rights of all stakeholders and we celebrate our diversities. We embed the confidence to learn from our mistakes and challenge one another and ourselves. Our curriculum is engaging, sequential, ambitious and promotes a high level of vocabulary through a range of subjects building on our social, moral and cultural responsibilities as learners. We aspire to give children the tools to have a voice, reflect and be honest. The skills they learn at Lake Farm Park Academy provides them with the cultural capital to succeed in life succeed in life and be ready for the next stage in their learning.

3.0 Intent

At Lake Farm Park Academy, MFL should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for MFL, which will foster the pupils' curiosity and deepen their understanding of the world. The teaching should enable the pupil's 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 them with opportunities to communicate for practical purposes, learn new ways of thinking and read in the original language. The aims of teaching a Modern Foreign Language in LFPA are:

- Understand and respond to spoken and written language from a variety of sources

- Speak with increasing confidence, fluency, finding ways of communicating what they want to say, including through discussion and asking questions, and to continue improving the accuracy of their pronunciation
- Discover and develop an appreciation of a range of reading and writing in the language studied
- Develop an enthusiastic and positive attitude to other languages and language learning;
- Develop language skills and language learning skills
- Become increasingly familiar with the sounds and written form of a modern foreign language;
- Gain enjoyment, pride and a sense of achievement;
- Increase cultural understanding by learning about different countries and their people, communicating with children from other countries and working with written materials from those countries and communities;

3.1 Implementation

Our MFL curriculum is designed to develop not only our children's language skills, but also their love of learning a language. To ensure high standards of teaching and learning in French, we implement a curriculum that is progressive throughout the school. French is taught weekly in discreet lessons covering at least one unit per half term. We are currently using the Camembert and the La Jolie Ronde scheme of work units to deliver our French lessons. It progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. These ensure children acquire a bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As their confidence and skill grows, children record their work through pictures, captions and sentences. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As their confidence and skill grows, children record their work through pictures, captions and sentences.

3.2 Impact

Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- 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

4. Assessment

All pupils will be assessed as required. This is to help develop their learning and will be done through a variety of strategies - observations, questioning and marking in accordance with our Marking & Feedback Policy. Assessment is based on class observations of listening and speaking activities as well as written evidence done by the children. These regular informal assessments are used to ensure that planning takes account of the children's understanding, their way of thinking and their language skills development. The outcomes are used to inform planning and target individuals and/or groups where necessary.

5. Teaching Strategies

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and also invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.

We use a multi-sensory and kinaesthetic approach to teaching. During the lessons, we implement physical responses to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere. We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

6. Special Educational Needs and More Able Pupils

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt. In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment.

At Lake Farm Park Academy, we will teach MFL to all KS2 and KS1 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a

broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs.

7. Monitoring and Review

It is the responsibility of the MFL Subject Leader, the Principal and Governors to monitor the provision and quality teaching of MFL learners and ensure:

- That the MFL Lead holds responsibility for supporting colleagues in the teaching, planning and providing resources appropriate for learners to develop their linguistic stages;
- Current developments and updates are shared in conjunction with the National Curriculum;
- MFL data is analysed and tracking records are updated on a half termly basis;
- Budget needs and expenditures are accounted for, including purchase of appropriate teaching resources;
- Liaise with partner schools to share ideas;
- Lessons are monitored and constructive feedback is given to staff.