



St. Patrick's Catholic Primary School

MFL Policy

Written by	Updated
Senior leadership team and Curriculum leader for MFL	April 2022



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."

Intent

Our curriculum for modern foreign languages aims to ensure that all 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
- 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.

At St. Patrick' we intend that children should master languages to such an extent that they aspire to have careers within languages and make use of languages effectively in their everyday lives. Our children will be taught languages in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills in different areas of languages in a way that will enhance their learning opportunities, enabling them to use languages across a range of subjects to be creative and solve problems, ensuring they make progress.

Implement

Planning and Assessment

All teachers are responsible for developing weekly plans and are able to use Kapow as a guideline. These plans indicate the learning objectives for each lesson along with activities.



Most assessment is formative and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons.

Those children who are not achieving the expected level are identified at an early stage and targeted for extra support during a lesson.

If any written MFL work is produced, it is marked in line with the school policy on marking.

At the start of every lesson, children engage in a flashback. This involves recalling previous knowledge from topics taught throughout the year, an effective activity in ensuring children are continuously recalling and remembering the knowledge taught.

Marking and Feedback

At St Patrick's, we believe that marking is about responding appropriately to children's work. Evidence of this response can be found in pupils' booklets and on display, but much of the Foundation Stage and Key Stage 1 work is practical and much of the response is verbal. A great deal of verbal praise is given. Staff use their professional judgement in a constructive way when working with young learners to take them forward. From the evidence of the pupil's performance in all aspects of the curriculum, staff ask:

What does it tell us?

How can we use it?

What are we going to do next?

The purpose of our marking is to:

- Provide feedback to aid learning
- Give direction towards the next step in learning
- Achieve continuity in our responses throughout the school

Marking

- is carried out regularly
- may indicate strengths and areas for development
- is accompanied by verbal support and positive body language
- shows that the pupil's work is valued and provides opportunities for praise
- plays an integral part in classroom activities
- informs future planning and sets targets
- is consistent throughout the school
- will inform parents and other staff
- will relate to the intention of the lesson
- ensure any comments are in the handwriting style of the school
- Show that the teacher has reviewed the work

EEF 'There is little high quality research to suggest that extensive or detailed marking has any significant impact on learning'.



Please see the **Marking and Feedback** policy for further details

Teaching and Learning

Teaching Strategies (Quality First Teaching)

We follow a broad and balanced Languages curriculum that builds on previous learning and provides both support and challenge for learners. We follow a Languages scheme that ensures a progression of skills and covers all aspects of the Languages curriculum. All classes in KS1 and KS2 will have a scheduled language lesson each week. Although MFL isn't compulsory for KS1 children, the use of songs, rhymes, dances and fun resources are utilised to promote a love of languages early on and develop the beginnings of a confident learner. We want to ensure that Languages is embedded in our whole school curriculum and that opportunities for enhancing learning by using languages are always taken.

St. Patrick's promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to share their knowledge with the rest of the class.

The strategies used in our school are:-

Whole class teaching	
Challenge and support	Think, pair, share. Peer marking.
Paired learning	Self-assessment.
Team / Group learning	Practical activities / creativity
Individual learning	Investigative / problem solving
Open questions	Exposition / modelling
Closed questions	Real life thinking / problems

Leadership and Management

The Role of Governors

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy and the subject action plan. The Governors are also involved in the setting of targets for the end of key Stage 2 and in carrying out a work scrutiny of books throughout the school.



The Role of the Headteacher

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity

The MFL Coordinator

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.

A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

The SENCO and Support Staff

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson.

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

Partnership with Parents

Liaison with parents is important in order for them to help children with their learning. Parents are informed about the school's approach to MFL through letters, displays and where appropriate, meetings. They are informed about children's progress at Parents'



Evenings, annual reports and MFL target setting. Parents are encouraged to support and become involved in their children's learning through possible homework activities.

Impact

Our children enjoy and value Languages and know why they are doing things, not just how. Children will understand and appreciate the value of Languages in the context of their personal wellbeing and their many career opportunities. The Languages curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work and sharing their work with others.

Monitoring and Evaluation

Lesson drop ins by the Headteacher and Coordinator.

Work analysis is carried out by the Coordinator throughout the year.

A thorough analysis of pre and post learning

Teachers' planning is monitored termly.

Books are scrutinised termly