

# St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



## **SMFR Approach to Modern Foreign Languages**

*This guidance outlines the teaching, organisation and management of the MFL curriculum taught and learnt at SMFR. The implementation of these guidelines is the responsibility of all teaching staff.*

### **INTRODUCTION**

At SMFR, we are a FAMILY committed to ensuring all children FLOURISH in our care; We take pride in providing our children with a broad and engaging curriculum, and fostering their desire and curiosity to learn.

**SCHOOL VISION** Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future  
Jeremiah 29:11

### **INTENT**

Also see

- Subject Goals
- Subject Progression Map

### **Subject Intent Statement**

The intention of the MFL Curriculum at SMFR is to introduce children to the joys that different cultures, families, faith, societies and people that speak another language can bring to their lives. Speaking and listening in a new language will help the children to flourish in a multicultural world, developing their communicative skills and extend their knowledge of how all language works. The ability to speak and understand another language opens up new areas of the world that were previously less accessible, equipping children for their future.

### **Subject Aims**

The national curriculum for MFL 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
- 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

### **IMPLEMENTATION**

**Also see:** Appendix 1 MFL Non Negotiables

### **Subject Planning & Teaching**

Through careful stages of planning and 'Quality First Teaching' each teacher differentiates their class' curriculum to meet the needs of the children they teach with the aim of developing independence and the child meeting his/her potential at whichever level they are working at. We acknowledge that children learn in many different ways and recognise the need to use a range of different teaching and learning strategies, that will allow all children to learn in ways that best suit them.

In each lesson, children are guided towards the learning objectives (WALTs) through the use of success criteria.(WILFs) The learning objectives and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

The MFL curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate are informed by the KS2 National Curriculum.

### **SMFR MFL Resources/Schemes**

- Buckinghamshire Scheme of work

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**Subject Enrichment:** See Teaching, Learning & Assessment Policy

**Inclusion for all Children:** See Teaching, Learning & Assessment Policy

### **EYFS Statutory Framework:**

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

### **MFL Curriculum Link to EYFS Framework:**

Pupils are encouraged to greet each other and communicate in a variety of ways, be it different languages spoken by other pupils or sign language.

### **IMPACT**

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the MFL curriculum.

### **Standards of Pupil Work:**

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

### **Assessment:**

At SMFR we use Target Tracker to support our assessment of French

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.

Overall, children's progress in MFL is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

### **Pupil Feedback:**

As part of the on-going review and development of our curriculum, the MFL the Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

### **Role of the MFL Subject Leader:**

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for MFL within the SMFR curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.

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- To model the teaching of MFL.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



## Appendix 1 MFL Non Negotiables

	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> <li>• Learning appropriate to agreed SMFR subject Progression Map &amp; Goals</li> <li>• WILFs linked to National Curriculum</li> <li>• WALT linked to National Curriculum</li> <li>• Use of a range of well thought out resources including IT</li> <li>• Focus on handwriting &amp; presentation (where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>IMPLEMENTATION</b>		
Challenge	<ul style="list-style-type: none"> <li>• 3 - way differentiation (including scaffolding)</li> <li>• Opportunities for challenge</li> <li>• Hooks</li> <li>• Three before me</li> </ul>	<ul style="list-style-type: none"> <li>• Use of KWL grids</li> <li>• Use of targets</li> <li>• Focus on Gem Powers</li> </ul>
Speech & Language	<ul style="list-style-type: none"> <li>• Focus on vocabulary</li> <li>• Talk Partners</li> <li>• Focus on speech &amp; language</li> <li>• Pupil talk &gt; Teacher talk</li> </ul>	
<b>IMPACT</b>		
AFL	<ul style="list-style-type: none"> <li>• Questions to check understanding.</li> <li>• Scanning classrooms</li> <li>• Mini plenaries</li> <li>• Marking &amp; Feedback, where appropriate, in accordance with SMFR policy</li> <li>• Discussions with children.</li> <li>• Collaborative learning</li> <li>• Adapted planning for the next lesson.</li> <li>• KS1 children's self assessment</li> <li>• KS2 children's 'EXIT Messages'</li> </ul>	<ul style="list-style-type: none"> <li>• Peer evaluation</li> <li>• Self assessment</li> <li>• .Flexible groupings.</li> <li>• Children's peer and self-assessments.</li> <li>• Interventions to plug gaps.</li> <li>• All pupils are introduced to a topic through using KWL grids in order to assess and monitor success criteria</li> <li>• Testing</li> <li>• Quizzing</li> </ul>