



Exploring together
Succeeding together

Modern Foreign Languages Policy

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Intent

At Hill Avenue Academy our aim is to educate all children to the highest levels of academic and personal achievement developing confident, happy and compassionate members of society through our bespoke, high quality Modern Foreign Languages (MFL) curriculum which is built upon, Exploring together; Succeeding together, in conjunction with our school values: Happiness, Respect, Teamwork, Achieve.

The MFL curriculum is supported and underpinned by our Learning Behaviours: Resilience, Curiosity, Collaboration, Reflection and Metacognition. They are embedded within our history curriculum delivery to enable and empower the children to become independent learners who are self-motivated and want to continuously learn and grow, now and in the future.

Our chosen language at Hill Avenue Academy is French. Our bespoke curriculum meets the National Curriculum and is underpinned by recommendations from 'The White Paper – Primary Languages Policy in England: The Way Forward' and from findings from the 'Research in Primary Languages Network (RiPL) and lays the foundations for further language teaching in Key Stage Three. It is specifically designed to be coherent and progressive: offering rich, challenging opportunities for children to learn and apply French in both their written and verbal communication. The children will acquire knowledge over time through a range of topics to be able to communicate effectively by speaking in sentences with appropriate pronunciation; express simple ideas with clarity and write phrases and short sentences accurately through their grammatical understanding.

Studies have shown that children fail to see the relevance of learning an additional language, resulting in a decline of children choosing to continue their studies in languages at Key Stage 4. We empower our children to be confident, curious learners enabling their language to flourish; improving children's self-efficacy and developing their motivation and passion to continue their acquisition of additional languages at Key Stage 3 and 4.

In MFL at Hill Avenue we aim to:

- Develop children's vocabulary in order for them to read and write words accurately and confidently.
- Develop children's phonetical knowledge so they can read fluently and with correct pronunciation.
- Provide children with the skills and knowledge through different topics to make their learning relevant to use in real-life situations.
- Instil motivation and a love of learning for acquiring a second language so children can understand the future benefits that a second language brings.
- Write sentences for an intended purpose that are grammatically correct

Through exploration children will have the opportunities to:

- Develop their knowledge and understanding of French culture, further improving their cultural capital.
- Understand how their knowledge can be used in real-life situations and scenarios.
- Develop their geographical knowledge of France.
- Further develop their oracy skills.
- Develop their communication skills through the knowledge that they acquire.

- Build and make connections between different topics – further developing their fluency.

We promote British Values through our key concepts in our History Curriculum. Our children explore and learn.....

- How to express themselves in another language and how to communicate with people from different cultures.
- How to respect and appreciate different cultures
- Understand the similarities and differences between different cultures and languages
- How to remain open to the world around them and gain a better understanding of the connections between countries and societies.
- Express their opinions in a safe and supportive environment

Implementation

At Hill Avenue we teach MFL as a discreet subject with an aim of preserving it's unique nature. We believe this allows children to gain a strong and clear understanding and to make purposeful connections to other subject areas.

We place an emphasis on both substantive and disciplinary knowledge within our MFL curriculum. Substantive knowledge is acquired through three main key concepts that thread through the curriculum: phonics, vocabulary and grammar. Children gain their substantive knowledge through five disciplinary concepts: speaking, listening, reading, writing and grammar.

Evidence from OECD on national comparisons states that schools in England do not find sufficient time to deliver MFL lessons effectively and falls below the OECD average. Our MFL lessons are taught weekly in one-hour lessons. This consistent approach enables children to revisit key knowledge on a weekly basis avoiding cognitive load and enabling clear progression through the curriculum. The Carter Review of Initial Teacher Training (2015) found great variability in the development of subject knowledge in ITT programmes. Carter observed that in subjects like modern foreign languages, [...] trainees are more likely to lack subject knowledge, experience and confidence [...], meaning that ITT needs to address core subject knowledge [...] to give primary teachers the necessary knowledge as well as confidence to teach them effectively. At Hill Avenue, we support our teacher's subject knowledge through in depth medium term planning that also provides teachers with the pronunciation of French vocabulary.

Key concepts, knowledge and skills are explicit within each Medium-Term Plan or unit of work and have been carefully mapped out and planned to ensure progression across units of learning, across years and as children progress through key stages.

Key Stage 2

The children in Key Stage 2 will learn how to describe familiar place, things and actions both orally and in writing. They will learn about French culture and extend their geographical knowledge of France. They will explore traditional French towns and cities, their layouts and use prepositional language in order to expand their writing. Children will learn how to order food and drinks. They will learn how to describe physical characteristics of themselves and others and describing family members. Children will explore music in year 4 and link the musical pieces to describe animals. This

coherent curriculum enables a clear progression of skills and knowledge, EG children will learn fruit and vegetables in year 3, extending their knowledge in year 4 when they study 'Vive Le Sport' studying healthy and unhealthy food. When in year 5, children will extend this knowledge further when learning how to order food and drinks from a café before finally learning names of food and drink found in a typical school lunch box. This is an example of one strand of learning; however, the web of learning extends further. For example, children will learn 'L'école' in year 5 so they have fundamental knowledge of French vocabulary related to school before studying foods and drink in a typical school lunch box.

At Hill Avenue we believe that all children are entitled to a broad, rich, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in MFL lessons. Children will have ample opportunities to practise their speaking skills every lesson as well as written outcomes, developing their confidence to apply their knowledge in real-life contexts if they were to occur.

When planning for teaching and learning we take into account the wide range of abilities of our children. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers ensure that pupils with SEN and/or disabilities can study MFL and ensure that there are no barriers to every pupil achieving. Teachers plan differentiated learning opportunities to meet individual needs and put in place reasonable adjustments and scaffolds whilst ensuring access to a full and varied MFL curriculum along with their peers.

Our planning ensures there are opportunities for children of all abilities to develop their knowledge and skills in each unit and planned progression has been built so that the children are increasingly challenged as they progress within a unit and across key stages.

Assessment

Assessment steps are used by class teachers to determine children's understanding, subject knowledge and MFL skill set in relation to the National Curriculum Expectations.

High quality planning progressively builds on knowledge, skills and understanding across year groups, and key stages. Learning is assessed by teachers in lessons through observations, questioning and in the moment marking and personalised feedback ensuring misconceptions are addressed promptly and effectively.

Class teachers will make end of unit summary judgments about the learning of each child in relation to the National Curriculum Expectations.

Impact

Our MFL curriculum is designed to excite and to develop keen learners who are passionate when exploring an additional language, children who want to share their expertise and have a true interest and real love of learning within this subject. We believe our rich MFL curriculum will lead to quality outcomes, great learning and rapid rates of progress.

The MFL subject leader will regularly monitor and review the teaching and learning of MFL as well as reviews and feedback from SLT and Pupil voice. The learning journey of MFL and outcomes will be monitored, identifying strengths and ways to grow to improve through feedback.

Our schemes of work reflect the content and challenge of the curriculum. Our aim is to offer a broad, balanced, rich and vibrant curriculum that provides challenging pathways to achievement for all learners and leads to excellent MFL provision.

Our bespoke curriculum will be exciting and will inspire children to nurture a passion for an additional language. The quality of education will be evaluated to ensure that it enables children to achieve the highest standards with high quality learning outcomes and supports children in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Marking and Feedback Policy

Curriculum Policy

Assessment Policy

Geography policy

PSHE policy

Science policy

SEND Policy

Equal Opportunities Policy

Review

This policy will be reviewed annually by staff and Trust Directors/CEO.