

Modern Foreign Languages Policy

'Love your neighbour as yourself' (Luke 10 v 27)

Intent

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.

National Curriculum 2014

At Temple Ewell CE Primary School we use the National Curriculum for MFL (2014) as the basis of our MFL programme. We are committed to developing the children's natural curiosity and enthusiasm to learn more about the world in which we live by primarily teaching them French and about the French culture throughout Key Stage 2. Other languages and cultures will be introduced as the opportunity presents itself within the themes taught in other subjects.

The National Curriculum for 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
- 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

To engage and develop an interest in learning new languages we have chosen to study French throughout Key Stage 2. We use Language Angels to structure our planning, but change it to suit the individual needs of our pupils through supplementing work or using different resources.

The curriculum is organised on a two-year cycle due the mixed aged classes within the school.

The skills and knowledge in each unit taught are planned to build on the pupils previous learning as well as reinforce the skills and knowledge already learnt.

Equal Opportunities and Inclusion

At Temple Ewell Primary School we are committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class. In our school we aim to meet the need of all our children by providing a variety of approaches to scaffold learning, enabling all to achieve. Teachers use the school's inclusion policy to ensure that a range of strategies are used which includes and motivates all learners, ensuring that optimum progress is made throughout the lesson.

Early Years Foundation Stage

Whilst we concentrate on increasing our English language throughout the Early Years and we don't formally teach French in Early Years or KS1 the children will be taught different words that link to the countries/ areas they are learning about. For example they may be taught how to say hello/ goodbye in the language of the country they are looking at; or they may explore the different ways people say hello in European countries.

Spiritual Development

In Modern Foreign Languages spirituality helps pupils connect emotionally and personally with people around the world recognizing and celebrating the uniqueness of every person and develop a stronger sense of identity and self-worth. Spirituality is embraced as the pupils explore the beauty of languages from around the world and by exploring the way language is constructed.

Including adaptive teaching and SEND, EYFS, equal opportunities, spiritual development (health and safety if relevant)

Impact

By the end of each key stage, pupils are expected to know, apply and understand the skills and processes specified in the relevant programme of study. Their progress is monitored through termly teacher assessments.

Marking is used to acknowledge achievements and to show the pupils what they need to do in order to improve in line with the school's Marking Policy.

Role of Subject Leader

To develop and undertake, in conjunction with the Head Teacher, a monitoring schedule for each academic year, including: work scrutiny; planning scrutiny; pupil conferencing and lesson observations to support the development of the teaching and learning of MFL.

Class teachers are responsible for informing the MFL Leader of resources which are required in order to deliver their planned curriculum.

This policy will be reviewed by the MFL subject leader, following discussions with the Head Teacher and other colleagues. Resources, teaching methods and developmental needs will be evaluated. Priorities for in service training and support will be established. Information from this evaluation will form the basis for an action plan which will be fed into the School Improvement Plan.

Date: October 2026

Review: October 2027