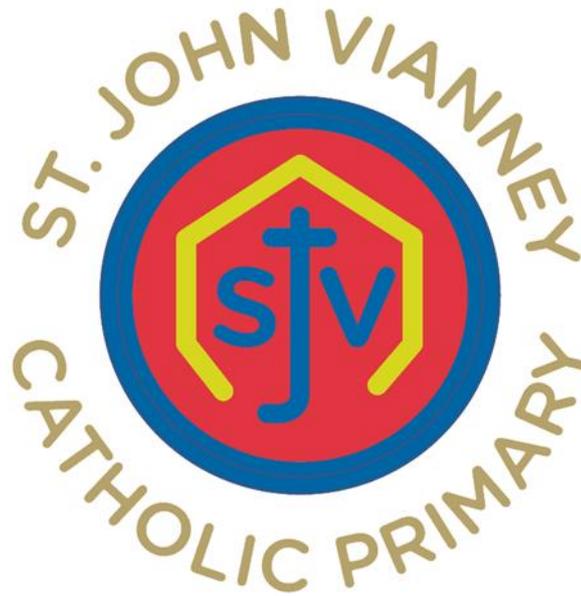


St John Vianney Catholic Primary School, West Denton



Through following Jesus, we aim to be a caring, happy school, where everyone is valued and appreciated and can reach their true potential. We hope to act justly, love tenderly, and walk humbly with our God

Modern Foreign Languages Policy 2023-2025

Date reviewed: January 2024

Date of next review: January 2026



Our whole school curriculum vision

Vision

At St John Vianney Catholic Primary School, we endeavor to provide a broad and balanced curriculum which inspires and provides opportunities for success for all of our learners. Through our curriculum, we strive to create independent, curious, creative and critical thinkers, problem solvers and innovators. We aim to provide engaging learning opportunities that encourage our pupils to develop and fulfil their potential academically, socially, emotionally and spiritually. We strive to provide a range of activities and opportunities through a carefully sequenced and progressive curriculum in all subject disciplines, which fosters a passion for learning, stretching beyond the confines of primary school and creates lifelong learners. Our vision is that our curriculum will ignite passion, expand horizons and raise aspirations for all of our learners. We aim to equip our pupils with the knowledge and skills that will prepare them for the world of work in an ever-evolving landscape, and with the confidence, resilience and tolerance to live harmoniously with others.

Intent

Through our curriculum we aim to:

- be inclusive to all learners and provide opportunities for all learners to succeed, regardless of their individual starting points;
- foster a lifelong love of learning;
- develop a rich subject knowledge, including substantive and disciplinary knowledge, conceptual and procedural knowledge;
- make meaningful links between topics within a subject, between different disciplines and across year groups;
- make links to the world in which we live, which goes beyond the white western experience, thereby instilling a positive attitude of respect and tolerance of other societies, cultures and religions;
- raise the self-esteem of children as capable and resourceful learners;
- develop children's ability to think creatively, solve problems and innovate;
- develop children's capacity and confidence working independently and collaboratively;
- to understand the purpose and value of their learning and how it is placed on a timeline of the past, present and future.

We believe that all learners should experience success across the curriculum and be allowed to develop their own interests and passions within the curriculum. Therefore, our curriculum is delivered with the understanding that all of God's children are blessed with different talents and skills, and the knowledge that there is 'something for everyone' within both core and foundation subjects. For this reason, we ensure that the same value and high standards of learning and teaching are upheld in all subjects across the curriculum. In ensuring success for all children across the curriculum, we aim that this will create confident, resilient and impassioned children who have high self-esteem as learners.

Alongside academic success, the emotional, spiritual and physical wellbeing of children is of high priority, and as such, regular and meaningful opportunities for personal development are integrated throughout the curriculum. We believe that it is our duty to educate and develop the whole child. Our PSHE and RSE curriculum has been refined to ensure that pupils build positive relationships with others, feel valued and those who are most vulnerable are identified and supported. Our curriculum has the flexibility to respond to the needs and priorities of our children and of the local area.

It is our aim that all children develop a knowledge and understanding of and take pride in the British Values of our rich and diverse society and its history. Throughout the curriculum, we present children with the experiences of a diverse range of people, through texts, key figures in different disciplines and exploring worldwide experiences through a lens that is not always that of the white western experience.

We believe that successful learners are aware of the key skills and strategies of that help them to 'know more and remember more' and make progress. We developed a toolkit of fundamental characteristics of effective learning – LEARNER. These principles are explored with children and modelled within lessons by teachers, creating an ethos of 'lifelong learning' within St John Vianney Catholic Primary School.

At St John Vianney Catholic Primary School we aim for all pupils to receive a broad experience in lessons. Modern Foreign Language lessons feature as part of termly plans, and are taught weekly in KS2 and as of January 2024, all KS1 classes as well.

Vision of the MFL Curriculum

Learning languages opens up the world: they open doors to other countries, peoples, cultures and traditions. Languages facilitate effective communication with others and in learning languages, we can become better global citizens and stewards of our God-given world. Understanding of a foreign language promotes tolerance and understanding of different cultures, which is crucial in the context of our modern world. Language learning is a lifelong skill, which equips learners with valuable transferrable workplace skills, whether in the UK or through working or studying abroad.

At St John Vianney Catholic Primary School, we believe that the learning of a language is a unifying experience for our children: no matter their ability in other curriculum areas, all children begin their journey of learning French from the same starting point. Furthermore, there is an emphasis on employing a rich range of enjoyable learning experiences to engage all learners. The learning of French at St John Vianney is underpinned by songs, stories and rhymes, used both to reinforce language teaching and to expose children to French culture.

Intent of the MFL Curriculum

We intend that pupils at St John Vianney will grow to love learning a language and will be very confident in their ability. The teaching of French is underpinned by positivity and praise, completely focusing on what the pupil can do and how far they have come. They will learn the phonics of French and practise all four skills, speaking, listening, reading and writing on a regular basis.

As children move through school, they will build upon their existing language skills to progress from speaking in words and phrases to speaking in full sentences and conversing; from listening to and reading key vocabulary to understanding passages of spoken and writing text in the target language; from writing key vocabulary to writing in phrases, sentences and short passages, with an increasing understanding of grammatical structures, including those that do not exist in English. Children will learn about the culture of the language they are studying and where it is spoken worldwide.

We intend that our Languages provision will support transition between primary school and secondary schools to ensure that the teaching of French can be picked up from the children's end of key stage level, rather than starting over, which can lead to frustration and disengagement. This focus on transition ensures that there is a consistent approach to the teaching of grammar, phonics and vocabulary across settings. As such, we work closely with staff in the MFL department at St Cuthbert's Catholic High School, both to ensure effective transition from KS2 to KS3 and to receive CPD, network and share good practice with other primary schools.

Implementation

French is statutory in Key Stage Two and as such, it is taught weekly for 30 minutes in Years 3-6. However, we believe that children in KS1 should be exposed to a foreign language, and so our Year 1 and Year 2 pupils also have a weekly lesson, based mainly around key vocabulary, songs, rhymes and stories. Pupils build on their prior knowledge each year, revising previous topics, and adding new, more complex vocabulary and grammatical structures through small steps. We fulfil the National Curriculum Languages Programme of Study through the 'Primary French Project Scheme of Work'.

At St John Vianney, we also appreciate the need for our learners to be exposed to more than one language and so provide children with as many opportunities for this as possible, which has included online Mandarin lessons, Japanese Club, Languages Club and celebrating a whole school Day of European Languages. MFL leaders are proactive in securing language learning opportunities for pupils.

Modern Foreign Languages Content

Key Stage 1

The teaching of a modern foreign language is only statutory in Key Stage 2, as per the National Curriculum. However, at St John Vianney, we see the merit in exposing our learners in Year 1 and Year 2 to French as it fosters an early love of language, based around age appropriate books, songs and rhymes in the target language. It also allows teachers to prepare children for the transition to more formal language learning in KS2, ensuring that they already have some understanding of basic vocabulary, such as classroom instructions, numbers and colours, which can then be applied in lessons in KS2.

Key Stage 2

The curriculum that we follow is based on the guidance given in the National Curriculum.

Aims

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

Attainment Targets

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing Languages
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

These attainment targets are fully met through the Primary French Project.

Planning

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each topic in French. Planning ensures progression throughout the scheme of work so that the children are increasingly challenged as they move up through the school. Long term planning is compiled across a whole school basis, which is determined by the requirements of the 2014 National Curriculum. Planning is monitored by the Senior Team and the MFL Team.

Impact

Pupils enjoy their language lessons, which are often started with a chorus of “YES! It’s time for French”. By the time pupils leave St John Vianney, they will have acquired a solid core of vocabulary in the French language as well as an understanding of basic grammar. They can carry out a conversation in French where they can both ask and answer questions. They are able to understand short texts, both written and spoken, in the target language and summarise key points. They have a number of strategies for learning new vocabulary, understanding structure and working out meaning that can be applied to most of the languages they may choose to learn in their secondary education and future careers.

Language learners leave St John Vianney with an understanding of another culture, which facilitates effective communication with others and in learning languages, we promote tolerance and understanding of others.

Pupils with SEN

Teachers make appropriate adaptations to the curriculum and their teaching style. This ensures that all pupils regardless of need, are able to access the curriculum and succeed across the curriculum.

Metacognition in Modern Foreign Languages

Within all subjects at St John Vianney, teachers employ metacognitive strategies in lessons, which are based upon EEF research and guidance. In French, these strategies are evident within lessons, through:

- activating relevant prior knowledge from previous lessons within a French topic, across previous French topics and previous year group French topics (vertical curriculum links);
- activating relevant prior knowledge from other curriculum areas within the current year group (horizontal curriculum links);
- activating relevant prior knowledge from other curriculum areas and year groups (diagonal curriculum links);
- explicit instruction of language strategies, knowledge and skills;
- teacher modelling of language strategies, knowledge and skills, and effective learning behaviours in French;
- memorisation of language strategies, knowledge and skills;
- guided practice of tasks in French;
- independent practice of tasks in French;
- structured reflection upon understanding and learning behaviours, which is seen in French, namely through end of lesson discussion and feedback, verbal self-assessment and RAG rating of lessons.

Metacognition is also promoted across whole topics of work, such as through the use of topic knowledge organisers, which encourage children’s retention of knowledge by drawing prior learning back into the working memory, building upon it and creating schemas in the long-term memory – the principle behind this being to ensure that learning is not forgotten. Informal and some recorded vocabulary revision tasks refer children back to learning of previous year groups, topics and lessons. Knowledge organisers allow children to keep track of their previous learning, current learning and any key vocabulary or grammar for the topic

of work they are studying. This affords children an opportunity to monitor their own learning, which is important in fostering self-regulated learners.

Assessment

We assess children's work in MFL by making informal judgements during each lesson. Learning is promptly evaluated after each lesson and this is then used to inform future planning. Pupils in Key Stage Two complete assessments in line with the whole school assessment schedule. Pupils are assessed as WTS or EXP+ three times a year and reported to parents.

Monitoring

The MFL subject champion is responsible for monitoring the standard of the children's work and the quality of teaching in MFL. The MFL subject champion is also responsible for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The MFL subject champion gives the headteacher an annual audit in which she/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate specific time for the vital task of reviewing samples of children's work, talking to the children about MFL and for visiting classes to observe teaching in the subject. These tasks are carried out at least three times a year, with staff being given dedicated time out of class to support this.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, in line with the School Policy for Equal Opportunities.

Supporting Documents

This policy is to be read in conjunction with and used alongside the subject 3I statement and where appropriate the End of Year expectation document.

Headteacher's signature _____

MFL Lead's signature _____

Chair of Governor's signature _____

Date: Governor approval 30th November 2023

Renewal time frame: Revisited every two years