



St Andrew's CE Junior School

Modern Foreign Languages Policy 2025

1 Introduction and Rationale

From September 2014, Modern Foreign Languages (MFL) became a compulsory part of the primary curriculum in England. At St Andrew's Junior School, the MFL taught is French.

French is taught at Key Stage 2. It is envisaged that children learning MFL should progress from listening to speaking to reading to writing, in that order. Children do these four aspects in 'chunks' of two. Listening and speaking go hand in hand as the initial step throughout lower Key Stage 2, with both reading and writing adding on, in upper Key Stage 2.

The learning of a MFL in primary school provides a valuable educational, social and cultural experience for the children. They develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic confidence and competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. They may discover the root language of some of our own vocabulary. Learning another language raises awareness of the multi-lingual and multi-cultural world we live in and introduces an international dimension to children's learning, giving them an insight into their own culture and those of others. The learning of a MFL provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

2 Considerations

As of September 2019, our curriculum has been updated to reflect a more value led approach. Our vision and Christian Values form the basis for the curriculum we deliver. We believe Character Education is vital in nurturing the whole child, encouraging independence and self-reflection and a well-balanced and informed view of Global issues. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking.

When planning to introduce a MFL, the school carefully considered:

- The aims and objectives for teaching MFL.
- The choice of MFL.
- The age at which key components of language learning is to be introduced.
- The availability of trained, confident teachers able to participate.
- The amount and frequency of teaching time, including the number of weeks taught in the school year.
- The continuity and progression from class to class and from primary to secondary school.

3. Aims and Objectives

Through the implementation of this policy, the school aims to:

- Introduce young children to another language in a way that is enjoyable and fun.
- Stimulate and encourage children's curiosity about language.
- Encourage children to be aware that language has structure and that the structure differs from one language to another.
- Help the children to develop their awareness of cultural differences in other countries.
- Develop their speaking and listening skills.
- To have an appreciation and exposure to written language from another country.
- Lay the foundations for future study.
- Extend language teaching beyond mother tongue learning.

4 Principles of Teaching and Learning

- Teaching will be of a multi-sensory and low-pressure approach. Emphasis will be placed upon using a variety of techniques that encourage the children to have an active engagement with the MFL.
- The main focus will be the teaching and learning of listening and speaking skills to develop curiosity and confidence.
- Further development of MFL learning in the school will include CPD for our staff to improve teaching and learning.
- The establishment of links with local secondary schools that have MFL specialist status for staff training and workshops as well as to come into school to work with the children.
- MFL will be delivered by class teachers or HLTAS.

4.1 The Role of the Co-ordinator

The MFL Co-ordinator will:

- Be available to advise and support colleagues relating to the effective delivery of MFL teaching.
- Monitor the implementation of the policy, arrange and conduct the review of the policy.
- Report to SLT on all aspects of MFL as required.
- Keep up to date with national developments and initiatives, ensuring the development of MFL at St Andrew's Junior School.
- Monitor standards in the MFL across the school.
- Negotiate and ensure an appropriate level of resourcing to enable effective delivery of MFL.
- Self-evaluate the quality of teaching and learning in the subject and strategically plan for improvement.
- Effectively manage the resources.
- Oversee and arrange, where and when appropriate, extra-curricular and creative activities and visits that will enable the development of MFL.

- Inform the Head teacher of the training needs of the staff and through monitoring inform them and the SLT of the on-going development of MFL throughout the school.

4.1.2 The Role of the Class Teacher

Teachers will endeavour to:

- Lead, participate in and share MFL experiences.
- Manage individual, paired, small group and whole class activities.
- Use available resources appropriately.
- Create Medium Term Plans and keep them updated in line with the Long-Term Plan.
- Evaluate the lessons and make changes where necessary.
- Ensure all children are engaged in MFL lessons.
- Monitor progress and use teacher assessment of attainment.

With reference to the children, the teacher will endeavour to:

- Inspire, direct and encourage independence.
- Observe, help, advise and instruct.
- Develop strengths and nurture gifts.

The children need to be taught how to:

- Ask and answer questions.
- Use correct pronunciation and intonation.
- Build up a bank of vocabulary.
- Memorise vocabulary and phrases.
- Interpret meaning.
- Understand basic grammar related to their area of learning.
- Not only listen to and speak the MFL but also attempt to write and read it.
- Use dictionaries
- Work in pairs and groups and communicate in French.
- Look at life in another culture related to the MFL being taught.

4.2 Special Educational Needs and Adapted Teaching

All children, irrespective of ability or needs, have equal access to the MFL curriculum, to the opportunities it offers and to extra-curricular activities. The careful planning of the needs of each class will be considered, and appropriate support will be offered to engage all children in MFL Through adaptive teaching, and specific need support teachers will aid individuals in their progress.

4.3 Cross-curricular Skills and Links

MFL learning makes a major contribution to listening, speaking and response skills. The style of teaching through which the MFL curriculum is delivered supports the acquisition and development of a range of social skills, in addition to developing an awareness of other cultures and people, linking to the Global Goals and Christian Values. The key resources supporting the delivery of MFL teaching provides clear opportunities for the teaching and acquisition of Computing and IT skills. Also, MFL learning naturally provides links to the geography curriculum and connects strongly with numeracy and literacy.

4.4 Organisation and Time Allocation

The school has adopted a non-specialist approach to the teaching of MFL, where the class teacher is the teacher of the foreign language. An integrated approach to MFL learning is taken, allowing for the teacher to also develop their learning, skills and confidence on a little and often basis.

MFL will be taught to children for at least 30 minutes a week or in block sections for those who will use the HLTA to deliver the MFL lessons. We will use a little and often approach to gain confidence in spoken activities including real-life everyday experiences, like calling registers and greeting each other, celebration assemblies and class games.

There will also be opportunities to use MFL in a range of daily routines, such as:

- ☐ answering the attendance/dinner register.
- ☐ behaviour management strategies; call and response.
- ☐ counting when standing in line for assembly or celebration assembly topic selections.
- ☐ greeting someone.
- ☐ through classroom instructions such as: sit down, stand up, silence, listen, look.

4.5 Planning ***

Teachers will follow the updated curriculum Long Term Plan (LTP_ which progress from Year 3 to Year 6 building on their knowledge and supporting them to the transition to Year 7. Year groups will create MTP plans with the progression of the lessons stated for each term to ensure progress and coverage, then weekly or individual planning will be at their discretion. Changes to the MTP should be relayed to Subject co-ordinator so LTP can be updated.

4.6 Assessment and Reporting

Teachers will informally assess children's progress during and after lessons, evaluating progress against the national attainment targets of depending on the context of the lesson:

- ☐ Listening and Responding
- ☐ Speaking
- ☐ Reading and Responding
- ☐ Writing

Looking at the child's confidence and accuracy of those lessons learning objective will determine their progress. Progression is not merely a memory test of language acquired but a child's willingness and curiosity to learn more.

Teachers are to track progression and place results onto the schools chosen data logging program (itrack) for the end of each topic or term (whichever is more appropriate) they are to monitor pupils' progression and update planning where they see it is needed for their individual classes. Photos and videos recorded

onto school server are a good way to capture language learning especially in its auditory form, these can be used for assessment or as a means of celebrating language learning.

4.7 Monitoring

The MFL Co-ordinator will monitor the effectiveness of the implementation of the curriculum and policy. The Co-ordinator will regularly report to the Head teacher on practice and progress. The Head teacher will report to the Governing Body on progress in teaching and learning, particularly through the Curriculum Committee.

4.8 Resources

The MFL Co-ordinator is responsible for developing the resources available in school, including any promotions or parent information. Organising CPD training for staff and maintain links with the feeder High- School.

4.9 The Development of MFL at St Andrew's Junior School

The school will develop the teaching of MFL through:

- ☐ Appropriate CPD for individual teachers as well as for the staff as a whole.
- ☐ Look into enrichment opportunities for pupils.
- ☐ Development of appropriate resources.
- ☐ Taking opportunities to raise the profile of MFL.
- ☐ Careful monitoring of the policy and MFL in the curriculum.

Date: September 2025

Date to be reviewed: July 2026