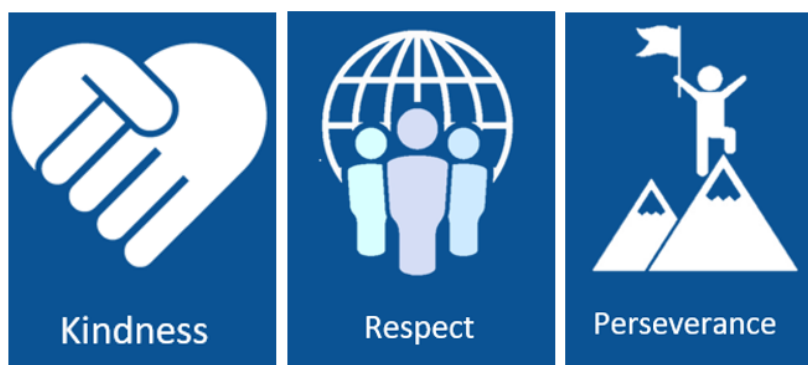


Ditchling (St. Margaret's) CE Primary and Nursery School

Modern Foreign Languages



'Living life in all its fullness' John 10:10

Version	Reviewed by	Approved by	Date Approved	Next Review Date
I	Ditchling developed Policy	Head/FGB	Dec 2024	Dec 2025

Signed: Chair of Governors



Signed: _Headteacher



Contents

- 1. Curriculum Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. EYFS**
- 7. KS1 and KS2**
- 8. Equal Opportunities**
- 9. Inclusion**
- 10. Role of the Subject Leader**
- 11. Parents**

1. Curriculum Statement

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At Ditchling, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

At Ditchling we are committed to ensuring our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. The exposure to MFL in EYFS and KS1 and the teaching of MFL in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

2. Teaching and Learning

As part of the introduction to each new MFL topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. Regular vocabulary retrieval will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

Lessons are planned to ensure that key knowledge is developed over time over the course of each language block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of MFL. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

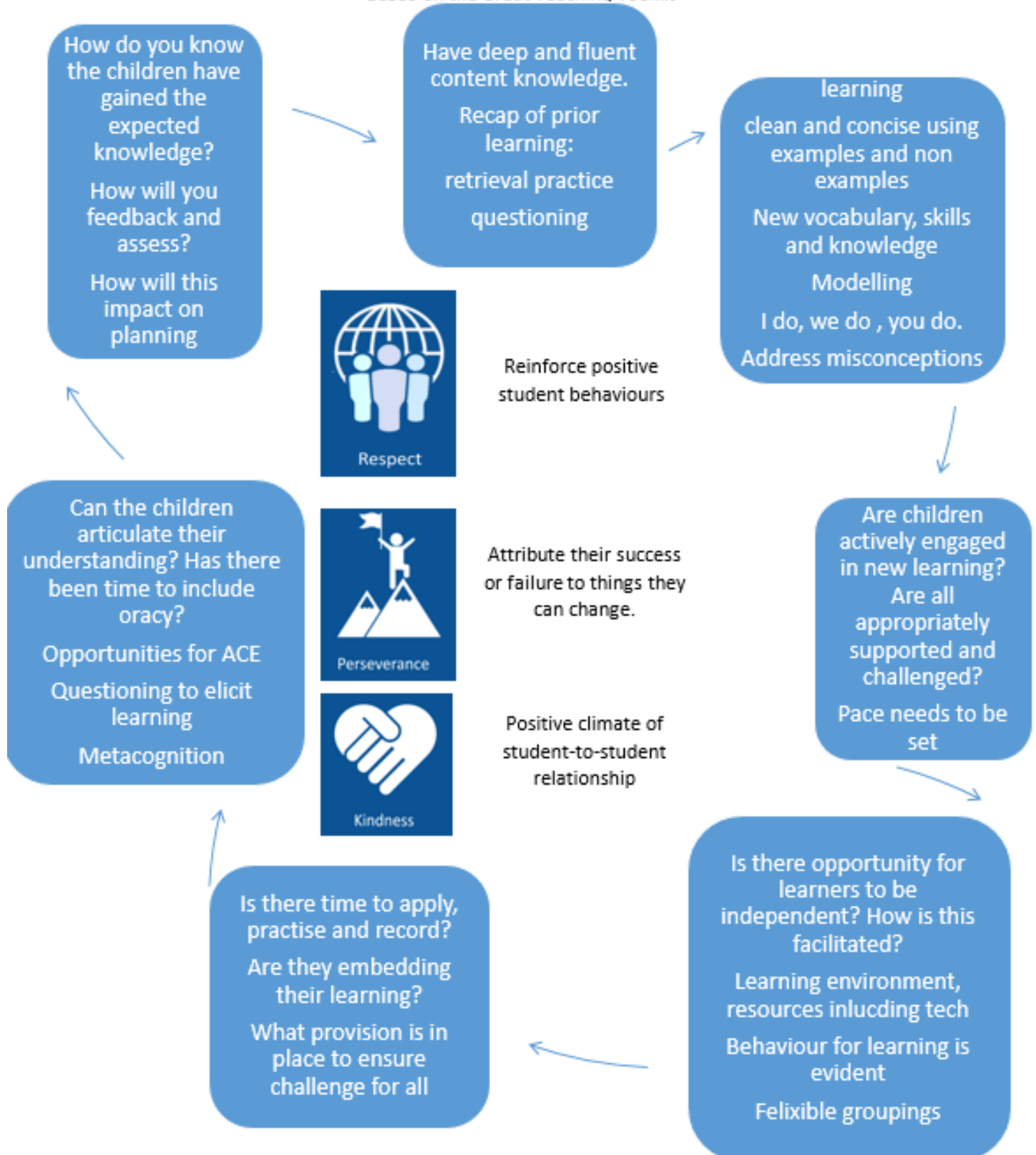


JOHN 10:10 LIFE IN ALL ITS FULLNESS



Teaching and Learning at Ditchling

Based on the Great Teaching Toolkit



3. Assessment

Children's existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each unit.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, to which recognises successful aspects of the children's work, as well as informing subsequent dialogue to address errors and misconceptions.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

There is a strong focus on developing the quality, presentation and content of children's written work across all subjects through our 'Beautiful books' standards. The standard of children's writing is expected to be the same high standard across all subjects – teachers marking will address inaccuracies (such as, for example, inconsistencies in the use of capital letters and punctuation). It will also prompt when handwriting and grammar needs improvement, indicating an identified target and providing a suitable model where appropriate.

Although there will not always be a recorded outcome in children's books, task will be planned that provide plenty of opportunity for children to demonstrate the application of the key knowledge, skills and vocabulary for the lesson.

4. Planning and Resources

Lesson slides are designed to be accessible to all children, as well as to avoid cognitive overload. Lesson slides are used by the teacher to support the teaching, as well as to convey key information and instruction to the children. Teachers devise lesson slides according to what is stated on the progression map for MFL according to the term and year group.

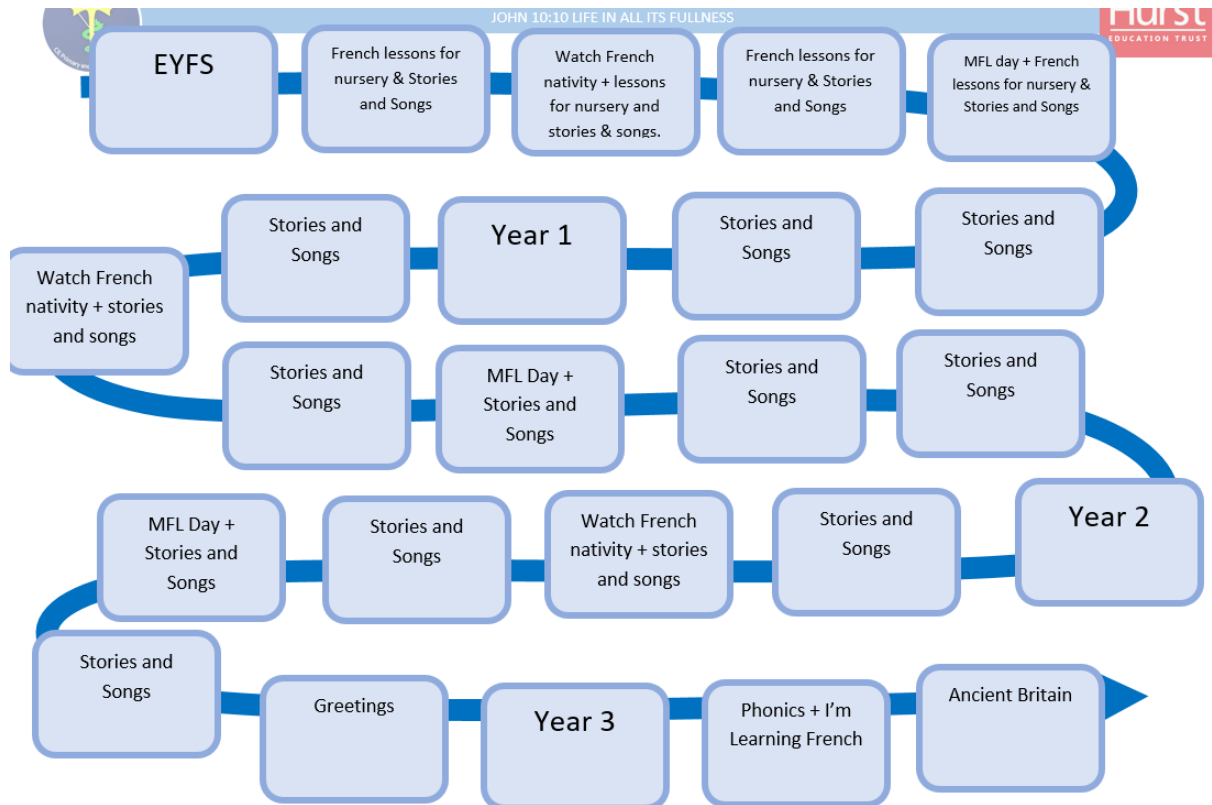
Teachers can source from a range of recommended lesson resources. Sourced resources for lesson slides might include imagery and ideas from slides from other schemes. However, these are not used in their entirety, to ensure a structured and consistent approach that is in line with the school's bespoke curriculum mapping. The key vocabulary for each topic is mapped and shared with the children using Widget. Our classroom displays present this vocabulary for MFL.

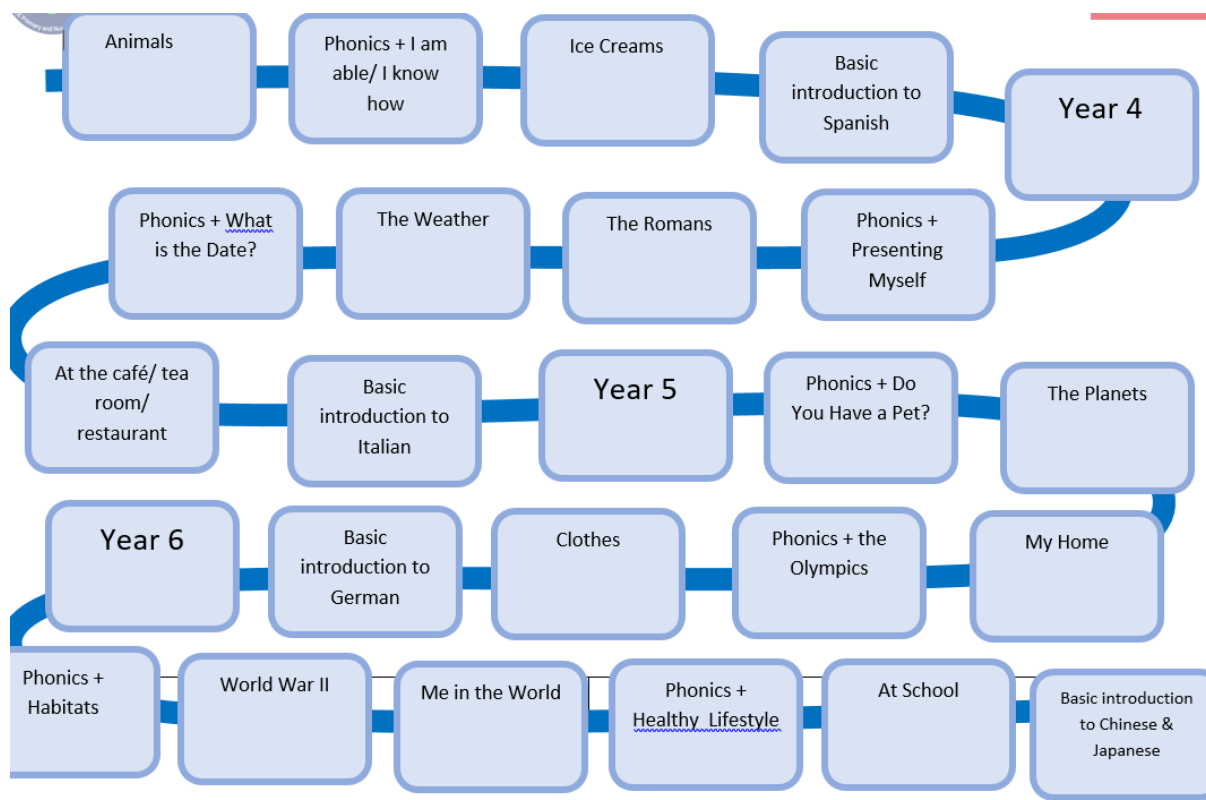
The MFL curriculum is designed to ensure that all pupils have a high quality, coherent and progressive experience of the subject. The school's MFL knowledge and skills mapping is informed by our use of Language Angels, and close discussions with the subject lead, and fellow language leads at HET schools.

When planning, teachers ensure that teaching and learning activities provide a suitable level of challenge for all learners, with appropriate task adaptation where necessary. Lesson slides and resources are saved in the schools shared planning drive as a central resource. Not all lessons will be planned to have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

5. Organisation

The MFL Knowledge and Skills Progression Map outlines the key knowledge for each unit and how these progress throughout the programme of study, as well as identified and planned cross-curricular links and opportunities for learning outside the classroom.





6. EYFS

Our school's Modern Foreign Languages (MFL) curriculum policy is designed to align seamlessly with the Early Years Foundation Stage (EYFS) early learning goals, particularly in fostering communication and language development. By introducing foreign languages at an early age, we promote listening skills, vocabulary acquisition, and expressive language, enabling children to engage in meaningful conversations. Our MFL activities also encourage social interaction and cultural awareness, supporting personal, social, and emotional development. This holistic approach ensures that our young learners build a strong linguistic foundation while exploring diverse cultures, ultimately enhancing their overall educational experience. Our EYFS students join in with regular French sessions with an outside provider; they participate in our language days, and they watch our French nativity.

7. KS1 and KS2

MFL Education in KS1 and KS1 is enriched by the school's community links, which enables access to local places and visitors. The school also works closely with our fellow HET schools, and our language club leader for language specific days. UKS2 are given the opportunity to experience some French cinema and literature.

Children's work in books will mostly be their own recorded writing. Pages of scaffolded work will only be stuck into children's books when this is absolutely necessary. In some instances, children might stick a diagram or visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in. In MFL it might be appropriate for children to record their learning or practice onto a provided format. However, the majority of children will record their work directly onto the pages of their book, using the layout provided as a point of reference. This will enable greater ownership and pride in recorded outcomes.

8. Equal Opportunities

Ditchling School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others through our school values of kindness and respect. All pupils have equal access to MFL and all staff members follow the equal opportunities policy. Resources for SEN children and children who are working at greater depth are made available to support and challenge appropriately.

9. Inclusion

Children with English as an additional language: It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children are provided with consistent opportunities for this verbal interaction.

Assessment data is used to inform and allocate appropriate intervention, including speech and language groups. The school will also support EAL children and their families through drop in sessions for parents and carers, in line with the inclusion policy. Special Educational Needs Class teachers inform the Inclusion Lead if they are concerned that a child may have underlying learning difficulties. Support for children with identified SEN includes the following, as appropriate:

- Volunteer readers
- Reading buddies
- Language groups
- Social skills groups
- Booster classes
- Toe by Toe
- Get Spelling scheme
- One-to-one RWI (see SEN policy for further details).

10. Role of the Subject Leader

The role of the subject leader in MFL is to coordinate the teaching of MFL across all phases of the school. This is in order to secure high quality literacy provision for every child, including outstanding MFL teaching and learning, effective use of resources and the highest standards of achievement for all.

Key duties that the MFL subject leader will undertake over the course of the year include:

- Monitoring of books and opportunities provided to the pupils
- Learning walks and participation in lesson observations
- Planning and organising MFL enrichment opportunities and competitions
- Helping identify and facilitate the professional development needs of staff
- Liaising with SLT to implement school improvement priorities and report on actions, progress and impact
- Liaising with the school Inclusion Lead to best support children experiencing difficulty in MFL
- Organising, maintaining and cataloguing resources
- Keeping abreast of new initiatives in MFL teaching, including attendance of borough forums and dissemination of key content.

Lesson slides and outcomes for each unit of work will be monitored by the SLT, in collaboration with subject and phase leaders. This will inform any necessary follow-up action and support, to ensure that school systems are consistent across year groups, age phases across the school throughout the curriculum. This is part of the school's commitment to ensuring a high quality, broad and stimulating curriculum.

Regular opportunities will be provided throughout the year for moderation of children's achievement, according to the programme of study for their year group. The subject leader will use the outcomes of this process to support further development in MFL, as well as the findings from regular book looks (where teachers across year groups will view outcomes of work in each subject). The book look process itself will provide an opportunity to recognise, celebrate and disseminate good practice, and inform judgements as to the progress being made towards identified whole school and subject priorities. Wherever possible, models and that the children have created will be seen as part of this process. In-house moderation and Book looks will be scheduled to take place within teachers' directed time.

11. Parents and Carers

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in MFL. At the 'Meet your teacher' meeting at the beginning of every academic year, the MFL standards of the year group are explained, as well as further meetings throughout the year to support parents to understand the curriculum.