

Bricknell Primary School



MFL Policy



MFL Policy

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Curriculum Intent

At Bricknell Primary School, the teaching of Modern Foreign Languages has been carefully considered to enable our pupils to become confident linguists. We strive to enable children to become passionate, curious and confident about their ability to learn another language by the time they finish their primary education. We want our children to be able to communicate with others, including people from outside the UK and to discover more about other cultures and peoples, including the context in which a modern foreign language is rooted.

At Bricknell, we follow the Language Angels Scheme, alongside this our highly skilled subject leader has carefully worked to create a Progressive Skills Document where objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge the further their education journey into KS3.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.



Within the MFL Progressive Skills Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupil's knowledge and skills. Within MFL, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge and skills, required to successfully achieve in MFL. The key concepts are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embedded within the long term memory. These key concepts compliment work carried out across the school in line with the Aspiration Curriculum. The expectation is that, by the end of Primary School, children will know and understand these key concepts and to give them a solid foundation to enter the MFL curriculum at KS3.

In addition to first order concepts, the subject leader has identified subject specific second order concepts. These can be used across all aspects of a subject to organise the substantive knowledge and skills taught.

Key concepts:

The pillars of MFL are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

- **Phonics** (the system of the sounds of a language and how these are represented in written words)
- **Vocabulary** (building a body of useful words for different contexts and situations to enable communication and understanding)
- **Grammar** (including syntax and inflectional and/or derivational features ie: the systems for changing the form of a word and for creating new words respectively)

Second order concepts: These can be used across all aspects of a subject to organise the substantive knowledge taught.

- Learn the sounds, vocabulary and grammar of the language
- Understand and produce these then they are combined

To develop these key areas, the curriculum has been structured progressively for each of the following aspects:

- Listening
- Speaking
- Reading
- Writing
- Grammar

Each unit of work covers all of these aspects, including the development of phonics and vocabulary.

By the end of Key Stage 2 children will:

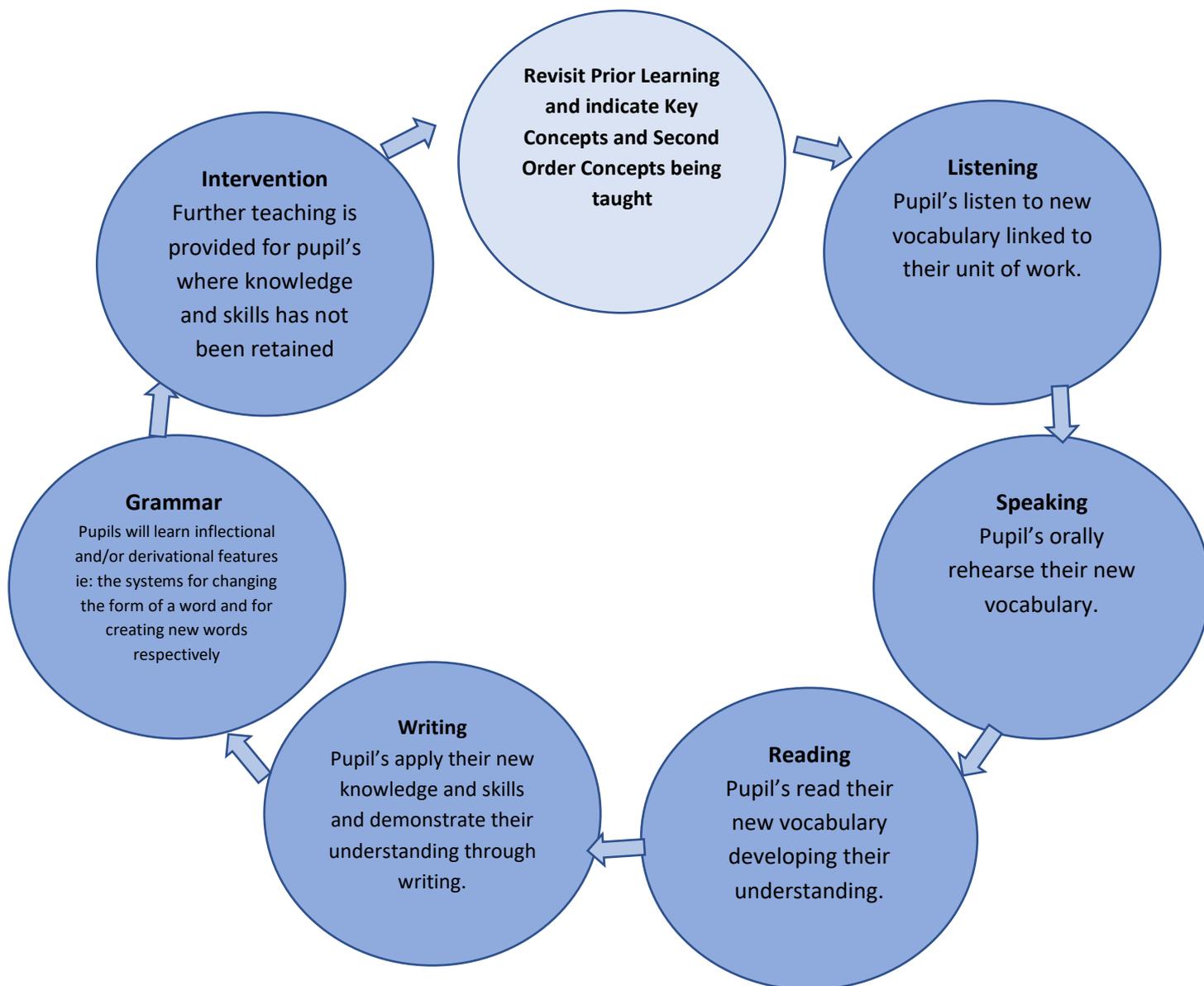
1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Any child working below their age-related expectation, will receive a tailored curriculum with personalised objectives taken from the Curriculum Assessment Toolkit. This will enable all children to build the skills and knowledge needed to bridge the gap between themselves and their peers enabling them to reach their full potential.

Implementation

At Bricknell Primary School, our curriculum is carefully mapped out into a Long-Term Plan by our highly skilled subject coordinator. This enables links between subjects to be identified and carefully planned for to support pupil's retention of knowledge and skills.

At Bricknell, all MFL lessons will follow the same teaching sequence outlined below.



In light of Covid 19 and Bricknell's Recovery Curriculum, subject leaders have identified key concepts across the curriculum which need to be prioritised in each year group to ensure that pupils have the knowledge required to access their next progressive steps in their education and enable them to access the National Curriculum.

In addition to MFL lessons, Key Stage 2 pupils can join extra curricular language clubs. These celebrate the pupils love of learning languages.

Impact

A wide range of strategies are used to measure the impact of our MFL curriculum. Our teaching sequence allows children to complete a post assessment to assess the knowledge absorbed into the long term memory of pupils. Formative Assessments are also carried out by teachers after each lesson which will allow them to inform future planning. Additionally, summative assessments are carried out by using an internal assessment tool. As a result of these assessment tools, pupil's misconceptions or gaps in subject knowledge, skills, behaviours and attitudes are addressed and additional teaching and support is provided.

Our Subject Leader will also monitor the effectiveness of the MFL curriculum through carrying out regular subject 360 evaluations. These evaluations are quality assured by the Curriculum Lead, Senior Leadership and Governors.

The effectiveness of MFL is also monitored through pupil and parental voice throughout the course of the year.

Extra-curricular

An extra curricular French club will be running in the Autumn Term 2021.

Cross curricular connections.

MFL should also be used across the curriculum as a stimulus for writing and wherever else appropriate.

Equality

Children should not be discriminated against in terms of gender, race, religion or disability. All children should have the opportunity to participate fully in classroom and MFL lessons and activities and reasonable adjustments will be made to ensure this. As part of The National Curriculum, children will study MFL through a range of activities, making it easily accessible for all children, from the least to most able, to independently develop their curiosity and linguistic skills.

SEND

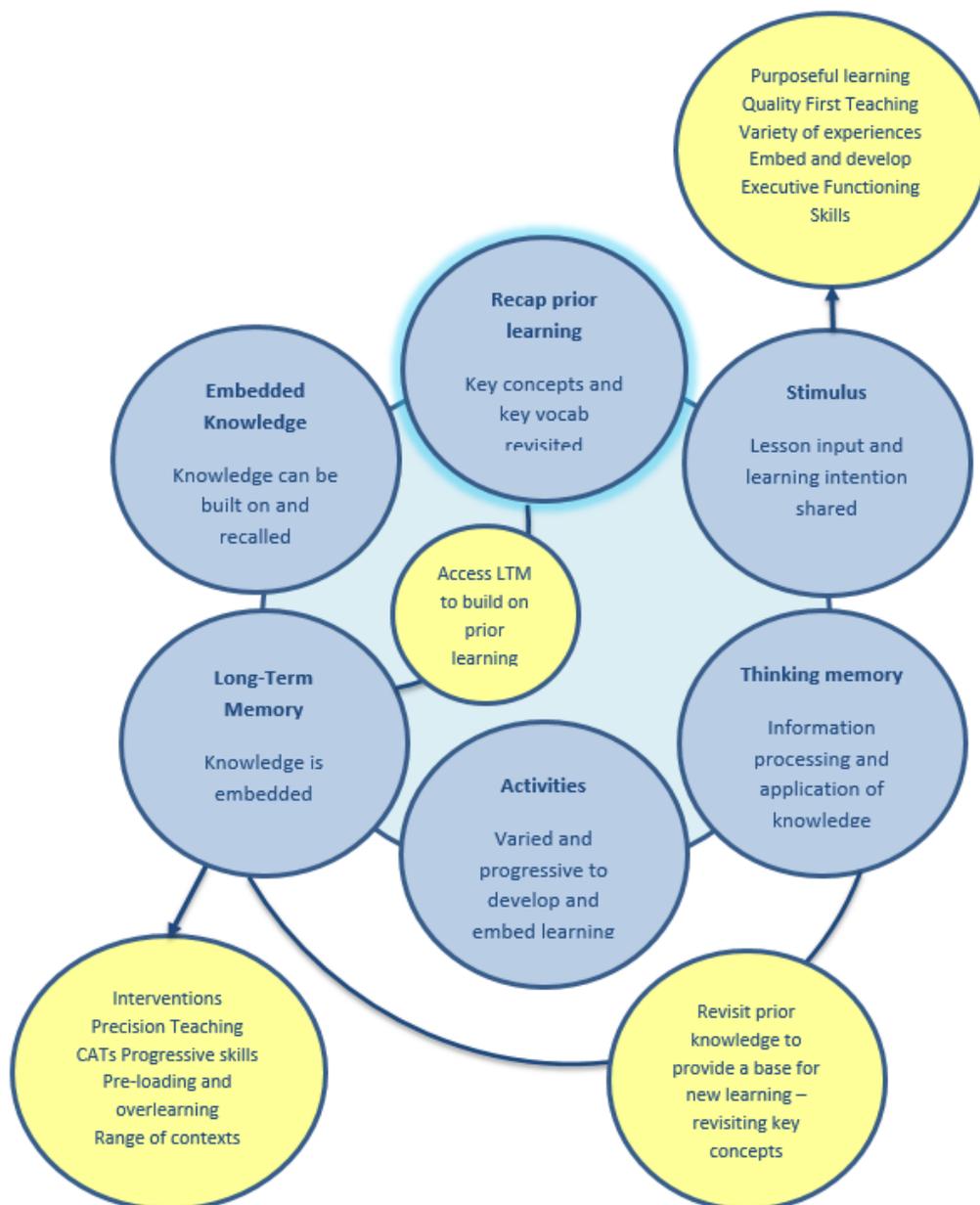
At Bricknell, we have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the CATs document. This document breaks down each objective across the curriculum to enable all pupils to achieve success at an appropriate level for their needs. This ranges from P4 to Year 6 to ensure that there is no ceiling on any child's learning. In addition to this, some pupils are given the opportunity to take part in an AQA life skills programme. This programme consists of a sequence of skills that children work towards and develop their independence. This programme has been developed by the external agency IPASS and is tailored to meet the individual needs of our pupils. Each skill, when mastered, is rewarded with a qualification and certificate. Prior to the children starting this at the

age of seven, pupils take part in the CATs MFL scheme of work which was developed alongside a local special school. This programme aims to plug gaps and remove barriers to learning.

Metacognition

Metacognition relates to thinking about thinking. It is a mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Metacognitive strategies are embedded into all areas of our curriculum and opportunities are planned to develop these skills over time. These skills include self-questioning, meditation, reflection, developing an awareness of strengths and weaknesses and an awareness of personal learning styles. Developing this metacognitive understanding is a skill for life. When learners “think about their thinking” they are more capable of independent self-improvement. At Bricknell, metacognitive strategies are learned, practiced and made into habits in order to improve learning, self-understanding and thinking skills impacting both the present and future.

Our metacognition and working memory model is shown below:



All staff have had extensive CPD, in collaboration with the Educational Psychologist, to support their understanding of child development and metacognition strategies to enable them to develop the knowledge and skills required to enable children to learn progressively over time.

Evaluation

In evaluating the effectiveness of our MFL teaching, we should be aware of the following:

- Do we ensure the teaching of MFL gives children an understanding the world we live in?
- Do we provide pupils with a growing MFL vocabulary?
- Do we make use of ICT to develop pupils' recording skills?
- Do we create an environment which allows pupils to influence their learning journey?
- Do we ensure that children are able to work collaboratively?
- Do we create opportunities for children to apply their skills practically?

Resources

All year groups have access to lesson plans, power points, animations, book references, internet links, knowledge organisers, progressive skills and videos in order to allow them to deliver a consistent MFL curriculum.