

MFL Policy for Lacewood Primary School



Approved by: Kelly Webster
(Chair of Governors)

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A Statement of Policy for the MFL Curriculum

At Lacewood we believe that learning a foreign language is vital in providing an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. All children, regardless of background or any additional needs, have the right to a good quality education. Through adaptation and additional support, all children can enjoy learning a language, develop communication skills, discover more about the world and its diversity, and celebrate and appreciate cultural and linguistic differences.

The MFL curriculum and the associated lessons are unpinned by our school motto and ethos of "always trying your best to be your best" and further develop every child's learning characteristics, in line with our school learning buddy approach, of:

Co-operation and independence (Bee) 

Thinking skills and problem solving (Owl) 

Effort, resilience and commitment (Snail) 

Collecting ideas and making links in their learning (Squirrel) 

Intent

At Lacewood Primary School we have chosen to use Primary Languages Network French scheme of work, which aims to instil a love of language learning and an awareness of other cultures. At Lacewood we want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

Aims and objectives of MFL

At Lacewood Primary school we aim to ensure that all children will:

- Understand and respond to spoken and written language from a variety of authentic sources.
- be 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.
- 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.

Organisation

Role of the subject leader:

The role of the subject lead is to:

- Take lead in policy development and to oversee the development of the long term development plan for MFL.
- Keep up to date with the developments in MFL.
- Disseminate information to colleagues.
- Collate samples of MFL work across school to monitor standards and progress.
- Keep the school MFL section of the website up to date.

Planning

Our school follows the Primary Languages Network scheme of work (Click2Teach/Video2Teach). It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of MFL whilst maintaining a 'primary' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

Implementation

Our French scheme of work is designed with 5 key strands, with that run throughout. These are:

- Speaking
- Listening
- Reading
- Writing
- Culture

Our knowledge and skills progression document shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2. Through Primary Languages Network French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French. The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games, stories and language detective work. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. We have chosen to use the Primary Languages Network scheme as it has been created with the understanding that many teachers do not feel confident delivering the full languages curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression. Every lesson includes a 'click 2 teach' or a 'video 2 teach' so that teachers can choose the resources that would best support them.

Materials and resources

Every class teacher has access to the Primary Languages Network website which holds the lessons plans and resources. Knowledge organisers are provided with sound buttons to ensure that teachers and children are developing correct pronunciation from the very first lesson.

All children are provided with an A4+ book to collect and file their work. This book will be passed on to the next class so that children are able to utilise their previous learning through re-caps at the beginning of relevant sessions.

Impact

The impact of Primary Languages Network scheme is monitored continuously through both formative and summative assessment. Each block includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is also available to record children's progress in each skill, to enable teachers to build a picture of children's learning through the units. After the implementation of Primary Languages Network French scheme, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3 as well as meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.

Assessment and recording progress

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-assessment cloud documents. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading and writing in order to track progress. The aim is for a core body of language (words and phrases) to be 'left in the sieve' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage.

Through the use of Puzzle It Out assessments and the tracking of results using a spreadsheet, progress can be monitored, and show the impact of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

SEN and inclusion

The whole school policy on equal opportunities will be adhered to in MFL. To ensure that we offer all children effective learning opportunities, we aim to provide work that is of a challenging nature for children of different abilities and aptitudes in each year of each key stage. Work is planned with the intention of motivating children, enabling them to understand and review their learning.

In MFL activities the differentiation is mainly by adapted supportive resources, though in cases where pupils have special educational needs, there may be the need to provide adaptations by task in order to cater for children's diverse learning needs. These adaptations will be discussed with class teacher, subject lead and SENCO to ensure needs are being met whilst appropriate challenge and support are suitable.

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