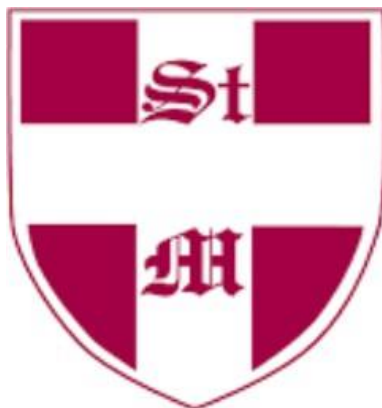


St. Michael Catholic Primary and Nursery School

Modern Foreign Language (MFL) Policy



"I came so that you may have life, life in all its fullness" John 10:10

St Michael Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever-changing world.

Policy Date	September 2026
Signed by Head Teacher	Mrs N Collins
Review Date	September 2027

Introduction

“Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”

-The National Curriculum in England: Key stages 1 and 2 Framework
Document. September 2013

"Incorporating Catholic Social Teachings (CST) into every facet of our curriculum in MFL is paramount in fostering a holistic education that aligns with our school's deeply rooted values. CST provides a moral compass that transcends academic subjects, guiding our students towards a profound understanding of compassion, justice, and the dignity of every individual. By infusing CST principles into subjects ranging from science to history, we not only impart knowledge but also cultivate a sense of responsibility towards society. Through this integrated approach, pupils learn to view the world through a lens of solidarity, prioritising the well-being of the marginalised and vulnerable. This holistic educational experience empowers our students to become not only knowledgeable scholars but also compassionate advocates for positive social change, ensuring they carry the transformative teachings of CST into their lives beyond the classroom."

Lightbulb questions:

"At our school, our lightbulb questions serve as a beacon of enlightenment, deeply rooted in the profound principles of Catholic Social Teachings (CST). These questions are designed to do more than just illuminate a subject; they offer a pathway to profound comprehension, consolidation, and ethical justification. By integrating CST into our inquiries, we ensure that students not only gain factual knowledge but also engage in thoughtful reflection on how their learning aligns with values of justice, compassion, and the inherent dignity of every person. These questions encourage students to delve deeper into MFL, prompting critical thinking and a deeper understanding of the subjects at hand. In doing so, we foster a learning environment that not only nurtures intellectual growth in MFL but also cultivates a strong moral foundation, empowering our students to apply their knowledge in ways that positively impact society and uphold the teachings of CST."

MFL – Modern Foreign Language

At St. Michael we adopt the PLN (The Primary Languages Network) programme. This covers the aims that are outlined in the National Curriculum

‘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.”

National Curriculum 2013

Intent and Vision:

At St Michael Catholic Primary School and Nursery, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children’s knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Implementation - Curriculum:

Children at St Michael learn **French**.

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.

In KS1 children experience incidental language learning through a variety of activities over each big term and these are repeated and extended upon from Nursery to Year 2, supporting our children to have a deeper insight into the French learning they will encounter as they enter KS2. In KS2, children are taught by class teachers directly for a minimum of 30 minutes per week and incidentally during our celebration days and events over the year.

Teaching and Learning:

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Inclusion:

All children, regardless of background or any additional needs, have the right to a good quality education. Through differentiation 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. These skills can then be linked to and developed in other curriculum areas.

Impact:

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 Target Tracker, 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.

Monitoring:

The lead teacher will monitor planning, assessment and evidence collected during the subject leadership time (approximately once per term)- collating the information gleaned to develop a whole school language learning profile. They will ensure that there is progression from Y3 through to Y6.

Monitoring and CPD:

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. The PLN scheme of work is a thorough and ambitious scheme which ensures progression in language learning across the four core skills, the three pillars of progression (vocabulary, phonics and grammar) and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff when required.

The MFL coordinator discusses language learning with the visiting teacher and monitors planning and spoken and written evidence of progress in learning through book scrutiny, pupil voice opportunities and discussion with staff. The lead teacher can access training via the PLN VLE , consultation time, email discussion and through the PLN CPD Journey.

All staff have access to the PLN VLE and all its materials. The PLN VLE school user files can be used to share information between staff.

Non-negotiable areas of MFL:

- Clearly labelled French display in classrooms, updated termly in-line with current teaching focus
- Photo evidence collected in teacher files from practical lessons
- Written evidence collected in children's individual workbooks which are carried through from Year 3 to Year 6 to see the individual child's written journey in MFL.
- Evidence collected in files of display boards at the end of each term
- Assessments added to class files when applicable