

Great Bardfield Primary School Curriculum Statement for: Modern Foreign Languages

Intent:

At Great Bardfield Primary School, we believe all children have a right to a rich and deep learning experience that includes the learning of the basics of an additional language. Our aims are to fulfil the requirements of the National Curriculum for Modern Foreign Languages (MFL), which 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.

The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. Pupils use language to communicate information responsibly and creatively; learning how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures across our school and wider demographic. In addition, understanding a modern foreign language increases a child's understanding of their own language, and the building blocks which form this. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

The aims of teaching Modern Foreign Languages in our school are to:

- Foster an interest in learning other languages.
- Introduce young children to another language in a way that is enjoyable and fun.
- Develop young children awareness that language has a structure, and that the structure differs from one language to another.
- Help children to develop their awareness of cultural differences in other countries.
- Ensure pupils have access to high-quality teaching and learning opportunities.
- Expose pupils to simple commands including day-to-day French language, days, months, numbers and classroom instructions.
- Develop an increased wider cultural understanding through our enriched and varied curriculum to which languages contribute.

We teach a curriculum that enables our Key Stage 2 pupils to become effective users of language, and show an understanding and respect of different cultures in our local, national and global communities. Key Stage 1 pupils are taught, in addition to the National Curriculum, less formally through incidental methods, songs and games.

Implementation:

Subject Leaders are provided with an additional three planning days throughout the year to supplement their planning, preparation and assessment time to plan their curriculum. Within their planning time, teachers have access to a comprehensive scheme of work - Rigalo – which covers all aspects of the MFL curriculum: speaking, listening, reading, writing and cultural understanding, and progresses these skills and knowledge throughout Key Stage 2. As part of the planning process, teachers need to plan the following:

- A medium-term plan which outlines knowledge and skills (including vocabulary) all children must master.
- A cycle of lessons for each topic, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge and understanding.
- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner.
- Visiting speakers who will enhance the learning experience.
- Opportunities to showcase their work using a variety of presentation styles.

Teachers and pupils may also use French in daily routines, for example, through answering the register and displaying the French date within the classroom.

Impact:

Our MFL curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Key Stage 2.

We measure the impact of our curriculum through the following methods:

- Interaction with pupils during discussions and related questioning.
- Day to day observations of children's speaking and listening activities.
- Marking of written work in books.
- Interviewing the pupils about their learning (pupil voice).
- Children applying their knowledge of language to other areas of the curriculum
- Children applying their cultural understanding and tolerance across society and cultures.
- Moderation staff meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for Modern Foreign Languages in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.