



*Kirkstall St. Stephen's*

*Modern Foreign  
Languages  
(French) Policy*

*May 2024*

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

## MFL Policy

### KSS School Vision:

We are cherished, we are challenged, we are children of God.

- We are **cherished** – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- We are **challenged**- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- We are **children of God** – we recognise the value of each and every individual, encouraging every-one's unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the delivery of MFL at Kirkstall St Stephen's Primary School.

### Intent

At Kirkstall St Stephen's, we place immense value on the study of the French language as a subject that not only enriches our students' lives but also contributes to their development as responsible global citizens. The National Curriculum guides our French program, but we go beyond its requirements to ensure our students gain a deep appreciation for the language and its broader benefits.

Learning an additional language, such as French, offers numerous advantages for children. Beyond the practicality of preparing them for high schools that teach French, it fosters cognitive development. Studies have shown that children who learn a second language tend to have improved problem-solving skills, enhanced creativity, and greater mental flexibility. It's not just about language; it's about nurturing well-rounded thinkers and learners.

We believe that embracing another language exemplifies our commitment to cherishing others as global citizens. Learning French opens doors to understanding different cultures and perspectives, fostering empathy and respect for diversity. It's a powerful way to instill in our students a sense of responsibility as members of a global community.

Moreover, learning a language is a positive challenge for children. It cultivates persistence, resilience, and the ability to adapt to new situations—qualities that extend beyond the realm of language learning. Language education offers academic benefits that reach far and wide—with cross curricular skills such as sorting and classifying, interpretive, inference and communication skills.

Our intent is clear: every child who leaves KSS will possess not only an appreciation and a positive attitude towards French but also the confidence to 'have a go' at communicating with others from around the world. This is vital because, as global citizens and children of God, they are called to embrace the diversity of our world with open hearts and minds, and language learning is a powerful tool in achieving this mission.

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

## **Teaching and Learning**

### **Early Years Foundation Stage**

Foundation Stage pupils will not yet be explicitly taught MFL through French lessons. However, through well thought out Continuous Provision in the EYFS the children will develop and hone their speaking and listening skills. They will also have ample opportunities to learn about the world around them and EYFS staff endeavour to encourage this interest. Their phonics lessons to learn to read in English will lay the essential foundations for language learning as they get older.

### **Key Stage 1 and 2**

Kirkstall St Stephen's Primary School follows the National Curriculum for MFL for Key stage 1 and 2. Furthermore, we are supported in confidently delivering French lessons through our scheme 'Language Angels' which supports both staff and children in gaining, retaining and using their subject knowledge to ensure progress. In Key Stage 1 and 2 the children will have three MFL topics throughout the year covering a half term each- either learning French in blocks or on an alternating weekly basis at the discretion of the class teacher to suit the needs of the cohort. There is a progression of skills from Key Stage 1, to Lower Key Stage 2 (Year 3 and 4) and then to Upper Key Stage 2 (Year 5 and 6). In each of these three stages, the children will cover Pillars of Language Learning: Phonics, Grammar, Vocabulary and Culture with a strong focus on learning through songs, stories and rhyme. The skills they explore build upon the skills from the previous stage.

Each MFL topic will have a focus bank of vocabulary. The topics have been carefully selected to ensure that the children are exposed to vocabulary that is interesting and relevant to them (and where appropriate cross curricular links have been made).

By Upper Key Stage 2, the aim is for to have developed their progression of skills to the point where the children are confident in attempting to converse in French, and have good phonetic understanding in readiness for their move to High School. Moreover, we hope to have fostered an interest and respect for other languages and cultures ensuring that many of our children go on to be lifelong learners of language.

### **Assessment and Monitoring**

The children's work is assessed against the KSS Progression of Skills in MFL which have been developed from the National Curriculum and our Scheme 'Language Angels'. Evidence for making these judgments will be gathered through discussion and observation of the pupil during the lesson. In Key Stage 1 'floor books' will record evidence of learning. These are scrapbooks containing whole class assessments of the children as well as photographic evidence of activities completed and/ or samples of written work undertaken. In Key Stage 2 children will record their written answers in a French work book, and photographic or video evidence of non-written work/outcomes may be shared on 'Staff Share' network, at the teacher's discretion, to aid them in final assessments later. All levels are based upon teacher assessment. Children may also be given the opportunity to fully participate in the assessment process, through peer, self and group assessments.

Children are monitored on a regular basis to check progress through the use of Learning Journey Checklists and Foundation Trackers. Assessment and Recording is an integral part

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

of the teaching process at KSS. Assessment is used to inform planning and to facilitate 'scaffolding' children who are struggling and stretching those who are exceeding. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

### **Equal Opportunities**

All our children have access to the MFL curriculum, regardless of their ability, gender, physical disability or their social, cultural or ethnic background. Where necessary and possible, provision is made to support individuals or groups of SEND children or those with a disability so that they can participate effectively in MFL activities and lessons. Provision is also made for our More Able children and our New Arrivals so that their needs are also met where appropriate. We believe in all of our children's ability to achieve and strive to ensure they achieve as much as possible whilst also enjoying MFL.

### **The Role of the Subject Leader**

The role of the MFL subject leader is to monitor and evaluate the teaching of MFL (French) across school by completing the following:

- Conduct MFL 'Learning Walks' and 'Book Looks' with positive feedback and to highlight areas of development for the subject.
- Ensure the KSS MFL Long Term Plan and Progression of Skills document stays up to date and relevant so teachers can plan accordingly
- Complete necessary and appropriate CPD opportunities, edit the MFL Long Term Plan accordingly and share updates and CPD to the rest of the staff
- Be responsible for the MFL subscription to schemes

### **Cross Curricular Links**

In MFL lessons, cross curricular links will be made naturally and without being contrived. Opportunities include:

- Communication through speaking, listening reading, exploring and recording ideas in pictorial and written forms for a range of audiences
- Understanding of basic grammar in English and another language
- Problem solving – manipulating, responding, adapting their thinking, ideas, feelings and meanings.
- Application of number through understanding and using data and information in the modern foreign language
- Consideration of Global Education in study of the similarities and differences in the geography and culture of other countries
- Providing opportunities for Spiritual, Moral, Social and Cultural aspects of learning
- Appreciation of songs, stories and poetry in another language
- Working with others through collaboration on projects, negotiating ideas, tasks and evaluations.

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.