



Castlecroft Primary School

Modern Foreign Languages Policy

Revised Autumn 2023



MFL Aims (Intent-What are we trying to achieve through the curriculum?)

“**Enjoy and achieve**” is the ethos underpinning Modern Foreign Language learning at Castlecroft School. The pupils start school having already acquired at least one language, their mother tongue. They are already language learners and have developed skills unconsciously equipping them with skills they can apply to new languages.

Learning French and German at Castlecroft has several benefits for the pupils:

- They can learn a new language which they can use to communicate and feel a sense of achievement at being able to decode and encode in another language.
- It enables pupils to learn about other cultures and ways of life and reflect on their own culture and way of life, increasing awareness of oneself in the world.
- It challenges pupils to think differently. They must use their linguistic skills: listening carefully, looking for patterns, recognising patterns, applying rules to new phrases, being aware of facial clues and body language, listening to rhythms of sentences to identify statements and questions, learning new phonological and syntactical rules, being imaginative, suspending their reality and taking risks in a safe and supported environment.
- The challenging process of learning a new language develops linguistic awareness and allows pupils to apply this knowledge of how languages work, to reflect on their own knowledge of English. This will improve their understanding of the building blocks of the English language and so learning a second language make pupils better learners of their first language / English.

In line with the NC Languages Programme of Study (Sept 2013), pupils are prepared to be “Secondary Ready” (ie. ready to continue their learning at secondary school). They are taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;



- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- 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.

The MFL philosophy at Castlecroft is aspirational; pupils are able to learn both German and French. By broadening our MFL provision to two languages and starting provision in KS1, we hope to lay the foundations for **“languages for all”** and **“languages for life”**.

The aim is that pupils will be ready to continue learning German/French at secondary school / **“KS3 ready”** by the time they finish Y6. The Y6 “Expected Level” at Castlecroft overlaps the Year 7 MFL objectives of many secondary schools (ie. being able to understand and produce sentences in the TL). The language learning skills they have practised and developed in KS2 are transferable to other languages too.

Language Lessons (Implementation-How is our curriculum delivered?)

At Castlecroft, German and French are taught as specialist subjects in Y1 – Y6. Y1 and Y2 learn French whilst Y3, Y4, Y5 and Y6 learn German and French. The lessons (45/60 minutes) are delivered as far as possible in the Target Language, so pupils have exposure to the phonology, rhythm and flow of the TL. The MFL teacher is the main linguistic resource, but pupils will also watch video clips, listen to audio excerpts, songs, stories and use multi-media language learning websites. Pupils are also encouraged to download language learning apps, so they can continue their learning at home.

Pupils will learn about the sounds (phonology), the building blocks (morphology), the vocabulary (semantics) and the word structure (syntax) of the TL, or in other words, the **Pillars of Progression of Phonics, Vocabulary and Grammar**. This method of language learning will lay the foundations in their knowledge of French and German, on which they can build in the future.

The MFL lessons are varied. Pupils’ listening, speaking, reading and writing skills are practised, challenged and developed through the use of chanting, question and answering, individual work, pair work, group work, games, songs, online language activities, watching video clips, stories and multi-media software to reinforce language learning.

Pupils also use bilingual dictionaries and online dictionaries to practise their dictionary skills and their translations skills.



Intercultural understanding

Pupils will learn about the daily life of children where French and German are spoken. They will learn about the similarities and differences in everyday life, social conventions, traditions and celebrations. Pupils will be able to challenge cultural stereotyping and have a greater respect for cultural diversity.

Special Educational Needs

Our aim at Castlecroft is to be inclusive and give all pupils, whatever their ability, the chance to benefit from learning a Modern Foreign Language.

Modern Foreign Languages forms part of the school curriculum policy, to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. The MFL teacher adapts tasks and support to meet the needs of individual pupils. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaptive teaching – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We enable pupils to have access to the full range of activities involved in learning languages. Where children participate in activities outside the classroom, for example, a visit to the German Christmas Market in Birmingham, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Some children in school are unable to access a subject specific curriculum and in this case their learning is guided, and progress tracked, by the engagement model in line with government guidelines. Children within this group who have a diagnosis of ASD will have their small steps of progress tracked using SCERTS.

Equal Opportunities Statement

At Castlecroft Primary School we believe that all children irrespective of background, race, gender and capability should have equal access to good quality MFL teaching. We promote a pro-active approach with regards to equal opportunities in fostering an atmosphere of care and respect for all. The ethos of the school is geared towards supporting equal opportunities by countering stereotyping and prejudice, reducing the effects of discrimination and helping children to accept and understand social diversity. Equal Opportunities, is concerned with the delivery of the Languages curriculum in such a way as to



promote genuine equality of opportunity for all pupils. Care is taken to ensure that all parts of the curriculum are accessible to all pupils. Teachers ensure that Languages teaching materials are not stereotyped or discriminatory. We will help to increase pupil's knowledge and understanding of cultural differences and similarities, in promoting tolerance and acceptability of all.

Teachers take in to account the ethnic and cultural diversity within the school and their own class. Teachers endeavour to provide materials and resources for MFL that present positive images of people and of families, regardless of race, gender, physical disability within the confines of the range of published materials. We strive to create a climate reflecting respect for all.

The Equality Act (2010) sets out anti-discrimination law in the UK replacing all previous equality legislation. It introduces the term "protected characteristics". The protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy and maternity, and marriage and partnerships.

In our foreign languages' curriculum, we aim to promote equal opportunities with all our children and staff and offer equal opportunities to anyone who identifies with one or more of these characteristics. We aim to foster good relations between people who share a protected characteristic and those who do not.

We aim to promote equal opportunities with the delivery of the foreign languages' curriculum. For example, children learn about Bastille Day. They learn how an oppressed section of society started a revolution to rid itself of the monarchy and establish an egalitarian République. Pupils consider France's national motto of **liberté, égalité, fraternité** and its impact in modern France. This can act as a gateway for further discussion about equal opportunities and equal respect.

Planning

MFL at Castlecroft follows the **National Curriculum: Languages Programmes of Study: Key Stage 2** (September 2013). The schemes of work are designed to ensure continuity and progression and are reviewed annually. The curriculum content is based the previous Framework for Languages (2005) and on topics in the AQA GCSE Curriculum. The "**Overview of the Curriculum**" document outlines the curriculum content and the "**Castlecroft Programmes of Study**" documents show how (or when) this content is delivered.

Some units/ topics are revisited each year to reinforce core learning, so that this knowledge sticks and is embedded.

Resources



The MFL department has the following resources available:

- the MFL teacher and French speaking teaching assistants;
- access to the internet (language-learning websites, BBC clips);
- access to the school's computers and i-pads;
- CDs, DVDs and downloaded MP4s;
- specialist books and dictionaries;
- story books;
- access to dice, clocks and other realia.

Annual audits of the resources ensure that they meet the planning requirements. When planning is reviewed, the need for new resources will be highlighted and addressed.

Assessment and Tracking Pupil Progress (Impact-What difference is our curriculum making?)

Assessment of pupils' progress starts with the **AREs (Age Related Expectations)**. The "**AREs Overview**" document outlines the attainment expected by the end of each year.

The curriculum has been designed, so that knowledge and skills taught, can be assessed regularly. The curriculum has regular assessment opportunities within each unit of learning. These assessment opportunities serve two purposes. Firstly, pupils' attainment is recorded for the teacher's records. Secondly, pupils receive feedback about their learning progress.

The **Key Learning Guides** give pupils (and teachers) an overview of the curriculum for that year and a document where this pupils' progress is recorded.

The teacher records attainment in **Listening, Speaking, Reading & Writing** in a mark book.

Evidence of attainment is taken from:

- listening and speaking activities, where the teacher assesses pupils' speaking and listening work during the lessons;
- evidence of understanding reading classroom materials (realia or boardwork) & reading work completed on worksheets;
- written work completed by pupils.

The teacher then matches recorded attainment from a mark book to the **MFL AREs**. Based on a pupils' attainment, the teacher makes a judgement about the pupil's AREs (**On Track/ Not On Track**). The teacher updates the MFL AREs database termly to keep track of pupil progress and at the end of the academic year, the teacher makes a summative assessment of the overall pupil attainment, with respect to their AREs (**Below Expectation, At Expectation or Above Expectation**).

A final end of year **Assessment Report** is produced, which shows in graph form the distribution of pupil progress in each year group. This data is then analysed to inform future pupil-targeting and planning.



Immersive Days (Extra-curricular experiences)

In Year 6 pupils visit the German Christmas Market in Birmingham, getting the chance to use their German skills and have fun experiencing this German Christmas festival.

Each spring, all pupils get to experience a French/German/Greek Café at Castlecroft. Pupils prepare in lessons how to visit a French/German/Greek - speaking café and the school hall is transformed into a Café, which all of the classes (including the two Nursery classes) have the chance to visit.

In March 2022, pupils learnt Polish greetings and phrases. We celebrated the Eastern European culture of some of our pupils in our school community with a Polish Café day.

Links with Castlecroft

Castlecroft is pleased to have a link with pupils in a school in Germany (Heinrich-Wilhelm-Olbers Grundschule, Hannover). Emails, songs and letters have been exchanged so far and we value this link as a way for our pupils to gain an insight into real life in Germany. We will send recipes, collected throughout the school in our **"Bake-Off"** Project, and hopefully we will receive some in return. We also hope to exchange ideas and work on the following projects too: **"All About Me"**; **"School"**; **"Wish You Were Here"**; and **"Where I Live"**.

We also have a link with a Primary teacher at a school in Hambye in Normandy, France. So far, we have exchanged mp4 videos and we will look to develop this link further.

Transition to KS3

To help with transition of Y6 pupils to KS3, the Deputy Head shares MFL curriculum information:

CC German-French Overview

CC MFL Topic Map By Year Group

CC MFL AREs-Showing Progression of Skills.

These documents outline what pupils have learnt and that they are ready for KS3.

MFL Displays



The physical environment can support and enhance learning. Target Language signs around school bring the Target Language into the pupil's tangible world of experience and MFL display areas inform, inspire and celebrate language learning.

Staff Development

The MFL Coordinator will attend cluster workshops, where language teaching skills are shared and new initiatives are discussed.

The MFL Coordinator will identify INSET needs and arrange professional development in liaison with the Head teacher.