



Love, Care, Share...

Love learning as friends; Care for our community as neighbours; Share our faith in Jesus as disciples.

How does ... support our vision, mission, values and aims?	In line with our Mission Statement, we aim to develop a love of learning and an understanding of other people and cultures through our MFL provision. We believe that 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. At St. Ethelbert's, we aim that every child in KS2 studies French and develops an interest in the culture of other nations.
What are the National Curriculum requirements for MFL?	The National Curriculum for MFL 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.
How is MFL taught?	The school makes effective use of a French-speaking teacher to deliver the MFL curriculum. Activities are delivered at whole class level and are age-appropriate. The four key modalities within our MFL curriculum are: Listening and Responding; Speaking; Reading and Responding; Writing. The aims of Modern Foreign Language teaching are to enable all children to: • develop an enthusiasm for learning languages and to become aware of the benefits of understanding and speaking different languages; • communicate in other languages by speaking and listening, reading and writing; • be aware that language has structure and that the structure differs from one language to another; • reinforce and expand their knowledge and understanding of their own language; • develop their awareness of cultural similarities and differences in other countries; • develop their speaking and listening skills; • develop language learning strategies that will lay the foundations for future study The school uses <i>Primary Languages Network</i> as its chosen scheme.



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	Remote Learning: In the event of a school closure, remote learning will be provided via the Seesaw platform. Wherever possible, remote education will align as closely as possible with our in-school provision, providing breadth, balance and progression. In MFL, the following resources will be used to deliver the curriculum: • <i>Primary Languages Network</i> The following approaches may be utilised: • Pre-recorded teaching input videos • Written tasks, including Power Points; written explanations • Practical / creative activities The school recognises that some adaptations may have to be made to address the additional challenges of children having to work at home. In MFL, pre-recorded videos will be provided to model spoken language, with examples and templates of activities provided. (See also Remote Learning Policy)
How is SMSC developed through MFL?	<u>Spiritual</u> – development in MFL concerns pupils wondering at the number of different and similar ways that people have developed to express themselves and their ideas. Pupils also look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages <u>Moral</u> – education in MFL concerns pupils using the vehicle of languages they have to make a personal response to right and wrong. All languages carry messages about every aspect of life including moral development and pupils are able to consider other peoples' responses to moral issues. <u>Social</u> – education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies/ cultures/ beliefs and learning together in the classroom. <u>Cultural</u> – education is achieved through pupils valuing all languages and therefore learning to understand and respect other people.



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How is MFL assessed?	At the end of the year children's progress in MFL will be assessed using a simple set of assessment criteria looking at Oracy, Literacy and intercultural Understanding. There is progression across each year group. Children will have half termly 'I can' cloud statements in their MFL books. They will be encouraged to self- assess their progression in skills, alongside their teacher.
How is MFL monitored?	The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping them informed about current curriculum development and by providing a strategic lead and direction for this subject. A lot of the activities completed in MFL lessons will be oracy based so there may not always be written evidence. Where possible, outcomes are posted onto our Seesaw platform, with children being given the opportunity to demonstrate their listening and speaking skills through activities assigned on Seesaw. Displays are also used to showcase examples of children's work and pictures of language work. Pupil interviews are used to elicit information from children about their thoughts on MFL lessons and any improvements to inform future planning. MFL is monitored at least once per term.
Cross – Curricular Links Extra Curricular Visits and Visitors	Modern Foreign Languages complement the teaching of English in our school by promoting the skills of reading, writing, speaking and listening. Children's understanding of English can be enhanced by comparing similarities and differences between English and other languages. The awareness and understanding that children develop through counting, understanding the calendar and telling the time in a foreign language, complements skills taught in Maths. The teaching of Modern Foreign Languages links with other foundation subjects. Geographical links can be made when considering the location of countries and comparisons can be made with them and our country. Historical links can be made which help to form a basis of understanding of the heritage and culture of different countries.
Report to Governors:	Termly through Head teacher's written report. Presenting to Governors: Summer 2028 Policy Review – September 2027