



St George's Catholic Voluntary Academy

MFL Policy

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Aims of the Policy

At St. George's Catholic Academy, we are committed to high quality teaching and learning in Modern Foreign Languages (MFL) to raise standards of achievement for all children. All staff and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice in MFL to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Learning is the purpose of the whole school and is a shared commitment. At St. George's Catholic Academy, we recognise that education involves children, parents, staff, governors, the community, diocese and the local authority, and that for optimum benefit, all should work closely together to support the process of learning within MFL. Working in partnership, we aim to:

- provide a Christ-centred, supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements; to enable them to 'grow in faith and have faith in growing'.
- ensure children can develop competent individuals, within a broad, balanced, exciting and challenging MFL curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a MFL curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively.

MFL Curriculum – Statement of Intent

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). At St. George's Catholic Academy we have adopted a whole school approach to the teaching of French to all KS2 pupils.

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 4 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing

All language learning is underpinned by the three pillars of language learning; vocabulary, grammar and phonetics. Progression in these pillars is evident in all stages of language learning from early language learning to progressive language learning. These three pillars are accessed using the 4 language skills listed above.

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey.

We aim for children to have acquired the essential characteristics of language learners:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture and countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Curriculum Intent Model

- Curriculum drivers shape our curriculum breadth in MFL. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. **Our curriculum drivers are community, spirituality, equality, opportunity and aspiration.**
- Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- Our curriculum distinguishes between subject topics and ‘threshold concepts’. Subject topics are the specific aspects of subjects that are studied.
- **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this ‘forwards-and-backwards engineering’ of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In MFL, these threshold concepts are; ***Read fluently*** (involving recognising key vocabulary and phrases); ***Write imaginatively*** (using key vocabulary and phrases to write ideas); ***Speak confidently*** (using key vocabulary and phrases to verbally communicate ideas); ***Understand the culture of the countries in which the language is spoken*** (involving the background knowledge and cultural capital needed to infer meaning from interactions)
- **Knowledge Categories:** These ‘Knowledge Categories’ help students to relate each topic to previously studied topics and to form strong, meaningful schema. In MFL these knowledge categories include: ***Reading, Writing, Speaking, Listening, Grammar and Culture.***
- Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
- **Milestones:** For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. As MFL is taught only in KS2, pupils begin their learning within milestone 2, which is taught across Years 3 and 4 and milestone 3, which is taught across Year 5 and Year 6

- **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.
- **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.
- Also, as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.

Implementation: Planning and Teaching of MFL - French

- Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with spaced repetition.
 - Interleaving helps pupils to discriminate between topics and aids long-term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
- In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.
- Our content is subject specific. We make intra-curricular links to strengthen schema.
- Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
 3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
 4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
 5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
 6. Present ideas and information orally to a range of audiences.
 7. Read carefully and show understanding of words, phrases and simple writing.
 8. Appreciate stories, songs, poems and rhymes in the language.
 9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
 10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
 11. Describe people, places, things and actions orally and in writing.
 12. 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 lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

- Each class has a timetabled lesson of at least thirty minutes per week in Lower Key stage 2 (Years 3 and 4) and 45 minutes in Upper Key Stage 2 (Years 5 and 6)

Detailed in the diagram below, are the topics taught in French across KS2 in school. See also, Curriculum and Knowledge map.

- This shows St. George's Learning Journey in French:

MFL: French long term plan

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Year 3/4 Cycle A	Phonetics 1 & Salutations (E)	Animals (E)	Phonetics 2 & Fruit (E)	Seasons (E)	In The Classroom (I)	
Year 3/4 Cycle B	Phonetics 1 & I'm learning French (E)	I Can.... (E)	Phonetics 2 & Musical Instruments (E)	Colours and numbers (E)	Goldilocks (I)	
Year 5/6 Cycle A	Phonetics 3 & Presenting Myself (I)	Do you have a pet? (I)	Phonetics 4 What is the date? (I)	The weather (I)	The Weekend (P)	
Year 5/6 Cycle B	Phonetics 3 & Family (I)	At The Cafe (I)	Phonetics 4 & My Home (I)	Clothes (I)	At School (P)	

E = Early language Unit

I = Intermediate Language Unit

P= Progressive Language Unit

Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term.

We use probabilistic assessment based on deliberate practice. This means we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

We use revisits to ensure learning is retained and a secure foundation of knowledge is achieved from which to build upon..

We use lesson observations to see if the pedagogical style matches our depth expectations.

French - Subject Leader

The Subject leader has a variety of roles. These include:

- taking the lead in policy development and quality assuring French knowledge organisers, resources and French plans throughout the school;
- development and implementation of French knowledge organisers, resources and French plans and in assessment and record-keeping activities;
- monitoring progress in French and advising the Senior Leadership Team on action needed; taking responsibility for the purchase and organisation of central resources for French;
- using release time to support colleagues;
- keeping up-to-date through research and continuing professional development.

Organisation

The learning environment in French will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative and active learning in pairs or groups;
- independent learning.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources available to study French;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- pupils will be involved in the maintenance and care of all French equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays to include knowledge organisers and helpful resources that document the learning journey through French in the class, including vocabulary relevant to the current topics and across previous topics.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- challenge;
- mastery;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- teacher/adult support.

Differentiated tasks will be detailed in the planning of each Cycle. Teachers will adapt their pedagogical content approach based on the progression through the cognitive domains (see below).

Basic	Advancing	Deep
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.
Relying on working memory.	Drawing on long-term memory, freeing working memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.

Assessment, Recording and Reporting

Termly assessments are made of pupils' work in French in order to establish the level of attainment and progress and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in areas of the French curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

All results from assessments are analysed and used to inform future planning. (See Assessment, Marking and Feedback Policy)