



Modern Foreign Languages Policy

Date policy next reviewed: January 2027

Signed by:

Charlotte Hopkins

Headteacher

Date: Jan 26

Trevor Davies

Chair of governors

Date: Jan 26

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The national curriculum
4. Teaching and assessment
5. Equal opportunities
6. Monitoring and review

Statement of intent

At Quinton Primary School, we recognise the importance of teaching a foreign language to foster pupils' curiosity, appreciate other cultures and deepen their understanding of the world. We recognise that language teaching encourages pupils to appreciate and celebrate difference and provides the foundation for learning further languages.

This policy will ensure the school complies with the requirements of the national curriculum and provides opportunities for pupils to learn another language and acquire new ways of thinking.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE 'Languages programmes of study: key stage 2'
- Ofsted 'Research review series: languages'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that the school teaches pupils a language as part of a broad and balanced curriculum, and in line with statutory guidance.
- Ensuring the school's MFL curriculum is accessible to all pupils.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring the school's MFL curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the MFL curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching MFLs.

The SENCO is responsible for:

- Collaborating with the headteacher to ensure the curriculum is accessible to all and teaching follows the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help in MFL they need.

The MFL subject lead is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for MFL.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of MFLs, providing support for staff where necessary.

- Organising the deployment of resources and carrying out an annual audit of all MFL resources.
- Leading staff meetings and providing relevant staff with the appropriate training.
- Advising on the contribution of MFL to other curriculum areas.

Teaching staff are responsible for:

- Acting in accordance with this policy.
- Ensuring that lessons are taught in line with the school's Health and Safety Policy at all times.
- Liaising with the MFL lead about key topics, resources and support for individual pupils if required.
- Ensuring that all relevant statutory content is covered within the school year.
- Reporting any concerns regarding the teaching of the subject to the MFL lead or a member of the SLT.
- Undertaking any necessary training or CPD.

3. The national curriculum

The national curriculum will be followed for all MFL teaching.

Teaching will focus on enabling pupils to make substantial progress in one language, with an emphasis on practical communication. The school's chosen language is French. Teaching will provide an appropriate balance of spoken and written language, laying the foundations for further foreign language teaching at KS3. Pupils will be taught for one session every other week in a whole-class setting.

In line with the national curriculum, pupils will be taught by the end of KS2 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 - asking and answering questions, expressing opinions and responding to those of others, and 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 and express ideas clearly.
- Describe people, places, things and actions orally.
- Understand basic grammar appropriate to the language being studied (e.g. feminine, masculine and neuter forms and the conjugation of high-frequency verbs). Key features and patterns of the language and how to apply these, for instance, to build sentences and how these differ from or are similar to English.

Modifications will be made to the national curriculum where appropriate to meet the individual and differentiated needs of pupils.

4. Teaching and assessment

Curriculum planning

The teaching of MFL is delivered through the structured scheme of work provided by Language Angels. This scheme provides clear progression and fully planned units, ensuring that all pupils are given the opportunity to reach their full potential in language learning.

Long-term and medium-term planning is provided through the Language Angels scheme, which outlines the progression of knowledge and skills across year groups. Teachers use the scheme's prepared lesson materials and guidance to deliver lessons, ensuring consistency and high-quality teaching across the school.

The curriculum is carefully sequenced within the scheme to support pupils' progression by building on the key components of language learning, including phonics, vocabulary and grammar. These elements are introduced and revisited systematically to support the development of pupils' confidence and competence in the language.

Lessons incorporate a range of engaging resources provided by the scheme, including visual, auditory and kinaesthetic activities. Teachers use a variety of media such as videos, interactive activities, games, songs and stories to promote engagement and support pupils with different learning styles.

Pupils are taught to understand and communicate ideas, facts and feelings in both speech and writing, focusing on familiar and routine topics. Teaching supports pupils in developing their knowledge of phonology, grammatical structures and vocabulary in meaningful contexts.

Vocabulary is carefully selected and sequenced within the scheme to ensure it is age-appropriate and supports progression in language learning. Opportunities to revisit previously taught content are built into the scheme to strengthen pupils' automatic recall and support the retention of vocabulary and structures in long-term memory.

Where appropriate, the MFL subject leader and headteacher may consider opportunities for enrichment activities that complement classroom learning and support pupils' wider cultural understanding.

Assessment

The school undertake a programme of formative assessments to support pupils' learning and progress.

Formative assessments will take place throughout a scheme of work and will be used to identify pupils' strengths and gaps in their skills and knowledge, and to identify next steps for learning.

5. Equal opportunities

All pupils will be given equal access to the MFL curriculum and pupils with SEND will be supported to take part in whole-class lessons wherever necessary. Reasonable adjustments and additional support will be provided in collaboration with the school SENCO, pupils, parents and other relevant professionals.

Teaching staff will have high but reasonable expectations for pupils with SEND and will not take the view that some pupils are unable or unlikely to succeed in MFL.

Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

6. Monitoring and review

This policy will be reviewed annually by the MFL lead, in collaboration with the headteacher. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is January 2027.