

Modern Foreign Languages Policy

Introduction

At Cedar Children's Academy, we teach a foreign language to all our KS2 children as part of our normal school curriculum. We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

Aims and Objectives

The aims and objectives of learning a modern foreign language in primary school are:

- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has a structure, and that the structure differs from one language to another;
 - To help children develop their awareness of cultural differences in other countries;
 - To develop their speaking and listening skills;
- To lay the foundations for future study.

Organisation

KS2 children have a minimum of 20 minutes lesson of modern foreign language a week, in order to ensure progression and skills development. KS1 children have a 10 minute lesson of modern foreign language each week where they explore key vocabulary and phrases through songs and games. EYFS pupils are given regular opportunities to learn basic greetings in French and other languages (including those spoken by children within the school).

The curriculum

French is the modern foreign language that is taught in our school. The curriculum that is followed is based on the guidance given in the revised National Curriculum, using the CILT TDA scheme of work as a basis.

The children are taught to know and understand how to:

- Ask and answer questions;
- Use correct pronunciation and intonation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Work in pairs and groups, and communicate in French;

- Look at life in another culture.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature, MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. All French resources are currently stored in the PPA room or on the shared network.

Inclusion

Cedar is an inclusive school and has the highest expectations for all pupils, regardless of educational needs, background or ethnicity. We recognise that high quality teaching, differentiated for those with SEN is the first step in responding to pupils SEN. All KS2 pupils shall have the opportunity to develop MFL capability. In liaison with the SENCo, teachers will ensure that pupils have access to appropriate equipment that they require, or that may help their access to learning. Staff know that differentiation is a way of thinking about teaching and learning for individuals and/or groups and should not be regarded as merely a set of strategies. Planning should take into account learners need but tasks should not “put a ceiling” on what a teacher thinks a child will be able to achieve at the planning stage.

Assessment, Recording and Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. The MFL teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. The teacher is provided with an assessment grid to record termly assessments. If any written MFL work is produced, it is marked in line with the school policy on marking. Written work can be recorded in books and oral elements of French can be recorded using digital devices and uploaded to Seesaw or any other digital platform the school is currently using.

Monitoring

Monitoring is carried out by the MFL coordinator, through informal discussion with staff and pupils, work sampling and lesson dips.

Review

This policy will be reviewed in September 2025