



MFL (French) POLICY 2023-2024

MFL Subject Leader: Miss A Gibson

**‘A different language is a different vision of life.’
- Federico Fellini**

Curriculum Intent Statement

At Owston Park Primary Academy, we provide a bespoke, knowledge-rich curriculum with the purpose of increasing the quantity and quality of what our children know, enabling them to develop a wealth of knowledge and cultural capital to draw upon and build upon throughout their lives. We believe that children need to see how what they are learning is connected to a body of greater knowledge and that knowledge across those bodies is interchangeable.

Children need to understand about concepts, and how these concepts inter-relate. Curriculum literacy requires understanding of the meaning, use and justification of curriculum concepts through respecting individual subject traditions. We have created a curriculum based on distributed practise and regular testing which provides coherence and helps knowledge to move into long-term memory, to become declarative and procedural. Through its structure, defined by details not by titles, children are supported to navigate their way through a meaningful, inter-related curriculum rather than one which is random, based on tenuous skills progressions. Our curriculum is about addressing social injustice so that our children leave us with a love of locality, happiness, dignity and strong emotional literacy. They will leave us with the keys to unlock the powers of the powerful. The national curriculum ‘provides children with an introduction to essential knowledge that they need to be educated citizens.’ It introduces pupils to the best that has been thought, said and done and helps engender and appreciation of human creativity and achievement. At Owston Park we are keen also to emphasise to children the way in which ‘the best that has been thought and said and done’ impacts upon their own life, today, living in North Doncaster. We have a clear idea of what knowledge, words and concepts we want children to learn in each subject. Crucially we also know where the ‘horizontal’ and ‘vertical’ links are. Vertical links are those links WITHIN a subject year to year (the concept of ‘empire’ for example, or ‘warfare’ or ‘colonisation’). Horizontal links are those links ACROSS subjects within a year group (such as linking the study of Romans with a study of Christianity, the concept of settlements, the design of villages, the concept of leadership, Roman artwork etc). The impact of our curriculum will be seen not only in measurable attainment and progress, but in that Owston Park Primary Academy’s students are confident, enthusiastic and curious young people, who are equipped with the knowledge and skills they need to live a purposeful and fulfilling life.

Curriculum themes

<p style="text-align: center;">Knowledge Rich</p>  <p>The basis of our curriculum is powerful knowledge – by teaching ‘the best that has been thought, said and done’, we open up our children’s minds, ignite their curiosity and engender an appreciation of human creativity and achievement.</p> <p>Key knowledge for each subject has been carefully considered by subject leaders alongside class teachers, and is codified in our bespoke Knowledge Organisers.</p>	<p style="text-align: center;">Evidence based</p>  <p>Our cumulative approach is rooted in neuroscience and educational research. We use regular retrieval practise to help to commit key knowledge to children’s long term memory. ‘Memory is the residue of thought’ – the more we think about something, the more likely we are to remember it.</p> <p>Our assessment reflects this, measuring the knowledge which children retain, so we can be confident that they’ve truly learnt it.</p>	<p style="text-align: center;">Cumulative and coherently sequenced</p>  <p>Children learn explicitly planned interconnected webs of carefully sequenced and discretely taught conceptual knowledge, which are revisited in subsequent contexts enabling children to build up networks of connected information as schema.</p> <p>Discretely teaching conceptual knowledge means it becomes easier for children to add new information to existing schema, as new knowledge ‘sticks’ to prior knowledge.</p>	<p style="text-align: center;">Depth for all</p>  <p>All children receive quality first teaching. Content is not differentiated, so no knowledge is out of bounds for any child, because every student has an entitlement to access powerful knowledge which opens the door to a world beyond our own individual experiences.</p> <p>New information is introduced in small steps, with lots of modelling and scaffolding, enabling children to build confidence. The culture at Owston Park celebrates mistakes and uses them as a teaching point.</p>
<p style="text-align: center;">Vocabulary Rich</p>  <p>Vocabulary is explicitly planned for and taught within each unit. Vocabulary is the key to unlocking and understanding the knowledge.</p> <p>Discussion and structured learning conversations are a key feature of wider curriculum lessons.</p>	<p style="text-align: center;">Enrichment</p>  <p>Our topics provide the opportunity to bridge our children’s cultural capital deficit through enrichment – educational visits, visitors into school and topic launches.</p> <p>The substance of the knowledge taught inspires awe and wonder.</p>	<p style="text-align: center;">Community and Identity</p>  <p>Our curriculum is built on meaningful local links to encourage our children to celebrate our rich heritage.</p> <p>Parents are invited in at least once per term for topic landings to celebrate children’s learning.</p>	<p style="text-align: center;">Core skills developed</p>  <p>Topics are underpinned by a key text which draws upon and builds schema to help contextualise the key knowledge which children have learnt.</p> <p>Opportunities for extended writing are built into the curriculum. There are high expectations of core skills across the curriculum.</p>

MFL Intent, Implementation and Impact

Intent	Implementation	Impact
<ul style="list-style-type: none"> ☐ To understand and respond to spoken and written language from a variety of authentic sources. 	<ul style="list-style-type: none"> • Children explore the patterns and sounds of language through songs and rhymes, linking the spelling, sound and meaning of words. • A wide variety of enriching teaching approaches and resources are encouraged. Teachers use videos, songs and French literature/storybooks to support their teaching of the language. • Children first start learning the French language in Year 3, so a 'French Day' is held for the Year 3 children to initially engage them with their language learning. • The classroom environment is inviting and displays information relevant to children's learning. 	<ul style="list-style-type: none"> ☐ Children will enjoy learning about the French language and be excited to learn. ☐ Children will achieve age related expectations in MFL. ☐ Children will be enthused to find out more about the French language and culture, which could include independently under taking wider reading, research and learning.
<ul style="list-style-type: none"> ☐ To 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. 	<ul style="list-style-type: none"> ☐ Children are encouraged to speak aloud to practice their learning. ☐ They speak in sentences (UKS2), using familiar vocabulary, phrases and basic language structures. ☐ We ensure that their vocabulary is broadened and their ability is developed to understand new words that are introduced. ☐ Children are encouraged to use a French dictionary to research and define new vocabulary words. ☐ Accurate pronunciation and intonation is developed to enable others to better understand their speaking. 	<ul style="list-style-type: none"> ☐ Children will develop their confidence when speaking in front of the class. ☐ Children learn to value their own, and other people's cultures and languages ☐ Children will develop their dictionary skills, such as alphabetical order, etc.

<ul style="list-style-type: none"> □ To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. 	<ul style="list-style-type: none"> □ Children begin to write phrases from memory and adapt these to create new sentences to express ideas clearly. □ They begin to describe people, places and things, both orally and in writing □ Children start to understand basic grammar appropriate to French, including feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these; and how these are similar/different to English. □ Our MFL curriculum is taught systematically across KS2, beginning in Year 3 with greetings, numbers, fruits, colours, etc., ending with homes, using a timetable, clothes, countries, etc. in Year 6. □ The skills and ability of the children develops as they move through KS2, beginning with simple vocabulary, ranging to writing full sentences and paragraphs. 	<ul style="list-style-type: none"> □ Children will be able to draw on prior learning to develop their French skills and expertise. □ Children will have a rich vocabulary that they can apply to their French learning.
<ul style="list-style-type: none"> □ To discover and develop an appreciation of a range of writing in the language studied. 	<ul style="list-style-type: none"> □ Children explore the patterns and sounds of language through songs and rhymes, linking the spelling, sound and meaning of words. □ A wide variety of enriching teaching approaches and resources are encouraged. Teachers use French literature/storybooks to support their teaching of the language. 	<ul style="list-style-type: none"> □ Children will achieve age related expectations in MFL. □ Children will be enthused to find out more about the French language and culture, which could include independently under taking wider reading, research and learning. □ Children will develop their literacy skills and appreciate books and texts in another language, developing their passion for books and reading further.
<ul style="list-style-type: none"> □ Develop Core skills 	<ul style="list-style-type: none"> □ French lessons provide opportunities for children to develop core skills - children are encouraged to use their speaking and listening skills, they respond to teachers and take part in a variety of reading and writing tasks. □ Children are given feedback on language and literacy skills and expected to correct spelling, punctuation or grammar mistakes in green pen. 	<ul style="list-style-type: none"> □ Children's work reflects the same high expectations of core subject work. □ Children are proud of their work – this is reflected in their presentation and the quality of written work.

<p>□ To enable all children to receive the same quality of MFL education, ensuring that children are supported where support is necessary and that all children are challenged and stretched within their learning.</p>	<p>In MFL, this looks like:</p> <ul style="list-style-type: none"> • Common tasks which are open-ended and can have a variety of responses; • Setting tasks of increasing difficulty. Not all children complete all tasks, and additional resources are available to scaffold children's learning. • Using classroom assistants to support children individually or in groups. • Children may be taught in small groups for intervention, and vocabulary or key information from knowledge organisers may be pre-taught to specific children for a keep up, not catch up approach. • Collaborative, group and paired work, which necessitates discussion is used, regularly, wherever possible. Mixed ability groupings, enabling children to learn from their peers and engage in high quality conversation. 	<ul style="list-style-type: none"> □ A large proportion of children reach age related expectations in MFL. SEN children and children working towards year group expectations feel supported and enjoy lessons. □ Data monitoring ensures children are targeted for intervention when not on track. □ Enrichment opportunities are subsidised for pupil premium and disadvantaged children.
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THE FOUNDATION STAGE

MFL is not a compulsory requirement in primary schools until children enter Key Stage 2. Therefore, French is only taught explicitly from Year 3 onwards.

In EYFS and KS1, children may be introduced to the French language, using words like 'bonjour' when carrying out the register.

TIME ALLOCATION

In order to ensure our curriculum is broad and balanced, we teach every subject each term. We understand that time constraints may mean that lessons do not achieve an equal time allocation on a weekly basis, but on a termly basis MFL should be taught regularly, with a rough expectation of an 30 minutes per week, although this may be more during certain weeks.

PLANNING AND ASSESSMENT

The planning process at Owston Park Primary begins with the national curriculum and our curriculum drivers, to ensure that the topics we teach include the powerful knowledge – the best that has been thought, said and done – and are enhanced by our locality and our own unique heritage. From these, subject leaders alongside class teachers have worked together to develop knowledge organisers, which ensure that the key, powerful knowledge is being taught rather than just 'doing' a subject. The knowledge organisers are then considered alongside the skills progressions and conceptual knowledge maps to create a series of coherently sequenced lessons to map out the learning journey for each topic. For French, the subject leader has created a bespoke curriculum which ensures progression across Key Stage 2, and focuses on depth as opposed to breadth.

Our assessment system is based on low-stakes quizzing. Low-stakes quizzing is a regular part of our practice across the curriculum so children are familiar with the format, and are happy to have a go. Teachers build regular retrieval practice into each and every lesson in different forms, and use assessment for learning to deliver instruction tailored to the identified need. Children's learning journey throughout a topic culminates in an end piece. This is an opportunity for children to showcase their learning. This may then be used as part of the topic landing, e.g. by showcasing their end piece to parents.

Formative assessment is an integral and continuous part of the teaching and learning process at Owston Park Primary and much of it is done informally as part of each teacher's day to day work. Teachers integrate the use of formative assessment strategies such as: effective questioning, clear learning objectives, the use of success criteria, effective feedback and response in their teaching and marking and observing children participating in activities to scaffold and challenge learning. Planning may be annotated and those who need more support can be identified on plans through use of A.F.L. Findings from these types of assessment are used to inform future planning.

MARKING & FEEDBACK

- Marking should always be focussed on the Learning Objective.

- Children are given opportunities to self-assess their learning against the Learning Challenge where possible, using the metacognition colours familiar to them.
- Feedback should perform 3 purposes; ensure children understand what they have done well; ensure children are clear about how to improve; ensure children make visible signs of improvement.
- Marking should always 'close the gap' and give an improvement suggestion; of which there are 4 types
 - o a challenge prompt
 - o a reminder prompt;
 - o a scaffold prompt e.g. a questions or unfinished questions, steps to complete tasks
 - o an example prompt
- Children to have opportunities to self and peer assess their work, when appropriate. This should be recorded.
- When the arrow icon is shown it indicates what the next step for the child will be or action to complete, either as a consolidation activity or an opportunity to extend learning.
- Wherever possible, the checking or marking of work will be done with the child who will be given the opportunity to ask questions and self-correct.

MONITORING AND SUBJECT LEADERSHIP RESPONSIBILITIES

The subject leader's role is to empower colleagues to teach wider curriculum lessons to a high standard and support wider curriculum subject leaders in the following ways. Their role includes leading, managing, monitoring, motivating, training and guiding colleagues.

- Knowing the curriculum requirements of their subject throughout school, and using their knowledge of their subject to create road maps of the learning journey and assist teachers in developing knowledge organisers, ensuring that the content maintains fidelity with the national curriculum.
- Subject leaders monitor medium term plans and work alongside class teachers to ensure that pupils receive full coverage of the National Curriculum.
- Showcasing and raising the profile of their subject throughout school, e.g. through thematic days, displays etc.
- Monitoring their subject through book scrutinies, lesson observations, data analysis and pupil interviews to ensure comprehensive monitoring of wider curriculum subjects and to inform them of the quality of the wider curriculum provision across the school.
- Keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Identifying and acting on subject specific development needs of staff members with support from SLT - books are scrutinised by SLT throughout the term with a compliance check completed half termly and feedback is provided.

- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard, managing the subject budget effectively.

WIDER CURRICULUM NON-NEGOTIABLES

- Topic launches to be an exciting, awe-inspiring event to engage and excite children. The classroom environment should reflect the topic, and classroom entrances should advertise the topic being taught. Key vocabulary should be displayed within the classroom, as should resources which support key knowledge e.g. timelines, diagrams. • Learning objectives and titles to be present in children's books. The title should contain a context. The learning challenge should be highlighted in the corresponding colour according to the metacognitive level achieved.
- Vocabulary should be explicitly taught within the lesson.
- Presentation expectations in wider curriculum lessons to mirror expectations in core subjects.