



## HARTSBOURNE PRIMARY SCHOOL

### MFL POLICY

<b>DATE OF POLICY:</b> April 2026	<b>DATE OF NEXT REVIEW:</b> April 2027
<b>MONITORED BY:</b> SENIOR LEADERSHIP TEAM	<b>RATIFIED BY:</b> TEACHING & LEARNING COMMITTEE

#### 1. Rationale

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. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able to access in the future will help them to learn new languages or to improve their competence in an existing language.

Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within our society. This will enable pupils to develop personal qualities, skills, knowledge and understanding, make a major contribution to their communication and literacy skills and raise awareness of other cultures through intercultural understanding.

#### 2. Aims and Intent

We will teach children to:

- **Build confidence in speaking languages** – Children will practise saying words and sentences aloud, helping them feel comfortable communicating in another language.
- **Develop listening skills** – Children will learn to recognise familiar words and phrases when they hear them, gradually understanding more over time.
- **Learn key vocabulary and phrases** – Children will build up a bank of useful words and everyday expressions that they can use in different contexts.
- **Begin to read and understand simple language** – Children will start to recognise written words and short sentences, linking them to what they already know.
- **Start writing in foreign languages** – Children will learn to write simple words and sentences, using models and support to guide them.
- **Understand how language works** – Children will begin to notice patterns in language, such as how words change or how sentences are formed, helping them make sense of the language.

#### 3. Implementation

##### 3a. Curriculum Structure

Children in Early Years Foundation Stage and Key Stage 1 will not learn foreign languages formally, but we will support them to develop an interest and appreciation for foreign languages through various 'light touch'

activities, such as answering the register in different languages, celebrating different languages that are spoken at home and participating in themed days or events that link to foreign language learning.

Children in Key Stage 2 will have at least five dedicated MFL lessons per half-term, following the French Institute's 'Primary French Project' scheme of work, which we have adapted for the purposes of accessibility and streamlining.

### 3b. Subject Planning

#### Lower Key Stage 2

Children will learn to:

- **Join in with familiar words and short phrases** – Children will echo and repeat language through songs, games, and simple conversations.
- **Link sounds to spellings** – Children will begin to recognise how French sounds relate to written words.
- **Respond to simple spoken language** – Children will show understanding of language by following instructions or choosing correct answers.
- **Use familiar language in short exchanges** – Children will answer basic questions and practise speaking in guided situations.
- **Read aloud with support** – Children will practise saying short texts, building confidence and pronunciation.
- **Write using models and prompts** – Children will copy and adapt simple words and phrases to create their own responses.

#### Upper Key Stage 2

Children will learn to:

- **Take part in short conversations** – Children will ask and answer questions, expressing simple ideas more independently.
- **Understand longer spoken passages** – Children will listen to sentences and short paragraphs, picking out key details.
- **Read for meaning** – Children will work out the meaning of unfamiliar words using context, prior knowledge, and clues.
- **Write sentences from memory** – Children will begin to recall and use language they have learned to form their own sentences.
- **Experiment with sentence structure** – Children will combine words and phrases in different ways to communicate their ideas.
- **Notice and apply language patterns** – Children will recognise how grammar works (such as word order or verb changes) and begin to use this to build new sentences.

Further information about curriculum sequencing can be found on the school's shared Google drive, on request.

### 3c. Teaching and Learning Approaches

- Effective language lessons will incorporate a combination of knowledge (children learning words, phrases and grammatical rules) and skills (children learning to apply what they have learned when reading, writing, speaking and listening).
- Teachers may use lesson starters to share learning objectives and use retrieval practice to recap prior knowledge or skills.

- Teachers will share key concepts and vocabulary to support children’s understanding of new learning, and model expectations for children’s work, often utilising the interactive whiteboard or visualiser to do so. There will be plenty of opportunities for speaking and listening throughout the main input of lessons in order to teach new vocabulary or embed previously learned vocabulary.
- In some lessons, the focus will be on children learning new vocabulary and using it orally, through the medium of short conversations or games. In these lessons, children may not record any work in their books but photographs or oral activities will be included instead. In other lessons, the focus will be on children learning and applying vocabulary, through the medium of matching activities, sentence-level writing or short paragraphs. In these lessons, children will record work in their MFL books.
- Teachers may utilise plenaries at the end of lessons to share children’s work for critiquing, to explain to the children what the next step in their learning sequence will be, or to use assessment questions to embed key learning points.

### 3d. Inclusion and Adaptation

- Teachers will adapt lesson content to ensure that all children are able to access the learning and receive appropriate levels of stretch and challenge. Where this is not possible, children may complete an alternative lesson, with or without adult intervention.
- Teachers may also adapt the learning environment or lesson content in deference to learners with special educational needs or disabilities (SEND). Such adaptations may include, but are not limited to, the following provisions:
  - **Breaking language into small, structured steps** - introducing new vocabulary in small groups, revisiting it frequently, and using clear routines (e.g. repeat–practise–apply), as well as providing scaffolds such as word mats, sentence frames, and chunked phrases to reduce memory load.
  - **Using visuals, gestures, and repetition** - pairing spoken French with images, symbols, and actions to reinforce meaning and consistently using gestures (e.g. for key verbs or classroom instructions) to help children understand and recall language.
  - **Supporting pronunciation and listening in a low-pressure way** - allowing children to join in chorally before speaking individually, and accepting approximate pronunciation as part of learning, as well as using songs, rhymes, and repetition to build confidence and familiarity with sounds.
  - **Creating a predictable and supportive environment** - keeping lesson structures consistent, giving thinking time before responses, and using paired or small-group work to reduce anxiety, as well as celebrating effort to build confidence in speaking a new language.
  - **Adapting recording and participation methods** - offering alternatives to written tasks, such as speaking, matching activities, or using digital tools, and ensuring resources are clear and accessible (e.g. large font, uncluttered layouts, audio support where needed).

## 4. Assessment

- Teachers will regularly assess progress by offering and monitoring opportunities for children to use and repeat vocabulary orally, posing questions during teaching input to check children’s understanding and reviewing pupil work completed in MFL books.
- At the end of a unit of work, teachers may also utilise assessment opportunities such as low-stakes quizzes, extended written pieces or assessment activities provided by the Primary French Project.

- Teachers will report on children's attainment in MFL during termly 'data drops', with an overall judgement then included in children's end-of-year reports.

## 5. Impact and Monitoring

- Curriculum leaders, in collaboration with senior leaders, will monitor the standards of teaching and learning in MFL through several monitoring activities throughout the year.
- These activities may include learning walks to observe teaching in MFL lessons, reviewing recorded work on a termly basis, and meeting with children to gain 'pupil voice'.
- The outcomes of these monitoring activities will form the basis of subsequent curriculum action plans, which will be reviewed and updated annually.

## 6. Roles and Responsibilities

### Class teachers will:

- Adapt units of work provided by the Primary French Project scheme appropriately to tailor them to the needs of their cohort.
- Plan, teach and assess sequences of lessons within half-termly units of work, providing all children with the opportunity to learn and practise the key knowledge and skills required.
- Use a combination of formative and summative assessment techniques to track pupil attainment and progress in MFL.
- Work collaboratively with curriculum leaders to make suggestions about the Primary French Project scheme, particularly pertaining to the in-house planning support that has been developed, in order to support its development.
- Direct support staff, as appropriate, to support or enhance the learning of individuals or small groups.

### Curriculum leaders will:

- Monitor standards of teaching and learning through monitoring activities such as learning walks, reviews of recorded work and pupil voice interviews.
- Provide support and guidance to staff in effective teaching of MFL by creating resources or guidance documents, or leading staff training.
- Create annual curriculum action plans to identify areas for development within the subject, based on outcomes from the monitoring activities listed above.
- Manage and utilise a provided curriculum budget in order to ensure that resources required for the successful teaching of MFL are available and in good working order.
- Collaborate with curriculum leaders across the Bushey St James Trust, external professionals such as school governors or inspectors, and (where possible) link contacts in local schools to ensure that our curriculum offer in MFL is both enriching and effective.

### Senior leaders will:

- Collaborate with and support curriculum leaders to monitor and evaluate standards of teaching and learning in MFL effectively.
- Review curriculum action plans and monitor progress towards achieving the targets stated within them as part of teacher performance appraisal meetings.
- Provide curriculum leaders with the support, time and resources they require to lead, manage and develop MFL effectively.

## **7. Enrichment and Wider Opportunities**

- Where relevant, accessible and affordable, class teachers will look to organise offsite visits or invite visitors into school to deliver specific workshops and/or clubs to enrich learning about MFL.
- On an annual basis, curriculum leaders will collaborate with their partners across the BSJT to organise cross-phase projects to enrich learning about MFL.

## **8. Equal Opportunities, Inclusion, Health and Safety**

- We are committed to providing a broad, balanced and ambitious curriculum that is accessible to all pupils, regardless of background, ability or need. In line with the Equality Act 2010, we actively promote equality of opportunity and do not tolerate discrimination of any kind. Our curriculum is designed to be inclusive, enabling all pupils—including those with SEND, those who are disadvantaged, and those with English as an additional language—to participate fully and achieve well. Teachers adapt learning through appropriate scaffolding, challenge and support so that all pupils can access the same high-quality curriculum, while also meeting individual needs. We aim to reflect and celebrate diversity within our curriculum content, preparing pupils for life in modern Britain and fostering respect, tolerance and understanding. Through careful planning, monitoring and ongoing professional development, we ensure that inclusion remains at the heart of our curriculum design and delivery.
- Before any off-site visit is undertaken, an appropriate risk assessment will be carried out and submitted in accordance with the school's and Education Authority's guidelines.

## **9. Safeguarding and Wellbeing Links**

- MFL lessons will provide children with an opportunity to learn about different countries, traditions and ways of life, which in turn promotes tolerance of other cultures and challenges stereotypes.
- Through learning about languages, children will learn to respect and appreciate people from other countries and cultures, which in turn promotes a sense of belonging and inclusion within the diversities of our cohort. The process of learning what is quite literally a foreign language through a process of overcoming trepidation, trying, finding it difficult but persevering and achieving will also elicit positive mindset and wellbeing outcomes.