



# Walton & Lees Hill CE Primary School

## Modern Foreign Languages (MFL) Policy - French

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**POLICY REVIEWED BY FULL GOVERNING BODY: April 2023**

**Name:** Mary Alston

**Position:** Chair of Governors

**Next Review Date:** May 2026

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### **Aims and Objectives**

Walton & Lees Hill CE Primary School is committed to providing an enjoyable and enriching MFL curriculum to enable all children to achieve personal excellence in MFL by developing an interest in other language in a supportive environment. Early language learning will prepare our children for learning other foreign languages at secondary school and in later life. We will use the Kapow scheme of work to cover the MFL Curriculum.

We aim to achieve this by providing:

- A way of learning language that is fun and enjoyable
- An awareness of cultural differences
- Opportunity to develop speaking and listening skills
- High quality teaching by developing the skills of teaching staff through continued professional development (CPD)
- Close consultation with other local MFL teachers and specialist teachers in the local network, where available.
- Language experiences to support daily worship and the articulation and celebration of Christian values in day-to day school life.

### **Role of Pupils**

Children will be expected to participate in lessons by repeating phrases, asking and answering questions in pairs and small groups and show an interest in other cultures whilst being respectful. Children may also be required to build links with other children outside of their home country.

### **Role of Staff**

CPD is linked to the School Improvement Plan, the budget setting process and individual Performance Management objectives in a strategic way. A named subject leader exists for MFL and is responsible for managing and reviewing all aspects of the resources to enable the school to fulfil its agreed aims.

All teachers work together to ensure a well-planned curriculum with meaningful cross curricular links to the wider, world; with a clear progression of skills across the age ranges. They oversee assessment and monitoring and review targets for individuals. The MFLsubject leader will also foster links with local secondary schools and support networks to ensure the transition between primary and secondary schools are smooth.

### **Role of Parents/Carers**

Links with the wider world and parental involvement are actively sought. Parents and carers will be given opportunities to attend curriculum evenings and receive relevant information in order to support their child's learning outside of school. Parents are consulted on/ informed about new initiatives and ideas and their opinions are sought. Their views and opinions are sought through regular Parental Consultation Evenings whereby 2-way dialogue assists staff in assessing impact of provision and learning throughout the MFL curriculum.

Parents will be expected to support children with their MFL learning and their research into other cultures and traditions. They have a responsibility to be proactive in supporting their child's learning by exploiting opportunities to enrich children's understanding of the world. They should support their child in homework tasks as appropriate for their age.

### **Monitoring and Review**

Class teachers are responsible for monitoring standards and progress in MFL and keeping the head teacher informed: lesson observations, work scrutiny, monitoring of pupil tracking and target setting will be used to inform future teaching plans, as will continued professional development and curriculum development through focussed professional dialogue at staff meetings. Strategies for continued improvement will be identified in the School Improvement Plan.

### **Role of Governors**

It is the responsibility of the governing body to monitor the effectiveness of this MFL policy.

The governing body does this by:

- Requiring the Headteacher to monitor the progress of pupils of minority groups and comparing it to the national expectation, individual progress and comparative progress made by other pupils in the school.
- Requiring the Headteacher to either report to Governors directly or to make a monitoring visit on an annual basis on the effectiveness of this policy.
- Taking into serious consideration any complaints regarding equal opportunity Modern Foreign Languages, or issues from parents, staff or pupils.

This policy will be reviewed by the Governing Body every three years, or sooner if required.

