ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Modern Foreign Languages Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Modern Foreign Languages Policy

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2 (KS2). Alderman Richard Hallam has adopted a school approach to the teaching of French to all KS2 pupils.

Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the five key language skills necessary for learning French. These key skills are:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- 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
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of Key Stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Beyond National Curriculum

In KS1, children have an optional lunchtime club where they can learn Mandarin for 30 minutes each week which is taught by a specialist Mandarin teacher that comes in to school. This encourages children to develop an early enthusiasm for, and understanding of, languages.

Organisation and Delivery

French is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEND children have access to the curriculum through variation of task, grouping or support from an adult.

The expectation is that each KS2 class has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs and raps
- Consolidation activities
- Worksheets are provided throughout each teaching unit.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).
Below is an example outline of the units we will cover throughout KS2:

Year 3	Year 4	Year 5	Year 6
I'm Learning French	Presenting Myself Phonetics lesson 2	Do You Have A Pet? Phonetics lesson 3	At School Phonetics lesson 4
Core Vocabulary * & Phonetics lesson 1	Family	Vikings	Healthy lifestyles
I know how to…	Traditions and Celebrations	What Is The Date?	The weekend
Musical Instruments	My home	Clothes	World War II
Little Red Riding Hood	The Classroom	Habitats	Olympic Games
Fruits	At The Café	The Weather	Me in the World

*** Core Vocabulary** lessons cover: classroom commands, colours, days of the week, months of the year and numbers 1 – 100.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they are teaching.

Evidence of Teaching and Learning

Where appropriate, worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. Evidence of learning may also be uploaded to Class Dojo.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for MFL, supported by the MFL Coordinator.
The MFL Coordinator is responsible for overseeing the delivery of the MFL Curriculum through:

- Liaising with year group leaders.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within topics.
- Regular reviews of the curriculum through open dialogue with staff.
- Speaking with the pupils about their learning.

- Subject coordinators are responsible for progression and assessment within their subject area.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.
- Making amendments to planning in order to optimise learning opportunities when they arise.
- Ensuring there is appropriate challenge and support so all pupils make good progress and can access learning opportunities.
- Using the local area and outdoor learning as much as possible.
- Ensuring the curriculum is taught in an engaging manner which is in-line with the school ethos.

Planning

We ensure that all objectives in the National Curriculum are covered through MFL. Our planning process for MFL is:

- Long term plans for the year; these are the topics that will be taught throughout the year. They give a number of weeks for the duration of the theme.
- Medium term plans for each topic hold the relevant learning and National Curriculum objectives. These highlight the activities to be covered and are assessed at the end of each topic. Teachers use the National Curriculum objectives and discuss how they will translate these into meaningful activities for the children. The National Curriculum objectives have been broken down further onto Progression Documents and this is where year groups take the objectives from and record when they have been taught. This is planned on our Routeway format. Using the Routeway, teachers then consider what will be the best learning sequence for their pupils. This has to incorporate: a formative assessment of children's understanding using the questions from the Progression Document, how the topic will be introduced (a 'wow' factor, that could be a visit, a trip, Wonder Day, a focus day or an external visitor), what the learning outcome will be – this could be an artefact, presentation, or experience for example and how the work of pupils is to be recorded in appropriate topic books or Class Dojo. Once year groups have decided upon the learning sequence, parents are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.
- Year Groups meet weekly to plan the subsequent week's work from the medium term plan or Routeway. Each weekly plan ensures all pupils can access the learning with a clear learning outcome. Lessons are engaging and taught using high quality resources.
- Plans are monitored by SMT and the MFL Coordinator.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND). Teachers use a variety of teaching styles and techniques to suit different learning styles.

Assessment of Pupil Learning & Progression

Each foundation subject has objectives set out by the National Curriculum. These are primarily assessed throughout the topics using the Learning Objectives.

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do…' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

In order to further support staff with their knowledge of the end of year expectations for French, an End of Year Expected Standard sheet has been created which details the skills and knowledge required by the end of each year. Staff use evidence from class discussions, questions answered and work completed to assess where pupils are in regards to this expectation. Teachers record French summative assessment information on Arbor. The MFL Coordinator collates the assessment for pupils working towards, at or beyond the end of year expectation during Spring and at the end of the academic year.

Monitoring and evaluation

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan.
The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via learning walk observations with feedback given to teachers delivering foreign language lessons. This is also monitored by book audits with feedback given.
Feedback will be given to staff involved (teacher, year group leader and SLT) and this will highlight good practice as well as thoughts for development. Areas for development will be further monitored to ensure the identified actions have been taken.

School Closure

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Class Dojo. Through Class Dojo, Teachers will convert their lessons to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this using their Class Dojo account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. Creative and expressive art, through the form of videos and pictures, will be encouraged. Children will be encouraged to use resources around the house as well as outside to creatively express and achieve their learning objectives.

Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. The previous year's objectives will be reviewed to see if the children have covered them in enough detail. If not, they will be taught in their current year group. Objectives that were unable to be covered at home (for example due to lack of resources) will also be continued and taught when the school reopens.

To be reviewed September 2027