



BIRCHINGTON CE PRIMARY SCHOOL

MFL Policy

LEARNING & GROWING; SAFE IN GOD'S LOVE

Rationale

At Birchington CE Primary School, we teach a foreign language to all children as part of an ambitious, broad and balanced curriculum. It is widely believed that the earlier foreign language acquisition begins, the better the facilitation of the learning of foreign languages is later in life. Therefore, we believe that it is important to provide our children with an ambitious and accessible foreign language curriculum which will provide the knowledge and cultural capital that they need to succeed in later life.

We have chosen to teach French as our modern foreign language due to the fact that the majority of our pupils go on to be exposed to this language in their KS3 and KS4 learning, therefore we are laying the best possible foundations in preparation for future language teaching.

Pupils will be taught with the words of our Christian Vision and School Values in mind. As an inclusive school, we want to ensure that each child feels valued and flourishes during their school life and in preparation for their future. Understanding a foreign language will assist pupils in gaining an understanding of others who are different to themselves and exposing them to the wider world.

Aims

Our aim is to develop the confidence and competence of each child with 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:

- Speaking
- Listening
- Reading
- Writing
- Grammar

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

Implementation

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.

We have used the best research to create a well sequenced and progressive curriculum containing the key concepts children need to be procedurally fluent and to work and think like a linguist. Our careful curriculum thinking ensures that the right components are embedded in long-term memory to enable pupils to perform more complex tasks.

We have adapted the scheme template from Language Angels to suit our children best as a progressive curriculum based on our school's long-term plan, for example a review unit to support the annual Year 5 trip to France. 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. This is to support adaptations to be created to suit the needs of individual children in the classroom and to ensure that all children have access to the curriculum through variation of task, grouping or support from an adult if needed. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. Each lesson will begin with a phonics-based starter and then will move onto a focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

We use a variety of techniques to encourage the children to engage actively in the modern foreign language, these include:

- PowerPoints and interactive whiteboard materials that include sound clips from experienced or native French speakers,

- Interactive games (which pupils can access from home to consolidate their learning),
- Songs & raps,
- Desk-based consolidation activities,
- French games; Orchard Toys resources and boules
- Worksheets (available with variations of adaptations to support all learners) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise.

Organisation

French is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff. In EYFS and Key Stage One, French is taught one afternoon each short term to introduce the children to the language, in preparation as they move up through the school.

In Key Stage Two, each class has a timetabled lesson of at least thirty minutes per week. In Year 3, each child will be given a foreign languages book which follows them to their following academic year. In Year 5, they will receive a new book which they take into Year 6 too. There are cover sheets that are stuck into each book at the beginning of each academic year to distinguish the learning. Each year group has one vocabulary sheet that contains the key words explicit to each unit throughout the year. They are kept in their books throughout their KS2 education as a portfolio of their learning to allow opportunities to reflect and review and aid the alteration of long-term memory.

Language learning is evident through working displays around individual classrooms in Key Stage Two and features on displays around the school, newsletters and our school website.

MFL across the Curriculum

Although the teaching of foreign languages is succinct and purposeful at Birchington CE Primary School, the learning of a modern foreign language naturally contributes to the overall development of a child. In English, it contributes to the development of children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and it emphasises the importance of knowing the role of different word types in sentence structure. Children also benefit in terms of personal and social development. Children who have difficulty in reading and writing, but have good aural skills, will often find that they excel when speaking a foreign

language. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general. As previously mentioned, we aim for our foreign language curriculum to contribute to the children's cultural education. Each child also has the opportunity to correspond with a French child from our French link school, through exchange of letters, Christmas cards and a visit to France, that takes place each year. In Key Stage Two, we have a selection of children of mixed year groups whom are our Language Ambassadors for our school. Language Ambassadors are Junior Leaders of the school whom speak English as an additional language, these children have been selected by our Headteacher as responsible and mature students that meet regularly as a group and with additional students to represent the diverse languages in Birchington CE Primary. It allows the Ambassadors to increase their confidence, engage with peers from different year groups and increase the cultural diversity within the school. They are instrumental in fostering a supportive and inclusive environment that values language learning and cultural diversity, ultimately enhancing the educational experiences for the whole school. We hold a French Themed Day every other academic year for the whole school where the child can come into school wearing red, white or blue or any clothing representing the French culture. We hold a French themed lunch menu, this is an opportunity for wider French understanding to develop, to engage in a range of activities such as boules, French food tasting, quizzes, French games, songs and lots of exciting activities which broadens their knowledge and ignites the love of language learning deeper.

Assessment

At Birchington CE Primary School assessment is in line with the school's assessment policy. As part of the formative assessment, teachers are expected to mark each lesson, this can be completed as live marking within the lesson. Children in KS2 are expected to self-assess their work which is valuable to allow reflection and evaluation on their own work. The children are given opportunities throughout the academic year to peer-assess other's work, giving a sense of responsibility and to support in consolidating understanding and increase of confidence. As part of the summative evaluation, the children will complete an end of unit assessment as the last lesson of each unit, they will complete this independently and it includes a variation of skills learnt during that unit following the four strands; reading, writing, speaking and listening. The end of unit assessment supports in detailed skills-based assessment contributing to a more comprehensive understanding of the subject matter, which teachers are able to use to submit their termly data.

Monitoring and Evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout KS2 via:

- Observations of individual lessons and feedback to given teachers.
- Monitoring and scrutinies of children's books.
- Discussions with both adults and children.
- Learning walks, which include looking at classroom and year group displays.

Resourcing

Every member of staff has access to Language Angels which is a fully resourced online scheme enabling all adults in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Inclusion

At our school we teach a modern foreign language to every single child at Birchington CE Primary. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities which enable all pupils to make progress. We do this by setting suitable learning adaptations and challenges, responding to every child's needs. We enable pupils to have access to the full range of activities involved in learning a modern foreign language.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme.

Understanding the World Hub

RJ, MFL Lead – January 2026

To be reviewed – September 2028