



Marsh Green Primary School



MFL Policy

2024-2026



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Achieve Believe Celebrate

Aims

At Marsh Green, our MFL curriculum is designed to provide our children with the opportunities that will enable them to become enthusiastic, confident, aspirational and successful independent learners. We aim to remove any barriers to learning so all children are able to make progress across the whole school curriculum for MFL, within a secure and caring environment. The ability to learn a language is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide a wide range of enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We hope that by developing our children's skills, knowledge and attitudes they will be empowered to lead rich and fulfilling lives in the wider world.

Organisation

To enrich our MFL curriculum, we provide many learning experiences that are relevant to real-life, within a language-rich environment that promotes a curiosity for other cultures. We provide; classroom lessons, visitors, themed days and clubs to immerse children in the languages. Outcomes are designed to not only meet the requirements of the National Curriculum, but also to develop life-long learning skills and become empathetic, cultured members of the wider community. A cross-curricular approach to many topic areas ensures coverage of the whole curriculum, which is carefully planned to ensure progression; through knowledge, skills and concepts and helps to develop a deeper understanding. Where appropriate, teachers can give children opportunities to practise language skills in other subject areas e.g. counting, in order to reinforce vocabulary learned. Languages can also be used as part of the school day e.g. Good Morning or the date.

Planning

The programmes of study for MFL are set out year-by-year for years 3-6. Teachers will base their short term planning on the programmes of study for their relevant year groups. Primary Languages Network is used to support year group planning in order to ensure

progression. The school follows the agreed planning map laid out in the MFL Curriculum Document.

Assessment and Recording

Children's work is evaluated through questioning, observation and listening to responses during practical/oral work. Work is also recorded and marked in children's Spanish books.

Teachers can then make a judgement about pupil's language skills and understanding in relation to the National Curriculum level of attainment. This, in turn, will inform future planning.

Children are also encouraged to make age appropriate judgements about how they can improve their own work or that of a peer through self and peer marking opportunities.

The monitoring of the standards of children's work and the quality of teaching and learning in MFL is the responsibility of the subject lead. The work of the subject lead also involves supporting colleagues in the teaching of MFL, being informed about the current developments in the subject and organising training and direction for the subject as appropriate.

Specially allocated management time allows for review of planning and work and to undertake lesson observations across the school.

Resources

- All classes have access to the 'Primary Languages Network' programmes of study as a tool to support planning.
- A selection of Spanish dictionaries are available in classrooms and communal bookshelves.
- There are a selection of Spanish/English story-books that have been allocated to support the teaching of different units.
- A box of resources to enhance learning is available in a communal area.
- Links with and resources provided by feeder high school.
- Links with twinned town in Spain.

Monitoring and Review

The coordination and planning of the MFL curriculum are the responsibility of the subject leaders, who also support colleagues in their teaching, by keeping informed about current developments in the subject and providing a strategic lead and direction for this subject. Leads will ensure there will be a MFL focus for staff meetings when needed. Standards of teaching and learning will be assessed using books, pupil voice and lesson drop-ins.

This policy reflects the requirements of the National Curriculum programmes of study to provide a broad and balanced curriculum. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

The governing board will monitor the effectiveness of this policy and the headteacher will ensure that all required elements of the curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. Provision is in place for pupils with different abilities and needs, including children with SEN. It is the responsibility of teaching staff to ensure that the school curriculum is implemented in accordance with this policy.

This policy also links to the following policies and procedures: