

Stocks Lane Primary School

Modern Foreign Languages Policy



Reviewed May 2025
Renewal date May 2027

Rationale

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. Since 2010 all KS2 children must learn a language other than English. At Stocks Lane we believe strongly in the benefit of this and have therefore implemented the teaching of Spanish for all KS2 children (Y3 to Y6) as this is taught at the feeder secondary school.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Intent

Our intent with the teaching MFL follow the specific curriculum requirements that are set out in the KS2 languages programmes of study. This document explains that teaching should "lay the foundations" for foreign language learning at KS3.

It says that KS2 pupils should be taught to, for example:

- Listen attentively to spoken language and show understanding by joining in and responding
- Engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, expressing their ideas clearly
- Describe people, places, things and actions in speech and in writing.

Implementation Throughout School

Teaching and learning

At Stocks Lane Primary School, we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and

apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

Our chosen language for KS2 is Spanish, based on popularity of choice at KS3, staff knowledge and availability of quality resources.

The lessons are to be delivered by the class teachers.

KS2 children are entitled to one hour of MFL teaching a week which will predominantly follow the Language Angels scheme of work (see below Topic titles for each Year group). The split of teaching time is flexible, but the lessons would usually follow a one full hour session.

As Spanish has just started being delivered this year, there are core components delivered in each year group.

Stocks Lane Long Term Planning

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3	Greetings	Colours and numbers (E)	Days of the week, months, numbers (L1-3)	Weather (I)	Animals (E)	Nurse Rhymes (E)
4	I'm learning Spanish (E)	I can (E)	My family (I)	Presenting myself (I)	My house (I)	Do you have a pet? (I)
5	The classroom	Little Red Riding Hood	Healthy Lifestyle?	At the cafe	The planets	At the weekend
6	The classroom	World War 2	At school	Clothes	The Olympics	Irregular verbs

Key:

C means Core Vocabulary Unit

E means Early Language Unit

I means Intermediate Language Unit

P means Progressive Language Unit

Lesson Content:

The Spanish lessons are to include:

- a. learning Spanish vocabulary
- b. asking and answering questions
- c. using bilingual dictionaries
- d. teaching of basic Spanish grammar and spelling patterns
- e. playing games and learning songs
- f. using language that has been taught in role play situations
- g. researching and learning about life in Spain
- h. beginning to write phrases and sentences

Spanish will also reflect whole school occasions e.g., Christmas celebrations and Summer sporting events.

Spanish will be used in displays across the school that relate to the children's learning. Languages other than Spanish may be used within individual classes and topics, but Spanish will be the main, assessed language.

The Early Years Foundation Stage and Key Stage One

A whole school approach to MFL is desirable, so although languages are optional for Foundation Stage and KS1, the Subject Leader for MFL will develop a menu of songs and activities that Foundation and KS1 can access and enjoy. Links to Spanish in the EYFS are through the Early Learning Goals (ELG's) of Communication and Language, Speaking and the Literacy. Links to the KS1 Curriculum are made wherever possible through Topics, Festivals, Stories and Songs etc.

Planning

We will use the archived KS2 Languages Framework as the basis for implementing the requirement of the programme of study for MFL. See:

<http://webarchive.nationalarchives.gov.uk/20110511211850/http://nationalstrategies.standards.dcsf.gov.uk/node/85274>

As well as this, our planning will meet the statutory guidance. See:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf

We will carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term). The Long- and Medium-Term Plans are based on the broad themes in the Language Angels Schemes of Work. The Medium-Term Plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

Each lesson plan (short term plans) for the teaching of MFL set out and detailed in line with other curriculum Foundation Subjects. This lists the specific learning objectives and expected outcomes for each lesson and gives details of how the lessons are to be taught.

Marking and Feedback

Adults at Stocks Lane assess children's work in MFL by making informal judgements as they observe them during each lesson. Verbal and written feedback is often given "on the spot", with a focus on addressing misconceptions, moving learning forward and providing appropriate challenge.

On completion of a piece of written work the teacher marks the work in green pen following the school's Marking and Feedback Policy and comments as necessary. Pupils are then given the chance to respond to feedback, address any misconceptions, edit and improve work and respond to challenges in red pen.

Assessment

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support measured against the National Curriculum (2014) Age Related Expectations (ARE).

We assess children's prior knowledge, by creating 'Knowledge Organisers' at the beginning of each topic. Children reflect on what they already know and what they want to find out, at the end of the topic they revisit this and add new learning.

Formative assessment is carried out informally on a day-to-day basis using marking and feedback during and after every lesson, questioning and peer and self-evaluations. This information will then be used to inform future planning.

Summative assessment is undertaken in line with the assessment cycle (see Assessment Policy) and teachers complete the school's data tracking system following each assessment point or end of unit. Summative assessment reviews the pupils' capability and provides a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment is recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives.

Pupil progress is tracked throughout the year and reported to parents during regular parent's evenings and in the end of year report.

Assessments will be based on the Progression Statements and Learning Objectives from the archived Key Stage 2 Framework for languages. These are divided into three main areas: Oracy, Literacy and Intercultural Understanding as well as the cross-cutting themes of Knowledge about Language (KAL) and Language Learning Strategies (LLS).

The subject leader will keep samples of children's work in the Subject Leader Folder. This demonstrates what the expected level of achievement is in MFL in each year of KS2.

Role of the Subject Leader

It is the responsibility of the Subject Leader to ensure that teaching and learning of MFL across Key Stage 2 is developed. Monitoring will take place to ensure that pupils are getting a wide range of opportunities through Spanish lessons that provide a variety of resources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons will focus on speaking and listening. However, when appropriate, children can record written work informally in books which are passed through the years as a portfolio of their learning. Monitoring will take place by looking in pupils' books and looking at wall displays for evidence of progress in Spanish. The Subject Leader monitors the effectiveness of the procedures implemented and it is the responsibility of the Subject Leader to ensure that Teachers are given support for the teaching of Spanish lessons. The Subject Leader should ensure that teaching is focused upon the objectives and the Language Angels scheme of work. The Subject Leader will give teachers a list of resources available to support the teaching of Spanish.

Inclusion

At Stocks Lane Primary School we teach Spanish to all children whatever their ability. MFL forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their IEPs.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.

- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

It is the responsibility of all teachers at Stocks Lane Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the MfL curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Policy Review

This policy was written by the MfL subject leader following discussions with the teaching and support staff at Stocks Lane Primary School.

Policy Updated May 2025

The policy will be reviewed again in May 2027.

Signed Chair of Governors.....Date.....

Signed Headteacher.....Date.....