

MFL CURRICULUM POLICY

Approved by Full Governors on
To be reviewed on or before
Signed.....Chair of Governors
Signed.....Headteacher

School Aims


The aims of Eccleston Lane Ends and how to achieve these aims has been long established. They form part of ELE's **CURRICULUM INTENT**. The breadth and depth of the curriculum offer is underpinned by our school values (as well as fundamental British values). The curriculum has been designed to meet the needs of all of our learners and is bespoke to both the locality of our community as well as meeting national curriculum and EYFS requirements. The curriculum has been designed to ensure learning progression is carefully planned and as a result, pupils develop, master and retain key knowledge, skills and understanding through a range of subjects which connect learning together.

Our aims are that:-

- Instil our **B**ritish Values including diversity
- Develop **R**esilience & Resourcefulness
- Inspire critical thinking and **I**ndependence
- **C**reate articulate learners
- Build upon **K**nowledge & skills
- **S**upport well-being & health

We will achieve these aims by:-

MFL BRICKS CURRICULUM

<p>B: Instil the British and school values</p> <p>R: Develop resilience and resourcefulness</p> <p>I: Inspire critical thinking</p> <p>C: Create articulate learners</p> <p>K: Building upon knowledge and skills</p> <p>S: Supporting well-being and health</p>	<p>Instil the British and school values Learning about and <u>having an understanding of</u> different cultures.</p> <p>Tolerance is embedded through the learning of the cultures of other countries</p> <p>Mutual respect of our peers, the wider school community and beyond is embedded through encouragement to share ideas, <u>knowledge</u> and views.</p> <p>Linked value: INCLUSION</p>	<p>Develop resilience and perseverance Resilience is needed to have the confidence and courage to speak a new language</p> <p>Resilience is needed to progress and learn a language over time</p> <p>Opportunities are provided through games, retrieval activities, language detective activities</p> <p>Lessons encourage determination</p> <p>Linked value: DETERMINATION</p>	<p>Inspire critical thinking Skills to revise, revisit and self-assess are developed throughout the curriculum</p> <p>Use of tracking clouds enable children to assess their own knowledge</p> <p>Activities are provided for children to question their own knowledge</p> <p>Encouragement and development to have independence in own learning is interweaved throughout the curriculum through opportunities such as language detective activities, quizzes and games that include working out new vocabulary using prior knowledge, using word banks and bilingual dictionaries.</p>
<p>Create articulate learners Challenging curriculum content</p> <p>Opportunities for children to work out and explain reasons for their ideas/thoughts for example when thinking about sentence structure and being able to construct a sentence that is grammatically correct.</p> <p>Time to listen to others and challenge, add to or extend ideas in discussions for example about the meaning of particular words</p> <p>Linked value: CO-OPERATION</p>	<p>Building upon knowledge and skills A carefully planned curriculum is in place based on the four pillars of languages = <u>listening</u>, speaking, reading, writing with phonics and grammar interweaved throughout.</p> <p>The curriculum builds upon and extends the knowledge progressively from stage to stage</p> <p>Knowledge mats for each topic are used and added to/ annotated in lessons</p> <p>Tracking clouds enable children to follow their own progress and be aware of the knowledge and skills being covered each half term.</p> <p>Puzzle it out assessments to keep track of the knowledge and skills gained each term.</p> <p>Linked value: RESPECT</p>	<p>Supporting well-being and health Language lessons are delivered in a positive encouraging atmosphere enabling children to comfortably 'have a go', speak out in front of their peers and to not be afraid to make mistakes.</p> <p>Children are introduced to a variety of languages through their peers with EAL sharing their knowledge through some whole school activities and some organised by our team of Language Ambassadors.</p> <p>Mindfulness activities are carried out at certain points of the year led by our Language Ambassadors.</p> <p>Own personal sense of achievement and pride in being able to communicate and understand aspects of another language</p> <p>Learning about the lifestyles of other cultures and comparing and reflecting upon own lifestyles.</p> <p>Linked value: KINDNESS</p>	<p>Linked Value: HONESTY</p> 

CURRICULUM INTENT

At Eccleston Lane Ends our intent for the Modern Foreign Languages element of our school curriculum is to foster children's curiosity and deepen their understanding of the world and other cultures. Teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Language teaching should provide the foundation for learning further languages, equipping children with the knowledge of how important other languages can be in their future.

CURRICULUM IMPLEMENTATION

MFL is taught throughout the whole school year from EYFS to Year 6. It is taught by the MFL teacher in all year groups. The curriculum is planned out showing clear progression from EYFS all the way through to KS2. The four main areas are covered - listening, speaking, reading and writing. There is a clear program of phonics teaching, grammar teaching and new vocabulary weaved throughout the curriculum, building upon and consolidating prior knowledge at each step.

The MFL curriculum is structured so that each year group, YR to Y6, has:

- ✓ A clear overview of what must be covered in MFL (curriculum map) over six half terms, including adaptations to EYFS curriculum through emerging interests.
- ✓ The key elements of the curriculum identified to make specific knowledge, skills and understanding stick for every topic, each half term.
- ✓ A curriculum coverage and progression document for MFL
- ✓ A tracking tool (INSIGHT) to identify where pupils are in relation to age related expectations for all subjects in each year group.
- ✓ A range of assessment activities to inform teachers' professional judgement as to how children are progressing and attaining.
- ✓ Opportunities to experience and develop learning about languages by participating in activities and events through visits and visitors that have been planned across the whole school.

Successful implementation requires all pupils to participate well by having great learning habits and demonstrating exceptionally positive behaviour for learning.

We acknowledge that we need to be professionally reflective in our practice to ensure effective learning takes place. The MFL teacher regularly updates knowledge and seeks support from the Primary languages network for upskilling, networking, and developing leadership skills in Primary languages.

The MFL CURRICULUM

In Foundation Stage and Key Stage one the children are introduced to the Spanish language. This is done through listening to stories, learning songs and rhymes and having an awareness of another country's culture in order to build confidence in the Spanish language and develop an enthusiasm for language learning.

In KS2, this is built upon and the children continue to learn Spanish. A variety of techniques are used to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and when possible also invite native speakers (usually parents) into the classroom, in order to expose the children to more than one voice in the foreign language. Mime is frequently used to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. Listening and sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. Lessons aim to be as entertaining and enjoyable as possible, contributing the development of a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language.

The curriculum shows a clear progression of language skills throughout the key stages. Key vocabulary is revisited and extended, the teaching of phonics and grammar is systematically planned and tracked. The children are taught to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

Overview of the MFL Curriculum

<p style="text-align: center;"><u>Autumn 1</u></p> <p>EYFS - Greetings Year 1 - Greetings and numbers Year 2 - Harvest time, Superheroes Year 3 - A New Start Year 4 - Welcome to school Year 5 - My school, My subjects Year 6 - A New Start</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p>EYFS - Greetings Year 1 - Bonfire Night Year 2 - Body parts and Halloween Year 3 - The calendar and celebrations Year 4 - My local area, your local area Year 5 - Time in the city Year 6 - The calendar and celebrations</p>	<p style="text-align: center;"><u>Spring 1</u></p> <p>EYFS - Colours Year 1 - Epiphany Year 2 - Birthdays Year 3 - Animals I like/don't like Year 4 - Family tree and faces Year 5 - Healthy Eating Year 6 - Animals I like and don't like</p>
<p style="text-align: center;"><u>Spring 2</u></p> <p>EYFS - Colours Year 1 - Farm animals and Plant Pot Story Year 2 - Animals and Easter Year 3 - Carnival and Playground games Year 4 - Celebrating carnival/body parts Year 5 - Clothes, colours, fashions, show Year 6 - Carnival and playground games</p>	<p style="text-align: center;"><u>Summer 1</u></p> <p>EYFS - Numbers 1-10 Year 1 - Pirates and weather Year 2 - Summer sunshine and minibeasts Year 3 - Breakfast, fruit nouns, hungry giant Year 4 - Feeling unwell/jungle animals Year 5 - Out of this world Year 6 - Breakfast, fruit nouns, hungry giant</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p>EYFS - Numbers 1-10 Year 1 - Sea creatures Year 2 - Gingerbread man and dinosaurs Year 3 - Going on a picnic Year 4 - Summertime Year 5 - Going to the Seaside Year 6 - Going on a picnic</p>

CURRICULUM IMPACT

EYFS and KS1 children have access to our MFL curriculum and are considered to be 'Language Explorers'. By the end of KS1 children should have a basic knowledge of key vocabulary, have listened to and joined in with a range of songs, games, stories and poems. They should now be well prepared and have a good foundation for future Spanish learning in KS2.

By the end of Year 3, children should be able to recall key vocabulary and phrases to share information linking to their lives and wider world.

By the end of Year 4, the children should have built a varied Spanish vocabulary about themselves and the world around them that they can create conversations and use these to share information with others.

By the end of Year 5, the children are becoming more confident to communicate a range of Spanish words and phrases orally and written to share and describe information about themselves, animals and a variety of food and drink.

By the end of their time at Eccleston Lane Ends children in Year 6 should be confident to use a range of Spanish words and phrases accurately to communicate a range of information in a variety of ways. Children are confident moving on to secondary education with a foundation of Spanish.

Assessment, Recording and Reporting

The four key areas of MFL assessment:

- listening and responding;
- speaking;
- reading and responding;
- writing

MFL is assessed using a range of approaches and resources.

The children carry out termly PLN puzzle it out assessments that have been based on the European A1 framework for languages. These assess the children's listening, speaking, reading and writing in a systematic way.

Evidence is also collected using Seesaw video clips and photographs of the activities, games, songs and speaking activities.

A sticky notes system is used as 'on the spot' moment of significance noted during teaching and lesson times as a way of collecting further evidence.

The children are involved in assessing their own learning through the use of tracking clouds. The children can colour code or tick the relevant clouds, annotating these with relevant vocabulary or phrases.

A certificate system in place also helps to highlight children who have achieved a certain level of understanding of concepts in each lesson.

Each of these methods feed into an overall teacher judgement of each child which is then recorded on 'Insight'. This summarises the age related expectations for each year group and whether pupils are working at, working towards or working at a greater depth.

An annual report which includes MFL is presented to parents outlining curriculum coverage and attainment.

Health, Safety and Safeguarding

The school's Health and Safety Policy is reviewed annually along with associated risk assessments. Responsibilities of all stakeholders are included in this document. Special attention is given to any visit related to MFL to ensure risks are managed effectively and the safety of all those on a visit is paramount. All teachers make a visual risk assessment prior to teaching particularly if working with unfamiliar equipment.

All practitioners must follow ELEs Behaviour Policy to ensure safety comes first in all lessons.

Everyone is responsible for the safeguarding of children irrespective of their role. The Designated Safeguarding Lead (DSL) is the headteacher, Mrs C.Gowan. Staff are regularly trained in managing child protection and safeguarding matters. All staff must keep up to date with the latest versions of Keeping Children Safe In Education and Working Together to Safeguard Children when carrying out their work. All staff are committed to following the policies and procedures in all aspects of their work.

Additional Needs

This policy should be read in conjunction with the SEND Policy.

Identified pupils with special educational needs have a written plan which identifies needs; sets targets for achievement; outlines support or resources to be adapted and is reviewed at least termly.

Teachers should decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining broadly in line with their age. Adaptations to the MFL curriculum may need to be made in order that all children have access to a curriculum that is broad, balanced, progressive and relevant to the needs of each child.

The SENCo will support and advise class teachers, learning assistants and subject leaders in how to adapt a suitable curriculum based on sound pedagogical practice.

Equality

This policy should be read in conjunction with the Single Equality Policy.

Eccleston Lane Ends is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of our school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our *school ethos* we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

Roles and Responsibilities

The MFL Leader Rachel Orledge works with the Senior Leadership team to facilitate teaching and learning of MFL.

Regular monitoring and self-evaluating activities are carried out by a range of stake holders, including governors, to hold the school to account for the high quality education of our pupils.

Review and Evaluation

All policies are reviewed at least every three years. Some policies are subject to annual review. This policy will be reviewed and revised, if necessary, at the end of the first year of implementation for the Ofsted revised framework July 2022

References to Other Policies

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Marking and Presentation Policy
- Homework Policy
- Single Equality Policy
- Health and Safety Policy
- Child Protection/Safeguarding Policy
- Early Years Foundation Stage Policy