Seaford Primary School

Modern Foreign Languages Policy

Address: Wilkinson Way, Seaford, BN25 2JF **Phone**: 01323 893450
Email: office@seafordprimary.e-sussex.sch.uk
Website: www.seafordprimary.e-sussex.sch.uk

Level of Delegation	School	**Adopted date**	October 2025
Last reviewed on	September 2025	**Next review due**	September 2026
Review frequency	Annually		
Statutory	No		
Reference	OFSTED expectations		
Publication	2014 National Curriculum for England		

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. It gives guidance on planning, teaching and assessment of MFL. This policy is intended for use in conjunction with the KS2 MFL Framework.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. It also contributes to a better understanding of the English language, through comparison of varying structures and use of grammatical terminology. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should provide a foundation to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, predominantly in speech and occasionally in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read simple text in the original language. Learning a second language also provides the foundation for a greater ability to learn further languages.

Aims

- to enrich learning for the majority of pupils*
- increase linguistic competence through regular timetabled MFL sessions
- exploit cultural links and experiences when opportunities arise
- promote positive attitudes to language learning through a range of learning activities
- develop listening skills and phonological awareness
- look towards opportunities for cross curricular links

Speaking and Listening

The children will be given opportunities to:

- 'parrot' what the teacher models
- recall familiar words and phrases, and demonstrate their ability to say them accurately
- recite poetry, tongue twisters and sing songs
- converse with a partner in real terms (speaking as themselves) and in role play scenarios

Reading

The children will be given opportunities to:

- read simple words and phrases (usually once the sounds are familiar)
- read simple, repetitive texts
- read out loud 'comic style' conversation models
- gain an awareness of the structure of written French and learn the most common grapheme-phonic relationships

Writing

The children will be given opportunities to:

- experiment with the writing of simple words and phrases
- create own sentences using support materials, e.g. a sentence frame (GD)
- write individual words and some basic phrases from memory (GD)

Curriculum and School Organisation

French is taught in Years 3 to 6. Pupils are taught specific skills, concepts and vocabulary in a weekly French lesson lasting 35 minutes. The School aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. By its nature, MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities and usually follow the *present, practise, produce* model. Progression takes the form of adding topics and vocabulary, and increasingly demanding grammatical structures. New vocabulary is usually presented orally at first, closely supported through the presentation of pictures and the written word to provide prompts about the meaning and to re-enforce the grapheme-phonic relationships.

Curriculum Management

The MFL Leader will facilitate the development of MFL in the following ways:
~by managing the implementation of the MFL policy
~by updating the policy and scheme of work
~by ordering/updating/allocating resources
~by attending appropriate courses to update knowledge of current developments
~by keeping links with the advisory team for MFL
~by contributing to the school development plan on a regular basis

It is the responsibility of the head teacher to ensure that statutory requirements are met.

Inclusion*

The majority of pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness in the distribution of MFL access. Mixed styles of pairing and grouping are used to optimal advantage depending on the activity. The school recognises the motivational advantages of the use of MFL by some pupils with special educational needs.

Assessment, Record Keeping, Reporting

Assessment is formative and is used to support teaching and learning and inform future planning. As the French teacher works through the scheme of work, observations are made at every opportunity and individual pupils' progress is assessed and informally recorded.
When written MFL work is produced, it is marked in line with the school's policy on 'Marking and Feedback.' Each KS2 pupil's attainment and effort in French is reported to parents at the end of the academic year.

Monitoring

Monitoring is carried out by the Head teacher or a member of Senior Leadership Team. The following methods may be used:

- classroom observation
- scrutiny of MFL planning
- informal discussion with staff and pupils

Resources and Accommodation

The MFL Leader is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the curriculum budget.

***** *Whilst every child is entitled to access the MFL curriculum, there are some exceptional cases in which a pupil with special needs receives extra support for core subjects during the MFL slot on the timetable. This only happens when the pupil's basic needs are severe and they are not displaying benefit from being present on the French lesson. In many cases, special needs pupils experience high levels of enjoyment and interest in French sessions, where they have opportunities to be on 'an even playing field' with their peers, and some even excelling in the subject, providing a confidence boost that can enrich other areas of their learning.*