



A School Family Learning for Life in all its Fullness (John 10:10)

Flourish

Aspire

Achieve

Our Values and Expectations

Curriculum Threads

Our Values

Our Place in the World

Our Well-Being

Our Voice

Our Aspirations

Intention

**Subject
MFL**

At Mary Dean's our aim is to provide a rich and varied curriculum, focused on the delivery of the knowledge, skills, attitudes and values we feel every child needs – thus providing the basis for academic success, a life-long love of learning, and ultimately for our pupils to flourish, aspire and achieve.

The school's policy is based on the National Curriculum for Key Stages 1 and 2. At Mary Dean's, opportunities for phonics, reading, writing, speaking and listening are woven into the lessons through the use of songs, stories, games, drawing. This enables us to maximise opportunities to develop children's French skills and become more comfortable and confident with a foreign language.

At Mary Dean's we want all our children to aspire, flourish and achieve within a caring Christian community. Christian values are the bedrock of our aspirations for them. These include aspects such as empathy, kindness, resilience, respect for others, curiosity, understanding what diversity is and rejoicing in it.

Our MFL offering is intended to expose our children to all these aspects because it is not simply about acquiring the technical skills but is centred on opening the children's eyes to a different culture; a different way of living and looking at the world and gaining confidence in a subject area that is literally 'foreign' to them. It enables them to express thoughts and ideas in another language, understanding and responding to its speakers in both speech and writing. We want our children to have opportunities to communicate for practical purposes as well as learning new ways of thinking. We want to provide the foundation stones for learning further languages, ultimately equipping children for the possibility of one day working and studying in that wider world, full of diversity, beyond their doorstep.

This approach can be summed up in the following aim:

**To develop a love and curiosity of the world in all its diversity through language.*

Implementation

In order to achieve the above aim, lessons are carried out on a weekly basis, using videos, songs, stories, pictures and role play throughout Key Stage 2 with advice and guidance by a Secondary Lead Practitioner. Each term has a grammar focus and where possible it is explored through active, integrated approach.

The most important driver for MFL at Mary Dean's is that the children develop a love of language and an appreciation of its importance. Initially in Lower Key Stage 2, children are taught the alphabet, numbers, days, months, dates, seasons, family members, body parts, common animals/pets and some high frequency adjectives. In addition, they are exposed to some high frequency verbs- to be, to have,

to be called. They are also exposed to some basic questioning and answering phrases that are connected to the aforementioned areas. This is done through songs, stories, pictures and role play.

At Upper Key Stage 2, the children build on the fundamentals they learned in Lower Key Stage 2. This involves the introduction of further verbs and the exploration of their conjugation, extending their vocabulary. There is also frequent recapping of the basics learned in Lower Key Stage 2 such as classroom instructions, letters and numbers. This is all achieved through the exploration of cuisine, weather, countries, festivals, poetry, some geography.

At the start of every year, the children are introduced to/ reminded of the importance of language. This emphasises the most important aspect of our policy through a spiral curriculum. As the children progress through the school, more vocabulary is introduced, and the complexity of phrases increases. It is very much a sequential process, with children building on their existing knowledge from previous years. Lessons are short (30-45 minutes) and tightly focused.

From the very onset of their learning, children are encouraged to speak through practice of aspects such as the alphabet and numbers. They are encouraged to simply say the words without a heavy focus on accent or correct pronunciation. The focus on these aspects increases throughout Lower Key Stage 2 as the children become increasingly confident and comfortable with expressing themselves in a foreign language.

Initially, children are excited about learning a language but also wary and worried about making mistakes; this is why we primarily focus on listening and speaking to begin with, building in the associated reading once the children are confident with sounds and pronunciation. As the children progress through the Key Stage, the level of reading increases but is once again tightly controlled around the unit focus. Exposure to new words through reading is controlled in order not to overwhelm the children or confuse them.

At this Key Stage, we do not wish the children to experience learning a new language in the same way as they learn English. Learning a foreign language is based heavily on listening and speaking, with small amounts of writing. This is why we keep sentence writing limited in aspect, focused and brief in application. If writing does occur, it works in conjunction with what they have spoken and listened to rather than a standalone concept. It is used to introduce a new word or to show how a previously practised phrase is written.

As learning a foreign language can be daunting for some young children, we initially focus on assessing their attitude and work ethic rather than their aptitude. As they progress through the key stage and are repeatedly exposed to the concise range of language that we are teaching, our focus turns more towards accent, pronunciation, reading and writing accuracy. This is done through observation of behaviour in lessons, listening to them speak, testing their listening skills through questioning, marking their writing. Any misconceptions are discussed as a whole class. Any mispronunciations are also looked at as a whole class and the correct pronunciation practised. Individual errors from previous weeks are looked at as a whole class error, rather than an individual's error. This helps to maintain the confidence of the children.

At Mary Dean's we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in

		<p>school life. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:</p> <ul style="list-style-type: none"> •Use contextual data and personalisation plans to improve the ways in which we provide support to individuals and groups of pupils. •Monitor achievement data by ethnicity, gender and disability and action any gap. •Take account of the achievement of all pupils when planning for future learning and setting challenging targets. •Ensure equality of access for all pupils and prepare them for life in a diverse society. •Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping. •Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice. •Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. •Seek to involve all parents in supporting their child’s education. •Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning. •Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils. <p>We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified, and suitable learning challenges provided.</p> <p>The Subject Leader is responsible for improving the standards of teaching and learning in MFL through:</p> <ul style="list-style-type: none"> *Monitoring and evaluating pupil progress. *The provision of high-quality resources. *The quality of the Learning Environment. *Taking the lead in policy development. *Keeping up to date with recent developments in foreign language learning. <p>Summary statement:</p> <p>We want our children to look forward to language lessons, develop the confidence to communicate and the ability to look at the world in a different way. We aim to foster a growth mindset that will prepare the children for MFL at secondary school.</p>
Impact		<p>At Mary Dean’s we aspire to ensure the following outcomes. Our pupils will leave Mary Dean’s in Year 6 with:</p> <ul style="list-style-type: none"> *A greater tolerance and understanding of the idea that the world is made up of lots of differing cultures which can also have shared values. *Greater resilience, confidence and self-belief in their ability to make themselves understood in a foreign language. *A desire to explore the world in whatever way and to whatever extent they choose. *A greater understanding of their own language’s structure through the exploration of another.