



MFL Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
Sept 2021	Sept 2022			

Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Governor Statement

The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies.

Key areas of responsibility for the Regional Governing Body are:

Standards, Finance and Audit, Human Resources, Infrastructure and Procurement

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.



Rationale

As part of the new primary National Curriculum, taking effect from September 2014, learning a foreign language has become a requirement for children within KS2. The government provides a list of languages to choose from (including Ancient Greek and Latin!), but Mundella Primary School has elected to teach French, due to our proximity to France, and to help prepare children for secondary education.

Aims

We aim to:

- develop children's experience of language acquisition and encourage curiosity about languages.
- develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing.
- extend their knowledge of how languages work, and explore differences between French and English.
- strengthen their sense of identity through learning about culture in Francophone countries and comparing it with their own culture.

Requirement

Key Stage 2 children will receive a 30-45 minute MFL lesson each week. At times, for example during topic work on Rome, the language studied may be changed to provide a more cross-curricular approach; Italian or Latin in this case.

Teaching and Learning Overview

Teaching styles:

A multi-sensory and kinaesthetic approach to teaching is used, with an emphasis on the use of practical activities that are dynamic and fun. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of French. Children's confidence is increased by praise for any contribution they make, however tentative.

Differentiation:

Differentiation is provided through:

- the modification of tasks and activities that take into account individuals' strengths and weaknesses and enable them to participate at an appropriate level;
- the provision of support by a teacher or TA;
- the expectations of outcomes of tasks and valuing individual achievements and contributions.

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion.

The national curriculum for languages aims to ensure that all pupils:

- *understand and respond to spoken and written language from a variety of authentic sources*

- *speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation*
- *can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt*
- *discover and develop an appreciation of a range of writing in the language studied.*

Organisation

French is taught in a whole-class setting across Key Stage 2, by the class teacher or HLTA. Teachers plan independently, with access to a variety of schemes and resources. At Mundella Primary School, we do not follow a set scheme of work, instead dipping into a variety, including La Jolie Ronde and Tout le Monde.

The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each Key Stage 2 class has a timetabled lesson of at least thirty minutes per week. French is also revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible.

Lessons focus on speaking and listening. However, when appropriate, children record written work informally in books which are passed through the years and become a portfolio of their learning. We are considering providing French folders for all children, with the understanding that this will not lead to an increase in the number of worksheets used in French lessons.

Below is an outline of the coverage within KS2:

Term	Year 3	Year 4	Year 5	Year 6
1	Months, Numbers, birthdays	Weather	Spanish basics	Exercise, healthy eating, money
2	Animals, pets and habitats	Transport and buying tickets	Music and musical instruments	Numbers 1-100; food and cafes, creating a menu
3	Family	Parts of the body, clothing, colours	Mali: contrasting society	
4	Appearance	Italian basics	At the beach (poetry)	Home; places in town
5	Adjectives		Solar systems, planets, distance, comparisons	Creating a class newspaper French newspapers
6	Jacques et l'haricot vert (plants)	Feeling ill		

Resources

All French resources are stored in the Year 4 classroom, with a record of who has borrowed what. Efforts to establish links with native French speakers and the local secondary school MFL department are continuing.

Assessment and record keeping

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. The Subject Leader monitors the effectiveness of the procedures implemented.

Monitoring and evaluation

The MFL Subject Co-ordinator monitors planning and delivery on a termly basis. Findings are shared with the SLT and the MFL SEF is updated as appropriate.

The Language Subject Leader will:

- manage the implementation of the school policy, updating the policy and scheme of work on a regular basis and in line with new initiatives;
- order, update and allocate resources;
- identify needs and arrange inset so that all staff are confident in supporting, teaching and assessing French;
- keep abreast of new developments and communicate these to staff;
- take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- support staff in developing pupils' capability;
- attend appropriate courses and maintain links with the Advisory Team for Primary Languages;
- contribute to the School Development Plan on an annual basis;
- manage support staff;
- keep Governors informed of recent and current developments.