



MFL (French) at St Margaret's Intent, Implementation & Impact



Everyone is valued. Everyone is motivated. Everyone achieves.

Intent

We aim to expose children to valuable cultural, social and educational skills and experiences through learning a modern foreign language (French). This links closely to our core values and positive Christian ethos as we promote and celebrate the similarities and differences in other cultures. Children are motivated and curious about other cultures and become stronger communicators with people from all over the world.

Our teachers at St Margaret's CE Junior School ensure pupils' learning is in line with the National Curriculum. As such they are able to:

- Understand and respond to spoken and written language from a variety of written 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
- 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

Implementation

At St Margaret's CE Junior School, we aim to deliver a purposeful and enriching MFL curriculum and provide challenges to help our children achieve their full potential. To ensure progression and immersive learning, we use **Language Angels** which is tailored to our children's needs. Language Angels has been designed by language specialists to ensure that children learn a modern foreign language based on the 12 attainment targets and is fully aligned with the National Curriculum. Some units are carefully planned, linking to other subjects into contextual and real-life situations, such as when the children are on holiday or conversational topics. As such, children value their learning and are appreciative of the skills they learn to help solve problems between language barriers they may experience.

We focus on the 'Three Pillars of Learning' (phonics, grammar and vocabulary) to help the children progress through the units by continuously revisiting and consolidating learning. Every year group starts with learning key phonemes that will help them to decode words. Each year, this is repeated and build upon so that the children can retain prior knowledge and improve their phonetical knowledge. Following this, the pupils then increase their knowledge and understanding of French as more vocabulary and more grammar is introduced, linking into their topics. As their vocabulary widens, they should be able to become more independent in their comprehension, as well as in the four key skills (reading, writing, listening and speaking). This will help the children to become independent thinkers who are more sophisticated in their use of French and be able to participate in more complex conversations.

Two key documents set out our curriculum design for Modern Foreign Languages:

- a) Our Modern Foreign Languages Progression Map shows the key knowledge and skills that the children will learn and consolidate each year. There is clear sequence and opportunity for learning to be revisited at a higher level and built on.

- b) An overview of each year group's planned topics, including a summary of the key learning points for each unit.

During lessons, pupils are continuously given opportunities to revise prior learning, and our key expectations in MFL (French) are designed to support the learning of our pupils:

- Each lesson begins with the children writing the date in French, recapping numbers to 31, days of the week, months of the year as well as reinforcing French grammar rules.
- Lessons provide children a time to reflect and revisit the learning from previous lessons with flashbacks and class revision discussions.
- At the start of each unit, pupils are provided with glossary sheets to support their learning as an opportunity to pre-teach key vocabulary.
- During each lesson, there is time dedicated to partner talk, independent tasks and group tasks. Children are able to pick their independent tasks through differentiation and French dictionaries are available in every classroom for children to expand and up-level their vocabulary and sentences, both verbally and written. Each classroom also has two posters to show key phonetical sounds and the key vocabulary they are expected to know and use with confidence by the end of Key Stage 2. This vocabulary can also be used throughout other units to help deepen their learning and understanding of the language.
- Children self-mark their work to identify their own errors to correct and celebrate their successes. This may be peer-marked where appropriate, such as during spoken tasks with pronunciations.
- Throughout each unit, and at the end of each unit, children will self-assess their learning with how they feel about their learning.
- Throughout the year, there are a mixture of formative and summative assessment opportunities which is used to aid planning in targeted additional interventions for children and/or topics where extra support is needed. These may be done as a 'Same Day Intervention' (SDI) and 'Next Day Intervention' (NDI) or planned into the next unit as flashbacks and/or extra sessions.

Tasks are planned focussed on the four key skills in languages – listening, speaking, writing and reading. Activities can be completed independently or collaboratively and with an emphasis on valuing their skills and the French language.

Impact

Through the use of several assessments throughout the year, we carefully evaluate the children's learning. Formal assessment allows teachers the opportunity to adapt the next unit to help address any weaknesses in the children's learning and ensure key knowledge is embedded. Informal assessment allows the pupils to apply the knowledge and skills they have occurred throughout the unit to a more real-life situation.

In each unit, the children have opportunities to practice each of the four skills (reading, writing, speaking and listening) and can self-assess their own learning. Work is differentiated and the children often have free choice to pick a work task suited to their own confidence level. Classes mark as a whole class so that mistakes and misconceptions can be picked up quickly, with children understanding how they made any errors to correct it for future use.

The children at St Margaret's are proactive in their learning, and each class has an ambassador for French. Pupil voice, ambassador meetings and books are all monitored and used to ensure pupils are making progress and the learning objectives are being met. Pupils are motivated to talk about their lessons and their learning effectively to demonstrate retained information and are proud of their achievements.

We measure, assess and monitor the impact of the curriculum through the following:

- 🌐 Pupil self-evaluation and peer evaluation
- 🌐 Monitoring of pupil voice to check pupils have retained knowledge/skills
- 🌐 Children should have acquired key vocabulary and concepts/knowledge
- 🌐 Formative assessment used to diagnose and address learning gaps
- 🌐 Baseline on entry to Year 3
- 🌐 Pre and End of block formative assessments/termly and end of year summative assessments
- 🌐 Assessment/Outcomes – Attainment against expected outcomes during the year and at the end of each year
- 🌐 Assessment/Outcomes – Progress made from individual starting points
- 🌐 Analysis of assessment, diagnosing knowledge and learning gaps
- 🌐 Monitoring – of books and outcomes to check curriculum delivery, quality learning and pupil understanding
- 🌐 Monitoring – learning walks to check learning is delivered effectively
- 🌐 Monitoring – subject leads reflect and analyse effectiveness of curriculum teaching and learning
- 🌐 Monitoring – subject leads check that the curriculum meets the needs of all pupils through quality teaching, with tailored support and intervention where appropriate
- 🌐 Reflective staff feedback, joint staff sessions and questionnaires inform CPD to maintain and enhance teacher expertise
- 🌐 Maths Ambassadors' meetings to maintain & raise the profile of the subject

By the end of Key Stage 2, most children are ready to progress to the next stage with confidence and possess the key skills needed to further develop their language skills.