

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect.

## Curriculum statement for MFL

<p><b>Intent Purpose</b></p>	<p>In our school we teach a foreign language to <u>all</u> children as part of the curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. The intent is that early acquisition of a foreign language facilitates the learning of other foreign languages later in life.</p>
<p><b>Intent Aims</b></p>	<p>The intent is:</p> <ul style="list-style-type: none"> <li>• to develop pupils' communication and literacy skills that lay the foundation for future language learning</li> <li>• to develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English</li> <li>• to enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others</li> <li>• to provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects</li> </ul>
<p><b>Implementation What planning looks like</b></p>	<p>Heatherlands Primary School believes in a communicative approach in which all pupils can actively engage in meaningful tasks. French will be exploited to the maximum. Greatest emphasis will be given to speaking and listening, with writing and some reading where relevant.</p> <p>Tasks and activities will:</p> <ul style="list-style-type: none"> <li>• have clear, achievable objectives</li> <li>• be carefully planned and structured</li> <li>• be practical, active and varied</li> <li>• involve the use of ICT where appropriate</li> <li>• include whole class, small group and pair work</li> <li>• promote success and self esteem</li> </ul> <p><b>SEND</b></p> <p>At Heatherlands Primary School, we teach MFL to all children in Key Stage 2 whatever their ability. MFL forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEP's). Teachers take account of the three</p>

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	<p>principles of inclusion that are set out in the National Curriculum:</p> <ul style="list-style-type: none"> <li>• Setting suitable learning challenges.</li> <li>• Responding to the diverse learning needs of pupils.</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of pupils.</li> </ul>
<p><b>Implementation</b> <b>What teaching looks like</b></p>	<p>In KS2 French will be taught using 2simple French and the Catherine Cheater scheme of work. MFL is used within the creative curriculum and core subject areas. Where opportunities arise for the children to use the resources available within school they should be planned and available for the children to use. French is taught during PPA each week for 40 minutes from year 3 to year 6.</p> <p>Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. We ensure that there is continuity and progression in both skills and content across all classes. Teachers collaborate over planning, sharing ideas for activities, resources and special events. Published resources <b>including fiction and non-fiction texts, posters, CDs, DVDs and computer software</b> are available for use throughout the school.</p>
<p><b>Impact</b> <b>What learning looks like</b></p>	<p>At Heatherlands Primary School we offer children the opportunity to:</p> <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• use correct pronunciation and grammar</li> <li>• memorise words</li> <li>• interpret meaning</li> <li>• understand basic grammar</li> <li>• use dictionaries</li> <li>• work in pairs and groups and communicate in French</li> <li>• look at life in another culture</li> </ul>
<p><b>Impact</b> <b>What assessment looks like</b></p>	<p>Assessment is an ongoing process which should demonstrate the impact on children's learning and inform teacher's planning. Assessment notes will be made, when necessary, in feedforward books and teachers will live mark, giving oral feedback as per the teaching &amp; learning and marking and feedforward policies.</p> <p>Ongoing formative assessment will include observations, collecting evidence e.g., photographs or videos, watching the children work and collaborate, talking to them about what they are doing, questioning, completing retrieval tasks and quizzes or listening to them describe and discuss their work. These forms of evidence and task can generate useful assessment information and enable the teacher to identify any misconceptions or areas that require additional input or scaffold. It is vital that teachers acquire knowledge of their pupil's needs, their rate of progress and standard of attainment.</p> <p>In Key stage 2, the impact of MFL is assessed throughout the academic</p>

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year. Academic reports for core and foundation subjects will be sent home to the parents in the Spring term. Children will be assessed as 'B' (below) 'W' (working towards the expected standards), 'N' (age related expectation) meeting expected standards or 'A' (greater depth standard) exceeding expected standards.

Children who are achieving above the national level for their age may be identified as more able and put onto the school's more able register where the children can be directed towards local clubs to continue and further their skill.

The school uses the four national attainment targets to evaluate the progress of each child in:

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

#### **Review**

The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, MFL leader and all teaching staff, to ensure appropriate coverage of the knowledge within the curriculum and that the teaching of key skills are being implemented.