

Banks Road Primary School



Modern Foreign Languages Policy

Provenance/ Author	Person (s) Responsible	Version	Reviewers	Effective Date	Recommended Review Date	Distribution
James Savage	Jamie Wilson Headteacher	V1	Governors	September 2024	September 2025	All Staff
James Savage	Jamie Wilson Headteacher	V2	Governors	September 2025	September 2026	All Staff

Intent

At Banks Road Primary School, we believe that learning a Modern Foreign Language (MFL) is an essential part of developing students' understanding of the world around them. Our aim is to inspire curiosity and a love for languages, while providing a foundation for further language learning in later life. We are committed to offering all pupils the opportunity to:

- Gain a basic understanding of a foreign language (French) through engaging, age-appropriate activities.
- Develop an appreciation for the cultures and traditions of countries where the language is spoken, fostering respect and curiosity for diversity.
- Build foundational skills in listening, speaking, reading, and writing, with a focus on practical communication.
- Develop linguistic skills that are transferable to other subjects and enhance cognitive abilities, such as memory, problem-solving, and creative thinking.

By the end of Key Stage 2, pupils should have a basic ability to communicate in the target language and be prepared to further their language learning in secondary school.

Implementation

At Banks Road Primary School, MFL is taught to pupils from Year 3 upwards. The language we teach (French) is introduced in Key Stage 2 to give pupils a solid foundation in their language learning journey.

Our MFL curriculum is designed to be broad, engaging, and progressive. The following key principles guide our MFL provision:

1. Curriculum Design and Structure

- The MFL curriculum is planned to be delivered in a clear, sequenced way, ensuring that language skills are built progressively across Key Stage 2.
- Lessons focus on the key areas of language learning: speaking, listening, reading, writing, and cultural understanding.
- Language learning is integrated into cross-curricular themes and topics, ensuring that pupils see the relevance and practicality of learning another language.

2. Active Learning

- Pupils are encouraged to engage actively in language learning through games, songs, role-play, and practical activities that promote speaking and listening skills.

- Cultural activities, such as learning about traditional food, festivals, and customs, are included to help pupils appreciate the cultural diversity of the countries where the language is spoken.
- A focus is placed on vocabulary acquisition and sentence structure, allowing pupils to create simple but effective sentences and questions in the foreign language.

3. Differentiation

- Teaching is adapted to meet the needs of all learners, with support provided for pupils who require additional help, and opportunities for challenge for more able learners.
- Lessons include visual aids, interactive resources, and technology to support all learning styles.
- Teachers use formative assessment regularly to monitor progress and ensure that all pupils are developing their skills.

4. Language Teaching Resources

- We use a variety of high-quality resources including language textbooks, online platforms, videos, and authentic materials (e.g., songs, stories, and recipes) to enrich the learning experience.
- We ensure that resources reflect diverse cultures and viewpoints, supporting pupils in understanding the wider world.

5. Staff Training and Development

- Staff are provided with regular training and professional development opportunities to enhance their subject knowledge and teaching strategies in MFL.
- Teachers are encouraged to collaborate, share best practices, and develop their confidence in delivering foreign language lessons.

Impact

The impact of our MFL provision is measured through a range of methods, ensuring that pupils' progress in language acquisition and cultural understanding is evident. The key impacts we aim for include:

1. Progress in Language Skills

- Pupils will show progress in their ability to listen, understand, speak, read, and write in the target language.

- Pupils will be able to use simple phrases and sentences for basic communication in the target language, such as introducing themselves, asking and answering simple questions, and describing everyday activities.

2. Confidence and Enthusiasm for Languages

- Pupils will develop confidence in using a foreign language and will show enthusiasm for continuing their language learning in later years.
- They will demonstrate curiosity about the cultures of countries where the target language is spoken and may be motivated to learn more languages in the future.

3. Cultural Awareness and Global Citizenship

- Pupils will have a greater appreciation of global cultures and will be able to reflect on cultural differences and similarities, fostering an attitude of respect and inclusivity.
- Pupils will demonstrate an understanding of how language reflects culture and society, making connections between their own experiences and those of others around the world.

4. Assessment and Monitoring

- Teachers will use a combination of formative and summative assessments (e.g., observations, written work, speaking activities, quizzes) to track pupils' progress in language skills.
- Monitoring will ensure that all pupils, regardless of background or ability, make good progress in their MFL learning. Any gaps in learning will be addressed through targeted interventions.

5. Long-Term Outcomes

- By the end of Key Stage 2, pupils will have a solid foundation in the language they have studied and be prepared for continued language learning in secondary school.
- Pupils will be able to see the value of learning a foreign language, not just for academic purposes but also for personal, social, and cultural development.

Monitoring and Review

This policy will be reviewed regularly by the MFL subject leader, in consultation with staff, to ensure its relevance and effectiveness. Any adjustments to the curriculum or teaching

methods will be made based on feedback from pupils, staff, and stakeholders, ensuring that we continue to provide a high-quality, inclusive MFL education for all our pupils.