



Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Modern Foreign Languages Policy

INTENT – Purpose and Structure

Our carefully planned and progressive MFL curriculum is designed with the target of all children having a high-quality languages education, which will allow them to explore a different culture, and foster their curiosity as well as deepen their understanding of the world around them. To help us achieve this ambitious goal we will use our school Vision and Values, alongside British Values, to drive our learning and development. Our Virtues are explored with spiritual, moral, social and cultural development, PSHE and British Values to help pupils to 'become the best me I can be'.

All teaching staff have access to CUSP, which provides a range of independent support and CPD opportunities (such as: example planning, training videos – to help with pronunciation and staff confidence (in particular)).

At Shankhill School, we study French and through this language we ensure our children develop their curiosity and understanding by making sure they meet the National Curriculum expectations that all pupils will:

- 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.

At Shankhill School, our curriculum is built on the principles of advancing cumulative knowledge, skills and vocabulary, as well as making connections between and throughout our French units of learning. The cumulative nature of our curriculum, means new content is connected to prior learning and this eases the load on children's working memory.

Our curriculum teaches the National Curriculum 2014 and is based on current evidence-led practice for pedagogy and learning. Subject knowledge and workload is well supported through research and evidence-led practice and resources from CUSP (Curriculum with Unity Schools Partnership).

Teaching and learning follow our *Six Phases of Learning* model to ensure that learning: connects to prior learning; is taught explicitly; children are given time and support to understand and deepen their learning, and are challenged appropriately. Our curriculum is rich in vocabulary, knowledge and skills that are progressive and transferable.

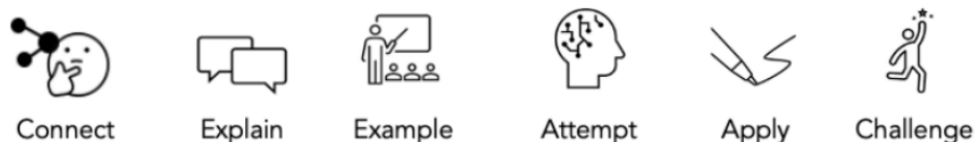
Our MFL long term overview and MFL progression documents show how substantive knowledge (subject knowledge and explicit vocabulary used to learn about the content) and disciplinary knowledge (core skills: listening, speaking, reading and writing) progress from Y3 through to Y6 and beyond (as French is the language studied in KS3 at local secondary school).

"This school continues to be good... maintains good quality education... pupils gain a sense of achievement from their lessons... they display excellent attitudes towards their learning... behaviour in lessons and around school is impeccable... Staff are welcoming and inclusive... strong Christian values are promoted well... (results) well above that of other schools nationally" Ofsted 2019
Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View 2018



IMPLEMENTATION

All teachers provide inclusive, quality first teaching in MFL by planning and delivering engaging and effective teaching and learning for their class. In Shankhill School, we follow the National Curriculum and primarily use the CUSP Scheme of Work as a guide to support teachers with their planning and assessment. Alongside planning provided the scheme of work enriches this through accompanying and clips (spoken by native speakers). As we have two mixed-age classes, children come across knowledge and vocabulary in a two or four year rolling program to ensure National Curriculum coverage, whereas skills are built upon each academic year. Even though French units are encountered by children at different points in their learning journeys, staff make sure pupils are clear how this knowledge fits into their prior and future learning, so pupils can build a clear and coherent mental model of the subject. Ensuring each study broadens their knowledge and understanding and guards against superficial, disconnected and garmented languages knowledge.



Our clear, cumulative curriculum is taught through our six phases of learning, so that every child has equal opportunity to learn the rich vocabulary, knowledge and skills in a clear progressive manner. Pupils are explicitly taught the vocabulary, knowledge and skills required then are supported and challenged to learn, use and deepen their understanding accordingly. This knowledge is included in a knowledge organiser and taught using knowledge notes.

Quality first teaching using a range of monitoring, feedback and assessment strategies provides opportunity to intervene and support learning in the moment. Support can also be from a variety of strategies such as personalised learning activities, resources and adult support; pre/post-teaching or interventions. Challenges can vary depending on the French unit being taught.

Structured, pre-planned and prepared sequence of lessons. CUSP resources and Learning Questions	Positive, high expectations, and aspirations for all. Specific praise and reward Behaviour Policy / Classroom Routine	Explicit Vocab teaching and choice of language. Knowledge organisers, vocabulary mats / strips, dual coding	Explicit Modelling and demonstration My turn Our turn Your turn working walls	Clear chunked instructions supported with visuals / actions	Multi-sensory activities manipulatives	Review, repeat, recall, retrieve Do now	Frequent checking of understanding retrieval practice cumulative quizzing	Flexible groupings Talk partners, LA or teacher working with specific groups	Accurate and continued assessment constructive and instant feedback at the point of learning
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The use of knowledge notes allows teachers to make reasonable adjustment for pupils with SEND / EHCP to help make sense of the content. Oral rehearsal allows pupils to formulate and practice responses before recording or writing these down. Pathways enable pupils to record and verbally share their knowledge and understanding, removing the pressure of extended writing.

Revisiting is inherently built into the architecture of our French curriculum. This can be seen in many places, such as: between individual blocks in each year group on the long-term sequence, within blocks in the Remember part of each lesson and in the quizzing that can be used throughout, at the end of and after a block of study. Teachers should seek to revisit key language as frequently as possible. This could be through normal classroom interactions, for example greeting pupils, telling the time, discussing classroom equipment or when giving instructions. This will help pupils to remember knowledge that they have learnt during their French lessons.

Our school curriculum has a strong focus on supporting pupils to meaningfully develop their understanding of other cultures and issues that impact on the wider global community. For this reason, we selected CUSP French to base our teaching around, as it has a specific emphasis on teaching pupils about French customs, traditions and heritage, including those that are both similar or different to pupils' own experiences of life in modern Britain. Significant French figures are introduced throughout the curriculum, as are notable French landmarks. Pupils will learn about the geography of France and its place within the wider world, including key trade exports and significant achievements of the French civilisation through history. Staff are strongly encouraged to link this learning to pupils' learning from the wider curriculum, for example, their study of significant artists or musicians.

We have created our own long term sequence that is rich and progressive in knowledge and vocabulary to clearly outline what pupils should know, be able to do and remember at key points in their primary education (end of KS2).

In Key Stage 2, children develop their key skills and enjoyment of languages through the four main areas of study: listening, speaking, reading and writing. Children are provided with two MFL lessons each week to reduce the time between using the

vocabulary, knowledge and skills being explored. We encourage them to practise these skills both informally inside and outside of school.

Our school is a Tardis, both indoors and out! We have an abundance of space, high quality teaching and learning resources; and active play-based learning equipment. Including our cross-curricular orienteering scheme of work, which is used across the whole curriculum, break times and clubs, and can be set up for children to explore the current learning taking place.

In our teaching and learning, we use a range of diagnostic, formative and summative assessments to gain a clear and deep understanding of what our pupils know and can do. In KS2, during lessons, staff use in the moment feedback as all evidence points towards feedback being most impactful as near to the point of learning as possible and this is what the six phase lesson enables.

After each French unit of study, teachers will assess the children's retention of the knowledge and vocabulary they have gained and how their core skills have developed. By using an open ended task or question that requires children to connect and explain their learning.

Our monitoring cycle is planned across the year and our 3 year school improvement cycle. When MFL is in focus, there is additional time and resources budgeted so that a deep audit, review and evaluation of impact can be carried out, and actions completed. When MFL is not a main focus, leaders will complete light touch monitoring as outlined within their action plans.

IMPACT

Leaders and staff work collaboratively to monitor and evaluate the impact of the history curriculum using a variety strategies, including:

- Pupil Book Study
- Learning Walks
- Pupil Voice
- Seeking views of other stakeholders: parents, carers, staff, governors, community.

These will show that by the end of key stage 2, children know, apply and understand the substantive knowledge and skills specified in the MFL, National Curriculum programme of study for KS2.

Children will have been exposed to a rich and varied curriculum journey that enables them to experience creative learning, personal achievement and happiness. Carefully planned use of resources, first-hand experiences and technology all support learners to enhance and deepen their understanding. Our provision enables pupils to explore, interpret, reason, connect and contextualise learning and the world around them.

This will culminate in all pupils at Shankhill School having had a high-quality languages education, which will allowed them to explore a different culture, and foster their curiosity as well as deepen their understanding of the world around them. Preparing them for the next step in their education and for exploration of the world around us in the rest of their lives.