

Subject	Modern Foreign Languages
<p>Overall Curriculum</p>	<p>AnDaras has used the latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capability mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</p> <p>We believe that learning a foreign language provides a valuable educational, social and cultural experience for all pupils. The learning of a foreign language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and development in other subjects. We are keen to promote the introduction of a modern foreign language to all pupils in key stage 2. As a school we have chosen to study French. French is a language taught at the secondary school we feed to.</p>
<p>Pedagogy</p>	<p>Our MFL curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE, and SKILLS. These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three equally important themes.</p> <p>The teaching of French will enable pupils to make substantial progress in one language. Teaching will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of French study will be on practical communication.</p> <p>Wisdom</p> <p>Children’s wisdom is developed in the following ways:</p> <ul style="list-style-type: none"> • Using class discussions to explore another country’s culture. • Through learning how to make contributions to topics under discussion – similarities and differences, culturally. • Teaching focuses on enabling children to make language connections and links in order to prepare for further language learning <p>Knowledge</p> <p>Children’s knowledge is built through:</p> <ul style="list-style-type: none"> • Developing the vocabulary for both spoken and written language • Exploring the country’s context and focusing on familiar and routine matters

	<ul style="list-style-type: none"> • Developing and understanding of phonology, grammatical structures and vocabulary • discovering and developing an appreciation of a range of writing in the language studied with a specific focus of learning about significant aspects of the culture of the countries where this language is spoken <p>Capabilities</p> <p>Children’s capabilities are developed through:</p> <ul style="list-style-type: none"> • understanding and responding to spoken and written language from a variety of authentic resources • speaking with increasing confidence, fluency and spontaneity, finding ways of communicating whatthey want to say, including through discussion and asking questions and continually improving accuracy in pronunciation and intonation • writing at varying length for different purposes and audiences, using the variety of grammaticalstructures that they have learnt
Assessment	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.</p> <p>Formative</p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning, and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils’ progress for final summative assessments. It is the responsibility of the class teacher to assess all pupils in their class, this will be triangulated with marking, TA feedback and pupil self-assessment. Any misconceptions are addressed with immediacy and the impact of targeted teaching reviewed.</p> <p>Summative</p> <p>It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the NC criteria and recorded annually on iTrack. Pupils produce an outcome to demonstrate their unit learning. At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. Teaching staff are provided with a skill assessment sheet which, when completed, indicates the children who have met, have not met or have exceeded age-related expectations for that historical focus. We pass this information on to the next teacher at the end of the year. Reports to parents are given via parent meetings and pupils’ attainment is reported via an annual report.</p> <p>At the end of the year pupils are assessed against the attainment targets:</p> <ul style="list-style-type: none"> • Speaking and listening • Reading and writing • Intercultural understanding.
Culture	<p>MFL is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, knowledge, and skills.</p>

	<p>Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. Specifically, we link the language learning to global understanding, cultural respect, inclusion as well as the 'life skills' of our capabilities curriculum – communication/self-esteem, collaboration.</p> <p>These opportunities can be exploited through aspects of:</p> <ul style="list-style-type: none"> • Literacy: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction • ICT: use the internet to research, PowerPoints to present and use of word processing. • PSHE&C: the multilingual society, knowledge of other countries and societies • Numeracy: counting, time and the date, money • Geography: work relating to the study of other countries weather • Science: work on parts of the body, animals. • Music: rhyming, rhythm, singing, composition, world music • RE: celebration of festivals • History: work relating to the study of other countries, famous people • Art: look at paintings and the lives of painters • PE: physical responses to instructions issued in the language learnt
<p>Systems</p>	<p>The school follows the Languagegenut scheme of learning which covers all objectives of the National Curriculum (2014) This is supplemented with other resources such as songs, poems, rhymes and French language books and online resources.</p> <p>Lessons are planned through the Units selected from the scheme. When appropriate, planning is annotated with indication of:</p> <ul style="list-style-type: none"> • TA Support • Differentiation or scaffolding provided.
<p>Policy</p>	<p>The Policy for MFL aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences. • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

	https://www.lewtrenchard.devon.sch.uk/web/our_curriculum/438963
Perceptions	<p>The monitoring of the standards of children's work and the quality of learning and teaching in MFL is the shared responsibility of the S.L.T and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of MFL, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.</p> <p>Over the next year the subject leader will carry out a 'deep-dive' into MFL which will include the monitoring of teaching, pupil perceptions and staff confidence in subject knowledge.</p>