



MFL Policy

‘Growing in Faith and Learning’

Our vision

Our vision is to be an Outstanding church school, guided by God, where learning is irresistible, achievement for all is high and pupils leave us successful learners, happy confident individuals and caring responsible citizens excited by challenge change and possibility.

Curriculum Intent Statement

At St Leonard’s we aim to encourage an interest in language learning in a way that is stimulating and exciting. We intend to embed the skills of speaking, listening, reading and writing necessary to enable children to apply their knowledge in a variety of contexts and lay the foundations for future language learning. Through their learning they will also develop their awareness of cultural differences in other countries.

A - Introduction

This policy outlines the learning and teaching, organisation and management of MFL at St. Leonard’s C of E (A) Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

Our curriculum promotes and develops pupil’s English and Mathematics skills to support their acquisition of knowledge, and enables pupils to apply their skills in a range of purposeful and relevant ways. Fluency in the English language and effective communication is an essential foundation for success in all subjects. Our teaching is grouped by themes which all focus around high quality texts. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life. Our curriculum drivers: Hope, Wisdom, Dignity and Community underpin our curriculum to make it relevant, purposeful and engaging for our pupils as well as promoting the Church of England’s vision for Education.

At St. Leonard’s, we deliver our curriculum through ‘Language Angels’. The curriculum is ambitious, coherently planned and sequenced and is matched to the National Curriculum programmes of study. The units are sequenced and opportunities are provided to build on previous learning. The language we have chosen to deliver throughout KS2 is French.

B - Purpose

Learning a foreign language provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

C - Aims The national curriculum for languages aims to ensure that all pupils:

- 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

D - Characteristics of effective learning

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources

E - Progression of skills and Assessment

Our curriculum is centred around 'Language Angels'. This is coherently planned and sequenced so children can acquire and develop their knowledge and skills.

The objectives from the programmes of study in the National Curriculum are carefully mapped out within Language Angels, as are the skills in a sequenced progression.

Each unit has a built-in assessment week, so each half term, the children are assessed against the objectives for that particular unit. This is then recorded in the programme and monitored by the MFL leader.

Support and challenge

For pupils who are struggling to meet the age related expectations, teachers will plan activities to enable pupils to achieve the earlier milestone or in the case of pupils in Key stage 1 key preceding targets which are recorded as P4-P8. For pupils who are exceeding Milestone 3, activities will be planned for pupils to work at a greater depth within the subject through extension and challenge activities.

F - Role of the Coordinator

- Write, implement and review subject leader documentation.
- Ensure teachers are familiar with the National Curriculum, help them to plan lessons and keep an overview of the long-term Curriculum Map and progression of skills for their subject.
- Lead by example in the way they teach in their own classroom and teach demonstration lessons if appropriate.
- Keep up to date with the National Agenda and prepare, organise and lead training, with the support of the Headteacher (when required)
- Monitor standards of learning and teaching (through lesson observation, work trawls, pupil interviews) with a view to identifying the support they need.
- Monitor and moderate assessments and keep an overview of standards and identifying target areas for improvement.
- Identify opportunities for pupils with a gift or a talent.
- Audit and order resources.

Signed

Coordinator: *L. Cooke* Dated: 9/10/2025
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