

GREAT CHART PRIMARY SCHOOL

MODERN FOREIGN LANGUAGES POLICY

SEPTEMBER 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect
Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

INTRODUCTION

According to the new National Curriculum (2014) 'learning a foreign language is a liberation from insularity and provides an opening to other cultures.' At Great Chart we believe that learning modern foreign language is an important aspect of the children's learning and believe that it can help to raise awareness of the multi-cultural and multilingual world we live in. The teaching of a Modern Foreign Language is now a statutory requirement but at our school we have already had the teaching of French embedded into our curriculum. This is a definite advantage and means that our staff already have a good knowledge and understanding of how French lessons should be run and will now be looking at how to progress the children's learning even further.

INTENT

Our emphasis is on enjoyment, through practical application, and beginning to use cross – curricular linking.

Oracy and Literacy:

- To be able to communicate is the real purpose of learning a foreign language.
- We wish to enable children to see that learning another language can be enjoyable and fun.
- To be able to reach competency in the skills of oracy and literacy.

Intercultural Understanding:

- Language is part of culture and learning the culture is a necessary part of learning a language.
- To raise awareness and understanding of the cultures of other countries around the world.
- To link work in the foreign language to other curriculum areas, eg ICT, PSHE (feelings), Maths, Geography (map work), Music (songs and movement), History, Art etc where appropriate.

Knowledge about Language (KAL):

When learning a new language pupils make comparisons with English and/or home language and reflect on similarities and differences. Knowledge about language supports children in effective communication, both orally and in writing. It makes them aware of pronunciation and intonation. It helps them investigate how languages work and to adapt language in different contexts.

IMPLEMENTATION

Language learning should be planned as an integral part of the whole curriculum. In Key Stage 2 there is not a designated time slot but it is important that it is taught regularly and used within other curriculum areas in order for effective progress to take place.

Organisation

Our school believes that there are many benefits from an arrangement where the children's regular class teacher is also their language teacher. The class teacher will be delivering MFL with input from language specialists as available, parents, peripatetic teachers, teaching assistants and foreign language students). We bring different kinds of expertise to support our young learners.

Planning

Whole school French is planned under four key concepts/threads which provide a coherent, whole key-stage approach and highlight the National Curriculum priorities for MFL learning. These are:

- Read Fluently
- Write Imaginatively
- Speak Confidently
- Understand the Culture

Long Term Plan

Primary Modern Languages is planned for as part of our 'whole school' curriculum framework. A scheme of work is available per year group via 'Kapow' which ensures progression of skills and knowledge.

Medium Term Plan

Medium term planning deals with the detail of the programme of work to be taught to each year group.

Short Term plan

This is carried out by class teachers and used to focus day-to-day teaching.

Cross-curricular planning

Natural links with other curriculum areas are fully exploited (e.g. geography, music, art, history, DT, drama, science, maths and English where appropriate.)

IMPACT

Assessment is an integral part of the teaching process. Progression is carefully built into Kapow French, so that as children work through the 4 year course, they gradually extend their vocabulary and get to grips with more complex vocabulary and grammar. Activities in each Year group encompass all four threads (culture, reading, writing and speaking). End of unit assessments on Kapow give teachers an overview of progression and gaps to address.

According to the National Curriculum (2014) 'A system of assessment of pupil progress in languages should be manageable, motivating, useful and demonstrate progression'. Assessment for learning is built in with each lesson, and each unit ends with a quiz. This will allow children to take ownership of their own learning as well as giving both child and teacher an indication of their progress. Retrieval practice of core skills within lessons allows for AfL. Children are assessed each term against 'key memories' which link to the end points for each unit, providing opportunities to frequently identify children who need extra support or extra challenge.

End of year assessment data is analysed via Arbor each July, providing insight into overall year group progression as well as drilling down into demographic information. This is shared with leadership and teachers to enable a cohesive approach to the teaching and learning of French for the following year.

INCLUSION

The Primary languages entitlement is inclusive and the Framework supports equality of opportunity for all children. At Great Chart Primary School, we provide an inclusive curriculum accessible to all pupils regardless of their starting points or needs. Every child is entitled to a broad, balanced and ambitious curriculum that enables them to achieve their full potential. Teachers use expert knowledge of pupils' needs to plan appropriately differentiated lessons, employing strategies including scaffolding, visual supports, pre-teaching, and flexible grouping. We maintain high expectations for all pupils; adaptations enable access rather than limit ambition. Assessment identifies barriers and informs next steps, with reasonable adjustments made where appropriate. Additional adults support pupils in accessing quality-first teaching and developing independence.

We work in partnership with parents, carers and external agencies to tailor provision effectively. The SENCO and subject leaders monitor inclusive practices to ensure all pupils, particularly those in vulnerable groups, make good progress and are well-prepared for their next stage of education.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Developing social and cultural awareness is integral to modern language teaching. As pupils become aware of diversity and confront stereotypes (e.g. through displays), they are presented with clear opportunities to celebrate and respect differences.

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CONTINUITY AND PROGRESSION

As we follow the National Curriculum (2014), the core Learning Objectives for reading, writing, speaking, listening and intercultural Understanding ensure progression. Our challenge is to build on good practice and enthusiasm, in order to sustain a meaningful experience of language learning over 4 years.

THE ROLE OF THE SUBJECT LEADER

- To be responsible to the Headteacher for the co-ordination of all PMFL work within the school.
- To be a subject leader within the school.
- To be responsible for implementing and evaluating the policy in practice.
- To monitor the teaching of primary foreign languages in conjunction with the Headteacher.
- To be responsible for ensuring that resources are easily accessible and effectively used.
- To offer help to colleagues and to share best practice, meeting training needs.
- To keep up to date and be informed about new teaching methods/resources, often through meeting with schools in the cluster.
- To liaise with the governor responsible for modern foreign languages.
- To review long term plans throughout Key Stage 2

POLICY REVIEW AND EVALUATION

This policy needs to be reviewed annually