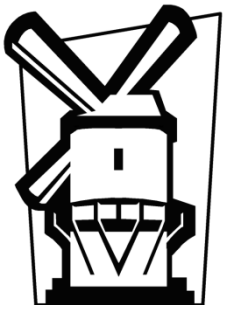
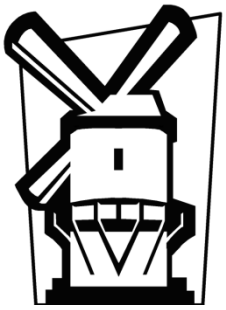
Great Paxton CE Primary School
Policy Statement on



MFL



Mission Statement

We build upon strong foundations of excellent teaching, with high expectations of children's achievements, encouraging all pupils to aspire to be the very best that they can be in the future.

We do this by:

- being generous and visible people of Jesus Christ, helping our local community to discover together the transforming presence of God in our lives.
- striving to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Policy agreed: **June 2025**

Leader: **Miss Kate Moggridge**

Date for review: **July 2029**

Principles of the policy

Learning a foreign language is a liberation from insularity and 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."

-The National Curriculum in England: Key stages 1 and 2 Framework Document.

As part of the national curriculum 2014 it is compulsory for children in KS2 to learn another language. At Great Paxton CE Primary School, we teach French.

Intent

At Great Paxton CE Primary School, we believe that the learning of a language provides a valuable educational, social, and cultural experience for our pupils. Through language learning, we intend to help our children to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make progress in two languages. The linguistic skills gained will assist and lay foundations for further language learning and will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

This policy sets out the school's aims, principles and strategies for the teaching and learning of Modern Foreign Languages (MFL). A high-quality language education should encourage children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

The immediate intent for Modern Foreign Languages is to enrich the curriculum for KS2 children and to ensure that teachers develop confidence and competence to teach MFL and use MFL efficiently in their teaching of other subjects. We use the KAPOW French scheme of work to achieve our aims.

Kapow Primary's French scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

Kapow Primary's French scheme of work supports pupils to meet the national curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).

Implementation and Planning

The Kapow French scheme of work is designed with six strands that run throughout. These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

Our National curriculum mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the strands.

Our Progression of skills and knowledge shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils, retain their French learning, we provide information about how to incorporate French into the classroom environment every day in our 'During the week' sections.

Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full languages curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression. Lessons include a section entitled, 'Teacher knowledge - language points' to explain key grammar and other details to the teacher before the lesson, together with a Key vocabulary and pronunciation presentation with sound files to demonstrate the correct pronunciation. Many of the other presentations included in the lessons also include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning.

Impact

The impact of Kapow Primary's scheme can be monitored continuously through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is also available to record children's progress in each lesson to enable you to build a picture of their learning through each unit.

After the implementation of Kapow Primary French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of following the Kapow Primary French scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.

Equality Impact Assessment

The following statement must be included on all policies:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Linked policies

- Assessment
- Teaching and Learning

Data Protection – Data Protection Act 2018 and General Data Protection Regulation 2018 (GDPR)

This policy has been produced in compliance with the Data Protection Act 2018 and GDPR. Further information is available in our Privacy Notice and Data Retention Policy which can be found on our website.

The person responsible for Data Protection in our organisation is Mr Lee Frost (Headteacher) and you can contact them with any questions relating to our handling of your data. You can contact them by email at office@greatpaxton.cambs.sch.uk or telephone 01480 472132

To read about your individual rights and/or to complain about how we have collected and processed data, you can contact our Data Protection Officer. If you are unhappy with how your query has been handled you can contact the Information Commissioners Office via their website.

Headteacher:		**Date:**	
Chair of Governing Body:		**Date:**	