



MFL Policy

Date Written / Reviewed	April 2026
Date of Next Review	April 2029
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>M Hopkins</i>

Intent

Delph Primary School believes all children should receive a high quality, accurate and engaging education within MFL, particularly French, to enable them to develop their love of learning about other languages and cultures and help provide them with an understanding of the world. We aim to build the children's 'cultural capital' so that they have a knowledge and understanding of the richness and diversity between cultures. We aim to develop a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School. They will recognise the importance of developing their skills and fluency in speaking with the correct pronunciation and intonation. Ultimately, all pupils at Delph will be expected to achieve their full potential in their foreign language learning – so they feel confident engaging in spoken French, develop skills in reading, listening and writing, and know how important languages will be in their future. We aim for all pupils to develop a genuine interest and curiosity about languages, finding them enjoyable and exciting and show a desire to continue their language learning past KS2. We believe that learning another language gives children a new and broader perspective of the world, encouraging them to understand their own cultures and those of others.

Aims

Our curriculum aims to promote a love of learning different languages. At Delph Primary School we believe that learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. Our teaching should enable children 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, it should provide the foundation for learning further languages, equipping children to study and work in other countries.

Implementation- Teaching & Learning

Our curriculum ensures pupils listen attentively to spoken language and show understanding by joining in and responding. They explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, engaging in conversations, asking and answering questions, expressing opinions and responding to those of others - seeking clarification and help where necessary.

Our aim is for children to speak in sentences, using familiar vocabulary, phrases and basic language structures and develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. We aim to present ideas and information orally to a range of audiences, read carefully and show understanding of words, phrases and simple writing and appreciate stories, songs, poems and rhymes in the language to help broaden their vocabulary and

develop their ability to understand new words that are introduced into familiar written material. This can include using a dictionary, writing phrases from memory, and adapting these to create new sentences. We want the children to express their ideas clearly, being able to describe people, places, things and actions orally and in writing and understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Evidence of lessons taught are captured in children's French books (either photos, drawings, sentences, captions etc.).

Impact

The MFL curriculum at Delph Primary School ensures that all pupils develop key language learning skills as set out by the National Curriculum, as well as a love and curiosity about languages and learning about different places and cultures across the world. Through the input of the Subject Lead and Delph's monitoring and evaluation cycle, the subject is reviewed and analysed to ensure outcomes are valid and appropriate to the children's MFL needs and that MFL teaching is monitored for its effectiveness. The Subject Lead ensures staff training is appropriate, accessible and timely to ensure current and emerging needs are met. French is delivered through immersion into the French language from the start of school in EYFS, using French on a daily basis and recognising what is understood, what needs clarification and then observing the children building their confidence, initially in spoken French and then developing to reading and writing, using a more extensive and detailed vocabulary with developing levels of grammar as they progress through the key stages. Through the Subject lead monitoring process we observe teaching and pupils' responses, we look at examples of work, planning and offer subject specific staff training delivered by either French teaching experts or subject lead teachers to ensure correct pronunciation and overall teacher confidence in delivering the MFL curriculum. This enables a more accurate detailed teacher assessment both within weekly lessons and end of year/key stage teacher assessments. Assessment within KS2 is linked directly to the objectives of the National Curriculum- see National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk).

Roles & responsibilities

Headteacher & Governing Board

The Headteacher and Governing Board are responsible for:

- Involvement in focus groups to develop policy and practice.
- Overseeing the standards of French and MFL.
- Approving the acquisition of new resources.

Subject Leader

The subject leader is responsible for:

- The audit and identifying of resources for purchase.
- Liaising with SLT to ensure effective maintenance and ease of access to resources.
- Monitoring and evaluating the implementation of the scheme of work.
- Delivering relevant inset training to other members of staff.

- Reviewing long, medium, and short-term planning.
- Reporting to governors on standards.
- Writing, modifying and reviewing, in consultation with other staff and governors, the policy document for MFL.

Class Teacher

The Class Teacher is responsible for:

- Planning and delivering the MFL (French) curriculum.
- Assessing children's work both formatively and summatively.
- Reporting to parents/carers and the subject leader.

Inclusion

Provision is made for all pupils regardless of ability, disability, special educational need, medical condition, gender, faith or ethnicity. All children have a right to be treated equally, regardless of their starting points. Delph's 'SEND Information Report' provides further information on our school offer and can be viewed on our school website.

MFL - French is a foundation subject and as such forms part of the school curriculum to provide a broad and balanced education to all children. Through our MFL/French teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. Assessment against the National Curriculum and subject based progression grids allow us to consider each child's attainment and progress.

Assessment for Learning

"Don't track numbers, think about what children now know, understand or can do, that they couldn't before."

Sean Harford, Ofsted.

The class teacher will assess children's work in MFL by making informal judgements during lessons by questioning, observing and eliciting children's ideas and engaging in simple conversation in French.

EYFS and KS1

Our approach to assessing pupils in the EYFS is through observations, careful questions, listening in, set tasks, songs rhymes, discussion and listening in French. Outdoor provision is key to development in the EYFS and ample opportunities to explore the outdoors provided. French vocabulary is labelled on key items around the classroom to develop awareness and embed additional language vocabulary in day to day tasks.

KS2

Our approach to assessing pupils' progress in French is through a range of different media, rhyme, song, vocabulary awareness and French spoken dialogue allowing pupils ample opportunity to hear accurately spoken French and speak simple sentences themselves whilst enjoying practical activities on their modern language journey. For this to be useful, teachers need to know where the journey is going, in skills as well as content. We use the Progression Grids to do this but also enable opportunities for:

- **Active French:** Pupils should listen, speak, embed and enjoy learning a new language by being engaged in practical exciting and varied activities in and beyond the classroom.

- **Embedding French:** The pupils should have ample opportunity to engage in listening to native French speaking, simple discussions and oral presentations, enjoying developing a familiarity with the French spoken word and developing an understanding of the grammar and sentence structures of a new language.

At the start of each French lesson there is an initial recap of key learning and vocabulary learnt in previous lessons that is visual and spoken. This assesses pupils' retention of previous French vocabulary learning (last year, last term, recently), in terms of Sticky Knowledge. Skills are assessed as described above. Teachers use this assessment alongside other evidence, to plan future lessons, including addressing any common misconceptions.

Reporting to Parents/Carers

Parents/carers receive teacher comments and an effort grade regarding their child's participation in French lessons, at the end of each academic year in an end of year report and, have the opportunity to discuss their child's progress at Parent-Teacher Meetings (autumn and spring term).

Monitoring & Evaluation

Policy and practice in MFL are monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of MFL will be monitored by the subject leader in conjunction with the SLT.

Monitoring takes the form of lesson observation, planning, book scrutiny and pupil questionnaires. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the subject lead will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of the MFL policy.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the MFL Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identifying next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored securely in Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.