

St Paul's Church of England Primary School Oswaldtwistle



"Don't let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity." (1 Timothy 4:12)

MFL Policy

June 2025

To be agreed by Governors: Nov 2025

“Purpose of study

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. September 2013

Context:

The KS2 classes have changed to learning Spanish rather than French in the past four years to ensure progression when transitioning to local high schools. The school is a one form entry school with approximately 148 pupils. The first language of the majority of pupils in the school is English. There are also a number of pupils who have Polish, Spanish, Italian, Urdu and Mandarin as their first language.

Vision:

At school we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them 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 substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It 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.

Organisation:

Children in KS2 learn Spanish. In KS1 Spanish vocabulary (greetings, numbers to ten and colours) is taught through songs and rhymes in preparation for KS2.

In KS2 children are taught Spanish for 30 minutes per week and school aims to follow up activities when appropriate outside of the language lesson.

Management and Training:

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with, and guide staff.

The Curriculum:

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying videos, power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

Teaching and Learning:

To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Assessment:

Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes.

End of unit assessments, which cover the four language skills (listening, speaking, reading and writing), are carried out which inform teacher assessment termly.

Monitoring:

The MFL coordinator discusses language learning with staff and spoken and written evidence of progress in learning is monitored during lesson walkthroughs, talking to children about their learning and through book monitoring. The school is working toward effective progress across the four years of KS2. The lead teacher can access training in monitoring via the PLN VLE, consultation time, email discussion and at coordinator CPD.

Continuing Personal Development:

The MFL coordinator attends PLN Subject Leader Network meetings, providing regular feedback to staff through in-house training. In addition to this, the MFL coordinator is also a member of the PLN network email group and can access the PLN website (<https://primarylanguages.network/>), network blog sites and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE ,all its materials and lesson by lesson planning.