



At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

Let your light shine brightly before others.

Matthew 5:16



Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

MODERN FOREIGN LANGUAGES POLICY

1. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing bodies set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

2. Roles and responsibilities

2.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

3. Organisation and planning

3.1 Our Intent: Why our curriculum looks like this:

Our aim is to provide high quality MFL education which equips children to develop oracy skills and understand different cultures and societies regardless of their starting points in life. At Grange View we expose our pupils to French, building their simple conversational language to communicate with others outside of their community. We want our children to be able to operate in the 21st century using their transferable language learning strategies and inclusive attitudes.

It is important for the children to understand that the world that they live in is vibrant and full of lots of different communities. As we believe it is important for the children to learn about other cultures and communities through MFL, we celebrate the European Day of Languages annually. Through this, the children learn about the language, culture and lifestyle of these countries.

3.2 Planning and skills progression:

Our curriculum planning follows a two year rolling cycle to accommodate mixed year classes. The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to the children.

The MFL focus for each term has been mapped out to ensure that all areas of the MFL curriculum are covered on a yearly cycle and have been sequenced methodically so that they support and enhance the curriculum topic being taught where possible, whilst building on previous knowledge and skills.

Our progression of skills has been created as a staff to ensure we are all confident in the expectations and key skills needed to be achieved by the end of the year for our pupils. This allows for effective progression to take place throughout the school, with learning well matched to the pupils age and attainment.

3.3 Pedagogical Choices:

- A mixture of practical tasks and engaging resources, with repetition of phrases to embed knowledge in the long term.
- Discrete skills lessons are taught weekly alongside opportunities to apply in contexts such as counting daily mile laps and recording the daily weather.
- Aspects such as written application of the language are taught in pairs to encourage collaboration and peer support

- Awareness of the language is built through the earlier phases to create a foundation to build upon in KS2.

3.4 Subject Spotlights:

At Grange View we like to give every subject it's chance to shine. With Languages there is a specific day during the year to promote the subject.

European Day of Languages (September)

We celebrate European Day of Languages (EDL) in our school as a way of developing our understanding and skills in Modern Foreign Languages. Each year we choose a different European country to celebrate and the children come into school dressed in an outfit based around that country.

Throughout the day each class will complete many activities, including learning some of the language, trying their food and learning a traditional dance or other Arts based learning based around the European Country we are focusing on. We come together as a school at the end of the day to share what we have been doing.

The children compare similarities and differences with these cultures

3.5 Assessment:

Languages is a very practical and orally taught subject, through each unit of learning a series of assessment for learning techniques will be used such as no stakes quizzes, show me boards and exit tickets to determine what the children have retained and understood. Formative assessment throughout the lesson will inform the future learning for the children, with adaptations being made where necessary to meet the needs of all. At the end of a unit a pop task will be used to encourage the children to showcase and apply their learning of the language in relation to the intended outcomes.

3.6 Resources:

We access resources from the Northumberland School 360 resource bank, such as stories, rhymes and activities for KS1. We have a series of interactive resources accessed through linguafun to support the discrete lessons in KS2 and the pronunciation is supported by you tube videos.

Our main teaching is delivered through verbal games, visual recourses and practical activities as well as application in written form.

Where possible we welcome drama companies and musicians to promote an awareness of other languages.

3.7 Early Years starting Points:

Languages is an area of the curriculum that the children enter with very little awareness of, it is not a priority or focus within the Early Learning goals. Having said that, throughout their time in the early years, they are provided with a range of experiences. In September, they use European Day of Languages to explore other countries and understand on a simple level how people in the world may speak differently to us. Then throughout the year they learn different ways to say hello from other countries and use this to greet each other during the morning register. Songs

and rhymes may also be played within the continuous provision to broaden their awareness of other languages and cultures, this supports their knowledge and understanding of the world.

See our EYFS policy for information on how our early years curriculum is delivered.

3.8 Personal Development

Languages isn't specifically an area that we get to share with parents as much as other subjects, however EDL always allows us to celebrate through social media posts and newspaper articles what we have been doing. Parents know through our subject page on the website what we are covering in the long term, with useful websites to enhance the children's learning at home. The curriculum has been planned with a breadth that raises aspirations and provides a range of opportunities. Through partner work, vocabulary development and the challenging learning process with languages, the children build their tolerance and respect for others' contributions and other cultures. Whenever possible, examples of other country's achievements are shared with the pupils to build awareness of British values, equality and diversity – this is often through pictures news or Newsround – this often presents opportunities for debate and discussions also. High quality texts are shared with the children to support their awareness of events in other countries and awareness of other cultures, traditional tales in other languages are also listened to interactively.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

4.1 SEND provision:

- A range of resources are used to meet all learning styles, with SEND being able to engage in the oral repetition of phrases, practical games and media displays.
- A vast majority of learning takes place in mixed ability pairs, to ensure that support and challenge is available and peer support is encouraged.

- Practical tasks are used throughout the curriculum to support and engage the slower graspers and help all to engage and learn a language which is a more abstract concept.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring visits and conversations
- Learning walks alongside subject leaders
- Termly subject leader reports

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Evidence in books
- Pupil voice

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by MFL lead and Committee 2.
At every review, the policy will be shared with the full governing body.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEN policy and information report
- Equality information and objectives

7. What is it like to be a pupil at Grange View studying Languages on a daily basis?

Languages is something we like to promote and celebrate at Grange View, it is celebrated as a spotlight subject at the start of the academic year and then built gradually throughout the school so that children are aware of its wealth.

A range of interactive games, online stories, games, videos, songs and practical activities are used to engage and interest all pupils.