



MFL Policy



1	Summary	MFL policy			
2	Responsible person	Elisha Stewart			
3	Accountable SLT member	Stephanie Crawford			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Elisha Stewart Steph Crawford			
6	Who has been consulted and recommended policy for approval	Caroline Knight			
7	Approved by and date	6.9.24			
8	Version number	2			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	N/A			
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	2.9.24			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			



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1. Introduction/ intent

At Thorpepark Academy 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.

2. Implementation of the policy

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

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 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

Children in KS2 learn French. In KS2 children are taught by their teacher directly for 20 minutes per week and school aims enhance the French curriculum by holding a French activity day annually.

MFL is an inclusive subject. All pupils are required to participate in French activities. All activities planned for are adapted to ensure that all pupils have access to the learning objective and curriculum. SEND pupils are required to join in with French activities and planning, delivery and assessment will reflect this

3. Curriculum Impact

Pupils are assessed after each new unit of learning and at the end of each taught unit, summative assessments are made. This is tracked to inform planning on the next steps in learning. This is reported yearly on Insight and monitored by the subject coordinator.

Pupil interviews, lesson visits and book looks will demonstrate what knowledge the pupils can remember and the skills that they have. These monitoring and evaluations measures will quality assure the consistency of MFL across the school.

Subject reports are completed termly and yearly to share data, training and information about the subject with the Head of School and Governors.

4. Roles and Responsibilities including monitoring of standards

Senior leaders are responsible for ensuring time, resources and support is provided so leaders can carry out their role effectively.



Subject leaders are responsible for the monitoring and evaluation of art across the school. This will include:

- Supporting staff with planning and delivering French
- Providing CPD opportunities either in house or through different services
- Lesson visits and drop ins
- Working with subject leaders across the trust to develop subject knowledge
- Reporting to the Head of school and governors termly

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.