



# Griffin Primary School

## MFL Policy



1	Summary	MFL Policy			
2	Responsible person	Alexis Dyson			
3	Accountable SLT member	Louise Pitts			
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	Alexis Dyson			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date				
8	Version number	2.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)				
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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## 1. Aims and Objectives

The National Curriculum for MFL states that 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 for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

## 2. Whole School Curriculum Ambition

At Griffin Primary School, our ambition is to provide a curriculum for all of our students designed in response to what we already know about our children. Our over-arching goal is routed in promoting a positive attitude towards learning so that children enjoy coming to school, developing our children into life-long learners. Our curriculum is designed to provide all of our children with the core knowledge that helps them to make links between their prior and new knowledge, allowing them to develop a deeper understanding and be inspired to continue their learning outside of the classroom.

We aim to provide our children with stability through a consistent curriculum provision, allowing staff to become experts and build in assessment tools. The curriculum is sequenced effectively to enable prior knowledge to be built upon both throughout and across year groups. At the heart of our curriculum there lies a respect for all of the subjects we teach and how this provides our children with an insight into the world around us.

At Griffin we teach children how to develop their behaviours and habits to become effective learners through asking questions in order to develop their curiosity. Griffin's curriculum has been developed so that our children are not afraid to make mistakes and accept ways forward as support rather than criticism.



By the time the children leave Griffin, our ambition is to ensure that they have the necessary skills in Mathematics, English and communication so that they will become positive citizens in their community and the wider world.

### **3. Languages Curriculum Ambition**

At Griffin Primary School we teach Spanish.

Our ambition is to equip pupils with knowledge of a modern foreign language.

- Pupils will develop a love of learning a new language.
- Pupils are more culturally aware of other countries around the world where Spanish is spoken.
- Pupils have skills in order to speak, listen, read and write in Spanish.
- Pupils will be inspired to find out about and explore new places.

### **4. Languages Curriculum Implementation**

The implementation of the MFL curriculum is through a number of elements, outlined below:

- LTP
- Subject schemes of work
- Year group schemes of work
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning – Remember when
- Sticky Knowledge
- Assessment
- CPD

### **5. Languages Curriculum Impact**

- Outcomes of pupils in each year group.
- All pupils to continue learning languages at secondary school.
- Enable pupils to build on their knowledge and skills and take these to a deeper level beyond primary school.
- Prepare pupils for potential future opportunities in Spanish speaking countries.

### **6. Curriculum Planning**

Languages is a foundation subject in the National Curriculum. Our school uses the National Curriculum Languages Programmes of Study as the basis for its curriculum planning in Languages.

At Griffin Primary School the language we teach is Spanish. Our curriculum planning is supported by Language Angels. A Language lesson is taught weekly to pupils in KS2.



The long-term plan maps out the units covered in each term during the key stage. This is used to inform the schemes of work for each Spanish unit. These are written by the subject leader using Language Angels, and in consultation with SLT and other members of teaching staff to ensure the progression of skills and subject knowledge is sequential and accessible for all.

Activities are planned in Spanish so that they build on the prior learning of the children. Children of all abilities are given the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

## **7. Language Provision across the School**

### **Key Stage 1**

Pupils in Key Stage 1 take part in an annual Spanish Day to be introduced to basic language and the culture of Spain, or a Spanish speaking country.

### **Key Stage 2**

Different topics are studied in each year group in each half term. Language Angels includes a progression of skills which ensures that pupils develop a sound knowledge of speaking, listening, reading and writing; building on previous knowledge and skills. All classes have timetabled Spanish lessons weekly. This allows pupils to have opportunities to deepen and consolidate their understanding of grammar, vocabulary and the topic.

## **8. Assessment of Subject**

Teachers will assess children's work in MFL by making teacher assessment judgements during lessons. Progress is recorded at the end of each half term through the completion of an end of unit self-assessment and an end of unit assessment. Teachers use this, alongside formative assessment, to complete the Language Angels Tracking and Assessment Tool.

## **9. Resources**

The school uses the resources on the Language Angels website to support teaching of Spanish, supporting teachers and pupils with the correct pronunciation of Spanish vocabulary.

## **10. Role of the Subject Leader**

It is the responsibility of the subject leader to write the LTP and schemes of work for each Spanish unit. The subject leader will also monitor the standards of children's work and the quality of teaching and learning in Spanish. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil



voice is valued and helps to inform the vision and aims of Spanish across the school, pupils are interviewed to gain an insight into the subject. It is the subject leads responsibility to ensure staff maintain a high quality of presentation in pupil's art books.

The subject leader produces an annual action plan for the development of Spanish and also reviews impact termly; identifies next steps and any CPD needs. This working document is shared with Governors annually. The subject leader will also produce and narrate a presentation about their subject for the Governors bi-annually.

The subject lead ensures resources are available for units to be taught and will provide support if/ when needed for staff.

This policy will be reviewed every two years.