



Policy Title: M.F.L.

Policy Folder: Subjects

Last Review: May 2022

Next Review: May 2025

Led By: Helen Bowe

Responsible Committee: SD Committee

Introduction

Alongside our curriculum intent, our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school. We all aim for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Lantern Lane, we aim to be a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their cognitive potential in M.F.L., regardless of any difficulties spelling, reading, writing or any other traits commonly associated with Dyslexia. In order to achieve this potential, teaching will apply principles of quality first teaching such as reducing cognitive load and providing scaffolding. Where reading is required, appropriate support will be provided (for example, paired reading, pre-reading opportunities, inclusive tech). Pupils will be given a variety of ways to show their understanding across a sequence of learning, appropriate to the learning intention (for example diagrams, labelling, cloze activities, oral presentations, group work).

In our teaching of M.F.L., we also contribute to the development of the children's spiritual, moral, social and cultural understanding by encouraging all pupils to value languages and therefore learning to understand and respect other people. Pupils look at how languages are constructed and the fact all languages carry messages about every aspect of life.

This policy has been written to formally record the teaching, monitoring and assessment of M.F.L. at Lantern Lane Primary & Nursery School.

The policy aims to:

- Identify what is intended to be taught and how it should be implemented.
- Identify the overall structure and framework of the M.F.L. curriculum in the school.
- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Describe how impact of the quality of education in this subject will be evaluated.
- Identify school procedures to monitor and evaluate the M.F.L. curriculum.

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the National Curriculum, or other significant changes which impact on the teaching and assessment of this subject. The implementation of this policy is the responsibility of all teaching staff.

Intent

At Lantern Lane Primary School, we follow the Early Years Foundation Stage Framework (2021) and the National Curriculum (2014). We fully support the purposes of the National Curriculum (2014) in M.F.L., which looks to provide every child with:

"... 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...."

Through the learning and opportunities we plan for at Lantern Lane, and through rigorous formative assessment, we aim to support each child in the development of each of the following key aims of the M.F.L. curriculum:

- 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
- 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.

Through our engagement with the National Curriculum and our commitment to providing outstanding provision for every child in the subject of M.F.L., we intend the following:

The main purpose of learning a foreign language is to provide a valuable, educational, social and cultural experience for all pupils. It helps them to develop communication skills including the key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Implementation

We use the National Curriculum scheme of work as the basis for our planning in M.F.L. but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Learning from F2 to Year 6 is arranged half-termly and is topic based. Wherever possible this is linked to the year group topic to develop a deeper understanding.

The subject leader has written and continually reviews the curriculum map for M.F.L. This details the objectives and skills to be taught for each year group. Teachers use the curriculum map for their year group, and knowledge of prior learning from the curriculum map, in order to develop a coherent and comprehensive conceptual pathway through the new learning

M.F.L. teaching focuses on enabling children to think as linguists. We place an emphasis on providing a rich and varied input of the language, so that pupils hear and interact with the sounds and patterns of the new language. They are given opportunities to listen before speaking and reading before writing. We recognise and value the importance of active learning to engage motivation, and stories, games and songs to maximise enjoyment. We integrate language learning across the curriculum to connect with learning in other subject areas.

We recognise that in all classes children have a wide range of ability in M.F.L., and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants/teachers to support children individually or in groups.

What good teaching and learning looks like in M.F.L. at Lantern Lane:

	Teachers:	Learners:
EYFS	<p>Provide speaking and listening opportunities through a variety of songs and rhymes.</p> <p>Model actions to support vocabulary.</p> <p>Encourage children to listen and respond.</p>	<p>Participate with enthusiasm.</p> <p>Copy and respond with actions and movements.</p>
Year 1 to Year 6	<p>Clearly communicate specific vocabulary - know when it's important to stress accuracy or fluency.</p> <p>Include the four skills: listening before speaking and reading before writing.</p> <p>Know that progress comes from practice, not explanation and allow time for pupils to manipulate the language, not just memorise it.</p> <p>Build in cultural information and promote a cultural capital, using authentic resources,</p>	<p>Engage in recall and retrieval activities to aid memory.</p> <p>Learn from listening and reading to help with oral and written work.</p> <p>Have opportunities to manipulate (practice) the language and make their own (production) and to write from memory.</p> <p>Have an understanding of the wider world and awareness of cultural differences.</p>

	real experiences and technology efficiently.	
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Feedback

Feedback in M.F.L. should be completed in line with the Lantern Lane Primary School Feedback Policy.

When choosing the correct form of feedback, teachers should use their knowledge of their class, individual groups and pupils whilst also considering the main purpose of the feedback they are giving.

In addition, it is recognised that the type of feedback chosen is likely to vary accordingly to the age or learning stage of the child.

Feedback should be given as close to the point of learning as possible, e.g. within the lesson; at the end of the lesson, or at the start of the next lesson in the sequence of learning.

The following feedback codes are used across KS1 and KS2 to ensure consistency and a clear message for children.

The use of codes is intended to make feedback accessible to all children including our dyslexic children and those with SEND (with this being regularly monitored by the SENCo and/or Dyslexia Lead).

Code	Explanation		Code	Explanation
	You have used equipment to support your learning.		GW (with initials)	A teacher or teaching assistant guided your work here.
 Beside LO.	You are developing learning in relation to the learning objective.		PW/PW	You worked together with a partner on your work here.
 Beside LO.	You are securing learning in relation to the learning objective.		CR	You have a correction to complete here.
 Beside LO.	You are mastering learning in relation to the learning objective.		CH	You have a challenge to complete here.
	Answer to individual question is incorrect. Complete a correction in purple pen.			Self-assessed. Answer to individual question is correct.
	Answer to individual question is correct.			Self-assessed. Answer to individual question is

				incorrect. Complete a correction in purple pen.
VF	Verbal feedback. Your teacher has explained further to support your progress.		WCF	You will receive your feedback as a whole class in the next lesson.

For written pieces of work in M.F.L., both the related enquiry question (see curriculum details on the Lantern Lane website) and the skills being taught will be identified. The teacher will indicate the degree that these have been met with the same √ system detailed above. Feedback in foundation subjects will predominantly relate to the subject-specific learning but may also feature some response in respect of core subject targets personal to the child, group or class.

A question or challenge may be given to support deeper thinking on the part of the pupil, where the teacher considers this to be appropriate, or a child may be asked to correct their work in some respect. Where this is the case, time will be given in a subsequent lesson for children to respond to the teacher's feedback.

Children in the EYFS are motivated by their relationships with the adults, who know them best. The everyday conversations and celebrations of learning which take place in the moment are what stands out for the children and how they measure their own success. Class rewards systems are designed to ensure that children are shown what is good about their work in a range of ways that have meaning to them, e.g. receiving a sticker, a house point. A discussion will take place when the reward is given about why it has been earned.

In respect of areas of development, next steps for children are often put into practice before the child has even left the activity. For example, if a child doesn't use a finger space between the first 2 words, they are reminded in the moment to do so. Accordingly, there is no need for extensive written feedback by staff, especially as this will have no meaning to the children themselves. If corrections or a comment are added to a piece of work, this would be when an adult is working directly with a child to reflect on what has been achieved.

Teaching staff will, however, use the following codes to show the context of the piece of work.
 GW - this piece of work has been completed with the help of an adult.
 PW - this piece of work has been completed with the help of a peer.
 Where neither of these codes appears, the assumption is made that the work was completed independently by the child.

Impact

The curriculum in itself is the progression model. We have a well-constructed, well-taught curriculum mapped out in M.F.L. at Lantern Lane and this leads to good results because those results reflect what pupils have learned. If children are keeping up with a carefully sequenced, coherent curriculum which builds on prior learning, they are making progress.

The table below provides a framework against which is used to support the evaluation of impact in M.F.L.

The curriculum is progressive and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then our curriculum is having the desired impact and children are making progress. Subject leaders undertake a full range of monitoring and evaluation in order to establish that our curriculum is having impact based on the below prompts.

How do we monitor that our curriculum is having impact?



Ref: Adapted for Lantern Lane based on work by @DynamicDeps

As our curriculum is the progression model, and formative rather than summative assessment and responsive teaching is the most important type of assessment used by class teachers in the wider curriculum, subject leaders and senior leaders monitor this using the quality assurance model detailed below.

Quality Assurance Model		
Subject Leaders Support and Challenge	Subject Leaders Independent Quality Assurance	Subject Leaders and Senior Leaders Collaborative Quality Assurance
<p>Through own teaching, model key pedagogy for colleagues: Whole school development priorities relevant to subject area Key aspects of what a good lesson looks like in _____ Known areas of development Individual requests from class teachers</p> <p>Support teachers to: Interpret curriculum maps for subject</p>	<p>Is the curriculum being implemented as intended? Are the elements of what a good lesson looks like in _____ being used?</p> <p>Are all staff developing key priorities within the subject area (both subject specific and whole school priorities)?</p> <p>Is the curriculum meeting the needs of all staff and pupils?</p> <p>Monitoring and evaluation: Planning audits Lesson visits Looking at books Teacher and pupil voice</p>	<p>Discussion of subject leaders' judgements and evidence base through termly subject leader meetings.</p> <p>Joint analysis through: Planning audits Lesson visits Looking at books Teacher and pupil voice</p> <p>Updating of whole school SEF based on improvement priorities identified by subject leaders monitoring and evaluation.</p>

<p>Plan well-constructed sequences of lessons which build on prior learning Develop own subject knowledge Reflect how well teaching meets what a good lesson looks like in _____</p> <p>Team teach</p> <p>Keep records of strengths and areas of development for individuals and use this to inform sustained working with colleagues.</p>	<p>Update records of strengths and areas of development for individuals/teams and use this to inform sustained working with colleagues.</p>	<p>Collaboratively establish any CPD priorities which are whole/part school.</p>
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Inclusion and Special Needs

Lantern Lane aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. SEND pupils may be supported by additional adults, different resources or differentiated activities. We have high expectations of all children and strongly believe that all children are able to achieve in M.F.L. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Early Years Foundation Stage (EYFS)

In EYFS, most intended topics are taught over half a term with links made, where appropriate, between both the prime and specific areas of learning. The specifics of what is taught is directed - in part - by the children themselves and their particular interests.

The EYFS framework (2021) states that Communication and language development, the area of learning which incorporates language learning (French), requires children to listen attentively and respond to what they hear with relevant questions, comments and actions. It also states that in Understanding of the World (People, Culture & Communities), children will be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Language learning in the early years is fun, active and provides a good foundation for language learning in Year 1.

Role of the Subject Leader

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.
- Leads continuing professional development; facilitates joint professional development; provides support and feedback for teachers to improve pupil learning.

- Leads the whole-school monitoring and evaluation of teaching and learning in M.F.L. by observing teaching and learning in M.F.L regularly; planning whole school improvement; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading and keeping up-to-date with M.F.L developments.
- Keeps parents informed about M.F.L. as appropriate.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in M.F.L.
- Works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in M.F.L. are met effectively.
- Keeps the school's policy for M.F.L. under regular review.