

MFL POLICY

*St. Joseph's
Catholic
Primary School,
a Voluntary
Academy*

"Trusting in God, Creating tomorrow, helping today."

Intent

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenges for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oral and literary development and to their understanding of their own culture(s) and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

At St Joseph's, we aim to develop children's experience of language acquisition and encourage curiosity about languages.

Aims and objectives

The aims and objectives of learning a modern foreign language at St Joseph's are:

- To foster an interest in learning other languages.
- To introduce young children to another language in a way that is enjoyable and fun.
- To make young children aware that language has structure, and that the structure differs from one language to another.
- To help children develop their awareness and interest of cultural differences in other countries.
- To develop confidence in speaking, listening, reading and writing in another language.
- To lay the foundations for future study.

Implementation

German is taught in both Key Stage 1 and Key Stage 2 at St Joseph's. Key Stage 1 lessons are mainly focused on speaking and listening for 30 to 50 minutes per week. Key Stage 2 lessons focus on the four areas of speaking, listening, reading and writing for one hour per week. The MFL curriculum intent document sets out the topics to be studied in each term for each year group, including the knowledge and vocabulary that the children will know and remember. This is carefully planned to ensure progression between each year group and to ensure that the MFL teacher knows what should be taught when, including having an understanding of the children's prior knowledge. Medium term planning sets out the key knowledge and vocabulary that children will gain in each lesson across each year group. Knowing and remembering starters are used at the beginning of the lesson to ensure that the children are retrieving their learning from previous lessons and embedding this into their long term memory.

In line with the 2014 National Curriculum for Languages, German lessons are to include:

- Listening attentively to spoken language and show understanding by joining in and responding.
- The exploration of the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engaging in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking in sentences, using familiar vocabulary, phrases and basic language structures.
- Developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Presenting ideas and information orally to a range of audiences.
- Reading carefully and show understanding of words, phrases and simple writing
- Appreciation of stories, songs, poems and rhymes in the language.
- The broadening of their vocabulary and develop their ability to understand new words

- Writing phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describing people, places, things and actions orally and in writing
- Understanding basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs

In order to ensure pupils receive the highest quality teaching and that teachers have the expert subject knowledge to deliver the expectations of the National Curriculum, German lessons are delivered by a teacher who has specialised in languages. This is Miss Smith, MFL subject leader, for both Key Stage 1 and Key Stage 2.

As well as ensuring this provides high quality experiences for pupils, it also supports our role in ensuring that pupils are best prepared for the next stage of learning languages at Secondary School.

Children with Special Educational Needs

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children. MFL is a highly inclusive subject and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At St Joseph's, we teach MFL to all children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

Assessment

In Key Stage 1, children are assessed informally during lessons, mainly evaluating progress against the areas of speaking and listening.

In Key Stage 2, children are assessed against the four areas of speaking, listening, reading and writing throughout the year. These assessments and test results are recorded in the child's German book and demonstrates what the

expected level of achievement is in MFL in each year of KS2. A record of test results is also kept in the MFL Subject Leader's file.

Impact

Our curriculum has ambition for high achievement of all pupils irrespective of background and starting point.

Progress is measured through contribution of answers during oral work in class, written work in books and summative tests taken in the four areas of speaking, listening, reading and writing which take place throughout the year.

Roles and Responsibilities

It is the responsibility of the languages teacher to plan, carry out and monitor the delivery of MFL lessons. Other adults in the classroom may assist in the delivery of the curriculum and provide valuable assistance in group work. The MFL Subject Leader is responsible for supporting members of staff in all aspects of MFL, updating the resources and monitoring and evaluating the planning and assessment to ensure continuity and progression. The Head teacher and Governors play a vital role in encouraging good practice and ensuring the policy is adhered to. Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of the subject leader, supported by the SLT and Head teacher. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school.

Reviewed: September 2025

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