BARCROFT ACADEMY

Unlocking potential today for a brighter tomorrow

Modern Foreign Language (MFL) Policy

2026 - 2028

LIGHTHOUSE MULTI ACADEMY TRUST

Written by:	**Miss K. Walker**
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Headteacher (Mrs G. Locke) **Chair of Local Academy Governors (Mrs R. Fuller)**	*G Locke* *R Fuller*

Rationale

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. Therefore Barcroft have the teaching of French for all KS2 children (Y3 to Y6). Foundation Stage and KS1 children (Y1 and Y2) will receive language teaching and cultural understanding through French Days. The study of languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. They learn how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures. In addition, understanding a modern foreign language increases a child's understanding of their own language. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society, leading on to mutual respect within faiths/beliefs.

Aims

Through our teaching of languages we aim to:

- Ensure every child has the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations.
- Ensure pupils have access to high quality teaching and learning opportunities
- Provide language teaching informed by listening, speaking, reading, writing and cultural understanding.
- Ensure all pupils, including SEND pupils can access the MFL curriculum, making progress throughout each year.
- Help teachers to develop the confidence and competence to teach languages effectively.
- Encourage children to foster an interest in languages and have a sense of achievement, identity and enjoyment

Curriculum organisation

In line with Framework guidelines, all pupils in Key Stage 2 learn languages for approximately 60 minutes per week. At Barcroft Academy we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources. The lessons are to be delivered by the class teacher, higher level teaching assistant or PPA cover teacher, with support from the MFL Subject Leader.

Approaches to language teaching

Barcroft Academy believes that pupils learn more effectively if they are enjoying what they are doing. A curriculum overview and a range of resources are provided to all staff to ensure children are learning in a creative way across a broad and balanced curriculum. The school liaises with the

local community/secondary schools to provide our children with a high quality MFL curriculum. The school endorses the Framework's five principles to develop a distinctively primary approach to language learning.

As a school we:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language.
- Use active learning to engage motivation through use of ICT and outdoor areas.
- Use games, songs and French literature to maximise enjoyment.
- Embed languages through class routines, school life and vocabulary displayed around the school.
- Integrate language learning across the curriculum to connect with learning in other subject areas.
- Use extracurricular provision to allow children to extend on their language knowledge.

Embedding languages in the curriculum and exploiting opportunities

Barcroft Academy believes pupils will learn languages more effectively by having frequent exposure to them. The MFL coordinator will highlight opportunities throughout the yearly overview to embed languages and provide the necessary resources. Opportunities for speaking another language should be exploited, be it in the playground or classroom. All staff in the school are responsible for ensuring this.

The Foundation Stage and KS1

A whole school approach to MFL is desirable so our youngest children may receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills. These can be fostered on our tri-annual French Days

Recording, assessment and reporting

As each class teacher works through the yearly overview. An assessment of the child's language level will be recorded in their end of year report (Below expected, Expected and Exceeding). Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work.

Inclusion – SEN, G & T, Ethnicity, Gender

All pupils, regardless of race or gender, shall have the opportunity to develop their languages capability. Barcroft Academy will promote equal opportunities and fair distribution of languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. SEND children will have equal opportunities to partake in language sessions, through the use of SEND resources, visual clues and oracy sentence stems.

Resources and accommodation

A variety of resources are available in school. These include children's dictionaries, teachers' resources (both paper and electronic), books, interactive white board games and online resources. Resources are grouped by year group and put on the staff drive; any other resources are in the shared PPA area within the staff room. The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

Curriculum management – Roles and responsibilities

The subject leader will facilitate the use of Languages in the following ways by:

- Updating the policy and school action plan.
- Updating the yearly overview to ensure lessons are sequenced and pupils make progress.
- Reviewing whole school planning to ensure that opportunities occur for pupils to develop language capability.
- Ordering/updating resources that will enrich the curriculum.
- Keeping staff aware of new developments.
- Attending appropriate courses to update knowledge of current developments, and by keeping links with local secondary schools.
- Supporting staff in developing pupil's capability within the subject.
- Managing the number of native speakers, if available (outside agencies for extracurricular activities)
- Monitoring the curriculum coverage through lesson visits, book trawls, observations of displays and informal discussions with staff and pupils.

Monitoring and Review

The MFL subject leader is responsible for the monitoring and implementation of this policy. The subject leader reports to the Headteacher on the effectiveness of the policy and to the governing body upon its review.

Monitoring is carried out by the MFL leader in the following ways:

- Pupil Interviews
- Staff discussions
- Observations of classroom displays
- Planning Trawls
- French Book Trawls
- Year group book trawls
- Watching videos of oral lessons on T-drive
- Lesson visits