

Bankfields Primary School



Modern Foreign Languages Policy



2025 - 2026

Modern Foreign Languages at Bankfields Primary School

This policy states the aims, principles and strategies for the teaching and learning of Modern Foreign Languages at Bankfields Primary School. This policy was written in 2023 and will be reviewed every two years. This policy should be read in alliance with the following documents:

- MFL key concepts document
- MFL whole school key knowledge progression document
- MFL individual long-term plans

Curriculum Intent

Our vision at Bankfields is that children are given the building blocks to become future language learners and to develop the skills and confidence to continue their love of languages into KS3. We aim to teach our KS2 pupils that learning a new language can be exciting, liberating and important growing up in a multicultural, respectful world. To do this, units of work will refer to similarities and differences between cultures. As part of the Languages curriculum, we aim to foster pupils' curiosity through listening intently to cultural songs, exploring language patterns and through making relevant links to English vocabulary.

During lessons, we want our pupils to feel confident and feel able to embrace speaking in a different language. Children are given opportunities to engage in conversations, ask questions, develop their pronunciation and broaden their vocabulary. This may be seen through call and repeat tasks, role playing drills, flashcard activities and sentence building. In addition, some units of planning will give the children the opportunity to understand grammatical concepts such as feminine and masculine forms. Ultimately, we want our children to have the chance to establish an interest in languages and to have the confidence to continue their studies after they have left Bankfields.

MFL at Bankfields Primary School

Bankfields Primary School is committed to a high quality and sustainable programme of modern language teaching across the school, which is accessible to all children at their own level. As part of the National Curriculum, all Key Stage 2 pupils must now learn another language in school time. At Bankfields Primary School, we have chosen to teach French to all children in KS2. We accept the recommendation of the National Languages Strategy that the classroom teacher is best placed to deliver the programme with the support of teaching assistants. To support teachers with the delivery of the MFL curriculum, we have worked as a school to design a structured MFL intent which is implemented through resourced, developed set MFL lessons. The original scheme of work is derived from Kapow which provides all teaching staff with high-quality, resources lessons. Opportunities to support teachers with their professional development in MFL are sourced when needed.

MFL and Special Educational Needs Pupils

We are committed to ensuring that all students, regardless of their abilities or needs, have equal access to the MFL curriculum. We will make reasonable adjustments to accommodate the diverse needs of our students.

Teaching of MFL at Bankfields Primary School is highly inclusive, due to its primarily oral approach to teaching. This means that the lessons are accessible to all children, as barriers that some of our children face are removed, allowing success for all pupils at their own level. Consequently, this allows all pupils, especially SEN, to gain confidence in their own ability, which will boost their self-esteem, and this will have a positive impact on other areas of their development.

MFL in Key Stage 2

Key Stage 2 children are using a scheme of work which has been designed by Kapow, ensuring that all national curriculum elements are taught. The curriculum for MFL is broken down into three key areas: Spoken Language, Written Language and Cultural Understanding. In order to create this scheme of work, the MFL lead consulted with a KS3 language specialist to select a curriculum which will give pupils the passion and basic language learning skills needed for KS3. The curriculum is linear and set out in the MFL key concept document, MFL whole-school key knowledge progression document and MFL individual long-term plans.

The scheme of work is built and resourced around existing lessons from online teacher support website Kapow. Each lesson provides the children and class teacher with video clips for correct punctuation, interactive slides for oral participation and resourced tasks and activities. All children follow this scheme of work. This will make for a coherent and consistent approach across the school, and will allow Bankfields to be self-sufficient. It also ensures that new teachers and ECTs are fully supported with their delivery of the MFL curriculum.

MFL in Foundation Stage and Key Stage 1

We believe strongly in entitlement to learn a language. Therefore, as well as meeting our statutory duty, we offer all Foundation and Key Stage 1 children in school the opportunity to learn French. Children in the Reception and Key Stage 1, enjoy learning different songs in French, for example Frere Jacques. This allows children in Foundation Stage and Key Stage 1 become familiar with the French Language from this early age. This early introduction will lead to a smooth transition into Key Stage 2 language learning.

Assessment and Monitoring of MFL

To accurately assess MFL, teachers will continually assess through lessons and at the end of units. Judgments can be formed through verbal responses gained through question and answer sessions and through written responses following discussions.

To ensure that children develop a love of language learning, most French lessons will have tasks which require verbal practice, matching tasks, sorting tasks or role-play. These are often evidenced in the class teachers' floor books half-termly. In addition, MFL evidence can be collected online through the interactive learning platform Seesaw. This allows teachers, parents and leaders to monitor and assess MFL easily.

At the end of each academic term, class teachers will use an assessment document to assess their classes in MFL. This document highlights a basic, standard and deeper level of understanding from the pupils.

It is the responsibility of the subject leader to monitor the progress of MFL across the school with reference to specific action points outlined in the MFL action plan.

Other responsibilities include:

- Providing planning for all KS2 teachers for them to adapt to suit their own classes.
- Termly review of samples of children's portfolios from years 3,4,5 and 6.
- Observation from learning walks and pupil discussions.
- Gathering evidence from Key Stage 1 and 2, such as voice recordings, photographs, video clips and samples of work to collate in an electronic portfolio.

Updated 2025 (C.McLoughlin)