



Our Lady of Hartley Catholic Primary School

MFL Policy

Date of last review:	October 2026	Date of next review:	October 2027
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CSP Statement of Curriculum Intent

I have come so that they have life and have it to the full.

John 10:10

Inspired by Jesus Christ's example and the Gospel Values of love, joy and compassion, we nurture and develop the whole child so that each unique individual grows constantly in confidence, and has the knowledge, skills and self-esteem to achieve their true potential.

All children will access a rich, ambitious, challenging curriculum; one that is broad balanced and relevant, fostering curiosity, creativity and a life-long love of learning. It will prepare them well for each stage of education, employment or training and enable them, as educated citizens, to contribute to creating a better world.

Our Lady of Hartley. Statement of Curriculum Intent September 2026.

Philippians 4:9 'Whatever you have learnt, or received, or heard from me, or seen from me – put into practice.

Informed by the teachings of the Gospel, Our Lady of Hartley offers a rich, varied and inspiring curriculum that allows all children to reach their full potential. Community links are built into the curriculum to provide opportunities for broader educational skills that enhance children's understanding of real life experiences. Our engaging and purposeful curriculum means all learners are nurtured in God's love.

1.0 Introduction

At Our Lady of Hartley we teach French to all our children as part of our normal school curriculum. We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of a MFL promotes initiative, confidence and independent learning and encourages diversity within society.

2.0 Curriculum

A whole school approach to MFL is desirable, and although languages at Foundation Stage and KS1 are not statutory, Our Lady of Hartley Catholic Primary School now teaches French from Year 1 through until the end of KS2.

Aims and Objectives The aims of learning a foreign language at KS1 are the same for those at KS2:

- Foster an interest in learning another language
- Introduce young learners to a different rich language environment in a way that is enjoyable and fun
- Stimulate and encourage learner's curiosity about language
- Encourage learners to be aware that language has structure and that structures differ from one language to another

- Help learners to understand cultural differences in other countries
- Develop their speaking and listening skills

The scheme of work for MFL at KS1 will give the children a basic grounding in French and will complement the scheme of work for MFL at KS2. At KS1 the children will be introduced to 4 areas of language learning (Listening, speaking, reading & intercultural understanding) but in an age/stage appropriate way.

Intent:

Our Lady of Hartley intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils (across KS1 and KS2) will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning – the ultimate aim being that pupils will feel willing and able to continue studying languages beyond KS2.

Implementation:

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents provided in the form of Language Angels unit planners to ensure the correct units are being taught to the correct classes at each stage of the year. Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each term.

We have a special 'French Day' each year on Bastille Day (in addition to celebrating other cultural events throughout the year) where the children have the opportunity to dress up, sample French food and learn more about the French culture.

Please see the curriculum map attached for further detail about our languages curriculum at Our Lady of Hartley.

Impact:

Children's progress and attainment in languages is continually assessed through a range of means, including children's ability to retain and recall vocabulary, children's written work and oral skills as well as the ability to independently express their learning within the classroom. This is evidenced using Language Angels assessment materials.

3.0 Cross Curricular Links

Geography – learning about another country and different cultures feeds into the children’s understanding of the world they live in and since cultural understanding forms an important part of language learning, this links well with geography.

English – studying another language helps the children to form a clearer idea of how English works as well. It develops their understanding of grammar when looking at different sentence structures and word classes, it helps them to appreciate different shades of meaning when learning or being exposed to new vocabulary, not to mention the useful dictionary skills common to both of these subjects.

History – looking at how people first started communicating informs children’s understanding of how different languages began and why there isn’t always a direct translation for every word. There are also many historical events and figures it’s useful to learning about when studying other cultures.

Computing – pattern recognition is a key aspect of computational thinking which plays an integral role in understanding texts presented in another language. Children need to spot patterns in sentence structures, understand the word classes and get clues from context as well as spot similar graphemes to understand how to pronounce unfamiliar words.

Science – not only does science provide many exciting contexts for learning, such as animals, space and the world around us in general, scientific vocabulary has a high number of words that are similar in both languages, which are useful for language learning.

4.0 Assessment and Recording

Most assessment is formative and is used to support teaching and learning and inform future planning. The MFL teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. If any written MFL work is produced, it is marked in line with the school policy on marking and kept in individual French Folders. Whole class activities are recorded in the class Big Books. In Key Stage 1, most of the pupils’ work will be recorded in the class Big Book.

5.0 Resources

All interactive French resources are currently sourced from Language Angels. There are further resources of DVDs and books in Mrs Shaw’s classroom.

6.0 Equal Opportunities

- All pupils shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified. Groupings for MFL will generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, and it is also appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

7.0 Differentiation

- The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Different levels of challenge are offered within each lesson, to support or extend where necessary.

10.0 Responsibility

The subject leader for MFL is responsible for:

- Providing leadership and vision
- Updating the MFL policy
- Carrying out the requirements of the school development plan linked to MFL.
- Monitoring the delivery of the published scheme of work and advising the head teacher on action needed
- Identifying appropriate INSET/training
- Supporting colleagues in their planning and implementation of the scheme of work and in assessment the progress of their children against the age related expectations.
- Planning, providing and maintaining resources.

11.0 Review

- This policy will be reviewed bi-annually by the MFL subject leader and leadership team and shared with the school community.