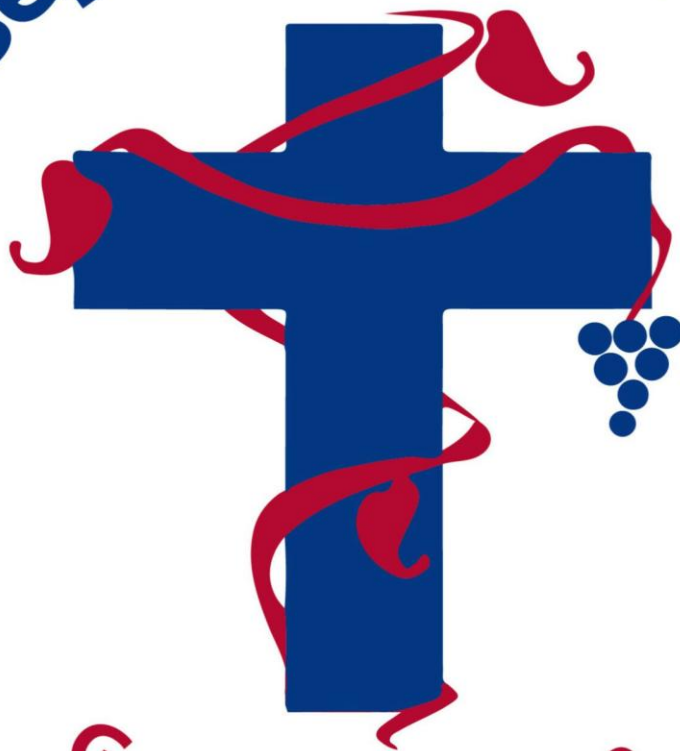


St Joseph's Catholic School



Growing in Love

MFL Policy

Our Mission Statement

At St Joseph's we pride ourselves on our mission statement: 'Growing in Love, in the Spirit of Christ, for the benefit of all'.

We feel our Mission statement 'Growing in Love, in the Spirit of Christ, for the benefit of all' reflects all we stand for as a community. We put the example of Christ at the centre of all we do to help us grow socially, academically, spiritually, morally and physically in our learning and our friendships. We do this for ourselves as well as for the members of the school, parish, local, national and international communities in which we live.

Our Vision

At St Joseph's, our mission is to nurture a compassionate Catholic community inspired by the life and teachings of Jesus Christ, embracing every individual and all aspects of our school life. Guided by His message of love and forgiveness, our pupils, staff, parents, and governors work together to uphold and strengthen the school's Catholic ethos.

We are committed to offering a stimulating and well-balanced curriculum that reflects our values, while supporting each child in reaching their fullest potential. At St Joseph's, every person is valued, and we encourage mutual respect for one another and for the world around us.

Statement of Intent

We believe that the study of a foreign language (FL) is an essential part of children's learning. By introducing a language at primary school, we believe that we are able to provide pupils with a good foundation on which to build their knowledge and skills later on in their languages education. It enables them to understand *how* to learn a new language and that each language has its own set of grammatical rules. It should also allow pupils to be able to communicate for practical purposes and can even equip them for work and study in other countries, both in terms of communication and in a cultural context.

Equal Opportunity Statement

The Governors and Staff at St Joseph's believe that all people are entitled to equal opportunities, respect, and consideration regardless of race, colour, creed, gender, disability, or personal circumstances. Therefore, we are opposed to any form of prejudice or discrimination which denies people this equality. This principle applies to both adults and children in our school.

Rationale

Our FL curriculum is underpinned by our principle value of providing high quality educational experiences which are focused on continued improvement in standards and the development of independent and responsible learners.

Aims and Objectives

These are the core values upon which we have based our FL curriculum:

- Ambition for all our pupils.
- Meeting the needs of all our pupils from their individual starting points, building sequentially on prior learning.
- We recognise that every child has a range of different strengths, interests and learning styles.
- All children should have self-belief and experience success in FL.
- All children should have a balanced education in FL which covers a range of topics which are useful and relevant.
- All children should have the opportunity to talk, write and read in French.
- All children should be given opportunities to share their learning with others, both orally and in writing.

Through this, we aim to:

- Promote high standards of attainment and achievement.
- Promote a positive attitude towards FL so that our children develop a life-long love of the subject.
- Enable all children to have high self-esteem and pride in their work.
- Encourage children to value and produce high quality work, taking pride in all that they do and being proud to showcase their achievements.
- Encourage and support children in taking ownership of their learning, providing them with opportunities to work independently.

MFL in the Classroom

The FL curriculum at St. Joseph's is rooted in the teachings of the Catholic Church and the National Curriculum.

Key Stage 2

Children begin to learn French in Year 3 and continue until Year 6. The language of French will be taught using the scheme *KAPOW* to the school. **For a detailed overview of units covered in each year group and the phased approach, please see the Languages Intent document.**

Programmes of Study/ Process Of Teaching/ Lessons

The Kapow scheme provides six units for each year group (five for Year 6) with five lessons in each unit. All pupils in Key Stage 2 will be taught French by the class teacher for the equivalent of at least 30 minutes each week. Teachers will have the flexibility of teaching for half an hour each week, or an hour's lesson once a fortnight. We want to ensure that French is embedded in our whole school curriculum and that opportunities for enhancing learning by using French are always taken. For example, pupils could be encouraged to use French for greeting friends in the morning, answering the register or practising times tables. Knowledge organisers will be provided to help children retain the vocabulary, language structures and facts they are taught each term.

Each lesson within a unit is organised with an 'attention grabber', 'main event' and 'wrapping up' activities. Every lesson will involve practising and learning new vocabulary and using authentic sources to develop skills in listening, reading and writing. New vocabulary is taught using a 'listen and repeat' structure and to reinforce the learning, actions, rhymes and songs are used. Practical activities, such as matching and

sorting activities are often included in lessons. In the Kapow lesson plans, links are provided to the resources needed for each lesson. As well as the downloadable resources, we have a good selection of physical resources (puppets, games, inflatable balls, CDs, word cards etc). Pupils will complete many of the activities with a partner or a group and will not need to record their work individually. However, there will be occasions when pupils are asked to complete a short written task or diagram independently and each child will have an exercise book in which to record their individual tasks.

By the time pupils leave St Joseph's, we aim for them to have developed a love of learning French and to be well-prepared to continue their journey of learning MFL at KS3. We intend that children should master language learning to such an extent that they can apply their skills to learning other languages, and go on to have careers within languages and make use of languages effectively in their everyday lives.

Feedback

Feedback should be given in a timely manner, have an impact upon the pupils' learning and be in line with the Feedback Policy. It is expected that written and verbal feedback is only given for the benefit of the pupils, one lesson per week should be recorded using the whole class feedback sheets.

Children should assess their learning at the end of each lesson using the topic pages, then whilst marking the work, teachers should all assess the child's learning, as well as highlighting the LO green or orange. Each lesson should open with general feedback from the previous lesson.

High frequency spellings should be highlighted in yellow and key vocabulary should be corrected to age expectations.

Assessment and Monitoring

KAPOW French assessment focuses on spiral curriculum and language detective skills, integrating speaking, listening, reading, writing, grammar, and intercultural understanding into units. Assessments are embedded within lessons through various activities like role-play and games, with differentiated guidance and teacher support to ensure all pupils can access and progress. The scheme aims to meet National Curriculum targets, with a focus on building confidence for practical communication and developing a strong foundation for future language learning.

The Role of the MFL Leader

The **Modern Foreign Languages (MFL) Lead** plays a key strategic and operational role in shaping the delivery and development of language learning across the school. As a subject leader, the MFL Lead is responsible for promoting a high-quality languages curriculum that inspires pupils to develop a love of languages, cultural awareness, and the skills needed for effective communication.

This role involves curriculum planning, staff development, and ensuring high standards of teaching and learning in languages. The MFL Lead also monitors pupil progress, supports staff with subject-specific pedagogy, and leads enrichment opportunities such as language clubs, international events, or school exchanges.

Acting as an advocate for language learning, the MFL Lead fosters partnerships within and beyond the school, contributes to whole-school improvement priorities, and ensures compliance with national curriculum requirements and examination specifications.

This policy is monitored by the Modern Foreign Language Lead. It is evaluated and reviewed annually by the school Governors, and the whole staff.