



**Grange View C.E. First School**  
 Grange Road, Widdrington  
 Morpeth, NE61 5LZ.  
 Telephone: 01670 790 686  
 email: [admin@grangeview.northumberland.sch.uk](mailto:admin@grangeview.northumberland.sch.uk)  
 Headteacher: Mrs Louise Laskey



***We aim to SPARKLE!***

**Our Christian Vision is that- Everyone sparkles.**

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

*So don't hide your light! Let it shine brightly before others.*

**Matthew 5:16** The Passion Translation of the bible

**Our Ethos**

**The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom**

**Our Aims**

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



# Grange View C.E First School

## MFL Curriculum Policy

April 2020

The National Curriculum states that:

*"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."*

At Grange View, we understand that MFL is an excellent opportunity for children to develop language acquisition skills and understand other countries and cultures. It is important for the children to understand that the world that they live in is vibrant and full of lots of difference communities. MFL offers the chance for children to learn more about the world around them and appreciate the similarities and differences of their own lives. MFL will equip children with a range of transferable language learning strategies, so they can develop it in later life.

As we believe it is important for the children to learn about other cultures and communities through MFL, we celebrate the European Day of Languages annually. Through this, the children learn about the language, culture and lifestyle of these countries.

## Aims:

In line with the aims of the National Curriculum for MFL, at Grange View, we aim to ensure that we:

- To raise the level of aspiration and achievement for all our children
- To nurture our children's language acquisition skills
- To encourage an inclusive language learning environment
- To stimulate and encourage children's curiosity about language
- To introduce our children to other languages in a way that is enjoyable and fun
- To help children develop an awareness of cultural similarities and differences between communities and countries

## Planning:

At Grange View, we believe that children learn best when learning activities are well planned, stimulating and challenging, ensuring progress in the long, medium and short term.

Planning is undertaken on three levels:

- Long term planning:  
Long term planning has been designed as a staff to ensure the National Curriculum is covered both in knowledge and skills throughout each year and that effective repetition and revisit of core skills is established. Teachers are encouraged to use professional discretion when deciding how long is needed to be spent on particular objectives whilst ensuring all objectives are covered by the end of the academic year. Long-term plans are used to inform medium term planning.
- Medium term planning:  
Medium term planning is carried out half-termly. Teachers work in key-stage teams to identify and select objectives, using the Long Term Plan as guidance. In key-stage teams, teachers are responsible for generating medium-term planning overviews using the school's pro forma and ensuring that these are made available on the school website.
- Short term planning:  
Short term planning is carried out on weekly basis. Individual teachers are responsible for the planning of thoughtful, stimulating weekly lessons for their class.

The school does not have a set pro forma for short-term planning, but it is expected that staff will detail the intended learning for each lesson, the teaching activities to be used and the learning outcomes.

- Planning across the curriculum

At Grange View, we believe that the elements of the MFL curriculum thrive when applied in a relevant context, which may often be cross curricular. It is important that our children are aware of the potential of language across the curriculum. By approaching the planning process in a cross-curricular manner, teachers are routinely identifying opportunities for our children to realise this potential and develop their skills.

### Teaching and Learning Strategies:

At Grange View, we use a variety of age-appropriate teaching strategies to cater for the varied learning styles of our children.

In the EYFS and Key Stage 1, the children access MFL through our EDL celebration. The children will revisit the work and language they learnt throughout the year as revision.

In Key Stage 2, we teach MFL as a standalone lesson but sometimes we are able to link it alongside other curriculum areas. The lessons involve whole-class, collaborative or individual activities.

The principles and features that characterise our mastery approach with relation to MFL are:

- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. The questioning and scaffolding individual pupils receive in class as they work through problems will differ and pupils who grasp concepts rapidly are challenged through more demanding problems which deepen their knowledge further.
- A language rich environment is central to the teaching and learning process. Precise pronunciation of the MFL is modelled in context by staff and then children are encouraged repeat, whether this be with their talk partner or to their class as a whole.
- Practice, making mistakes and consolidation play a central role to learning.
- Teachers use precise questioning in class to test and promote understanding.

## **Assessment:**

Assessment is regarded as an integral part of the teaching and learning process at Grange View. MFL is assessed with the aid of specific skills and knowledge assessment sheets created by the subject leader for each year group and termly focus.

Assessment is primarily formative due to the nature of activities and the learning process in MFL, however the teacher will also record the learning in more detail for three pupils ranging in attainment within the class who will have their knowledge and skills monitored and recorded as a representative sample of the class.

At Grange View, the key sources of assessment in MFL are:

- Informal annotations on planning
- Discussions with and observations of individual or groups of children
- Photographs or videos showing children's work process or outcomes
- Peer- and self-assessments
- Written work
- Termly Assessment progress sheets

## **Marking:**

A large proportion of feedback provided to children in MFL is verbal, as part of their oracy and foreign literacy skill development. This discussion, feedback and questioning is vital so that children are able to review their speaking and listening skills continuously, making changes and improvements as necessary. If the children have completed written work, their work will receive written marking appropriate for the task they had completed.

Children are also encouraged to actively participate in the marking process through self- and peer-assessment. This may be verbal or written.

## **Continuing Professional Development:**

All staff are encouraged to develop, assess and improve their teaching of MFL. Where a member of staff feels a need for particular INSET, discussions should take place with their line manager as part of their Performance Management.

At Grange View, we encourage staff to attend school-based INSET as well as external training courses advertised through the online E-Courier. We also involve staff with policy and decision making, as well as provide opportunities for in-school coaching where staff can both work with and observe other colleagues.



## Monitoring and Evaluation:

It is the responsibility of the MFL subject leader to produce an annual action plan in order to effectively plan, monitor and evaluate the development of the subject across the school.

Within the classroom, monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of both the MFL subject leader and the senior leadership team. It involves lesson observations, work scrutinies, learning walks, pupil interviews and planning reviews.