

Modern Foreign Languages Curriculum

We believe that the learning of a language provides a valuable educational, social, and cultural experience for our children. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. In line with the National Curriculum, we aim to develop and extend children's knowledge of how language works. We aim to provide children with the confidence and independence to explore and be able to attempt manipulation of the structure of language, and in doing so, develop the linguistic skills needed to assist and lay the foundations for further language learning.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	The school's curriculum meets the National Curriculum programme of study. Children follow Oak Academy for French and follow the same sequence for Polish. The pupils begin to learn a language through speaking and listening and then also learn to read and write.	Pedagogical Approaches	The pedagogical approaches to the teaching of languages are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge 	Approach to Assessment	Assessment is across the four language skills and the progress made in these. The priority at the early stage is for pupils to fully participate in the lesson so this is monitored. Over time, the teacher can monitor the pupils' pronunciation and responses to what they hear. Informal assessment takes account of endpoints for each stage.
End Points	Substantive knowledge represents the content that is taught in each year group – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember	Teachers' Expert Knowledge	The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	There is no published data for languages at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end-of-year report.
Sequencing	The curriculum has been carefully sequenced to provide progression through the stages. Listening is the first skill that humans develop so this comes first, and speaking is introduced alongside it. Later, the curriculum includes reading and writing, which have a symbiotic relationship. Children revisit and deepen their knowledge and understanding in the next year group as they move through school.	Promoting Discussion and Understanding	Learning the skills of one language means that it is easier to learn another. The priority in the early stage is for the pupils to be fully immersed to learn the language naturally. Discussion in the language is encouraged. In later stages, there is more opportunity to discuss sentence structure and grammar.	Pupils' Work	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer through their work, to support themselves with new learning and retrieve key elements of previous learning. Evidence will be recorded in a variety of forms.
Local Context	Sheffield is one of the most culturally diverse cities in England with over 120 languages spoken. Within our school, there are an increasing number of bilingual pupils and pupils with English as an additional language. A number of pupils speak Polish as well as a member of staff. We use this expertise to deliver a Polish curriculum in one year group.	Knowing More and Remembering More	The programme is designed to promote repetition during each session. Through the stories and songs, the vocabulary and language structures are transferred into long-term memory. Later, where pupils are learning key vocabulary and verb forms, memorisation techniques are introduced. Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory	Talking to Pupils	The subject leader will dedicate time regularly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform an evaluation of the quality of teaching and learning.
		Teacher Assessment	Formative assessment is the key focus. During the early stages, the teacher monitors the pupils' engagement in the lesson. The teacher assesses formatively in each lesson to inform future teaching. Children will have opportunities to evaluate and recognise their own success. Task design allows children to demonstrate their progress.		