



Manland Primary School-Intent, Impact and Implementation of Modern Foreign Languages



This document outlines how our school community work together, to ensure a rich and engaging MFL curriculum for all learners across the school.

Intent	Implementation	Impact
To ensure that children develop competence in the language taught and develop their skills in learning a foreign language.	Lessons are well-planned and include a wide range of resources. Children are taught skills which are then built on year on year. At Manland, children in Key Stage 2 are taught French.	Pupils at Manland enjoy the experience of learning a foreign language and develop skills that they can develop further throughout their school career.
To utilise a clear progression document for MFL which maps out the skills taught across all year groups.	The MFL teacher is clear about which skills to teach in each topic they cover and therefore teaches high quality lessons which build on children's prior knowledge, skills and understanding. At Manland, we follow the Salut! Scheme of work to teach a range of French skills.	Pupils at Manland are able to articulate what they have learnt, new discoveries they have made and how their new learning links to previous learning.
To provide an interesting and varied curriculum which will meet the needs of children from all backgrounds, cultures and abilities.	The MFL teacher ensures there is a balance of skills and topics in the curriculum provided so it is relevant for all children. Assessment for learning is employed to ensure that children are supported or challenged in learning a foreign language. Lessons are full of French speaking, listening activities and games.	Pupil interviews show that children feel fulfilled and enthused by the subject of MFL. They can talk about what they have enjoyed in their lessons. They feel language learning is relevant.
To try, wherever possible, to make links between MFL and other subjects.	Where possible, cross curricular teaching takes place. Links are made between Geography and History amongst other subjects, so children have a very good understanding of where the language they are taught is spoken. Children are able to share their own experiences of language and the languages which they speak at home.	Monitoring of work shows that cross curricular links are being made. Children develop their mother tongue literacy skills, as well as other cross-curricular features such as numeracy and thinking skills, geographical and historical skills.
To monitor pupil progress in MFL on a regular basis.	One of our teaching assistants has a speciality in French, therefore she teaches the children their MFL lessons. The MFL teacher is supported if they feel they need to gain further knowledge or skills and regularly updates class teachers and the MFL subject leader about pupil's progress and attainment. Pupils' progress is monitored by the subject leader. For example, through lesson observation and pupil voice.	The MFL teacher is confident of their skills and this is evident in lesson observations and pupil feedback. The MFL subject leader helps the MFL teacher to monitor pupils' progress where needed. Pupils are supported to make good or better progress in their language learning.