

Intent: Our aim at LFADM is to an opening to other cultures. We will provide opportunities to explore and deepen their understanding of the world. We aim to 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. We also provide opportunities for children to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching at LFADM provides the foundation for learning further languages, equipping our children to study and work in other countries. A variety of children within our community are extremely talented and learn various other languages or already speak them upon arrival. Encouraging children to share their incredible skills of language acquisition, it inspires others within the classroom to being their own journey to immersing themselves within a different culture through language.

The curriculum in MFL: To support the delivery of our curriculum we adapt the scheme 'Language Angels'. We have organised our curriculum in a two year mixed age cycle covering key aspects such as: Early Language, Intermediate, Progressive and Core Vocabulary. This ensures that there are small, incremental steps to the key concepts and knowledge that is being taught throughout KS2.

Focus actions for 2021/2022:

1. Ensure there is correct coverage across all year groups of MFL being taught by using 'Language Angels' guidance as support.
2. Ensure curriculum planning is fit for purpose and has all the necessary active ingredients to cater for needs of all learners.
3. To implement high quality resources with clear progression to support class teachers.

Implementation:

- There will be one topic taught over a half term period and the lessons are approximately 30 minutes long. This will often be structured in one hour session with two sessions following on from one another and one piece of learning in children's books or taught in separate 30 minute slots depending on a particular class's timetable. We aim to get at least 3 pieces of written learning in children's books per unit.
- A clear pathway of knowledge and skills is mapped out to ensure the correct pitch and expectation across different year groups.
- Learning environment reflects the lesson sequence with high quality examples of children's learning shared.

What does our planning include?

- Do Now and retrieval.
- Lessons sequence of how this lesson fits into the bigger picture of the project.
- Progression of knowledge and skills.
- Learning objective

What approaches to T&L do we use?

- Adapted Rosenshine principles which are outlined on our short term planning template.
- Quizzes
- Partner/group talk during whole class teaching.
- Outdoor opportunities e.g. fieldwork/use of allotments/forest school as part of our curriculum offer.

How do we provide feedback for children? ---

- Live marking is a strategy used by teachers and LSAs.
- Written marking in books to recap key learning point or extend learning.
- End of project quizzes to check what children have remembered.

Key resources in school:

-NC documents, Language Angels platform, progression of skills outline, pronunciation support on planning, survey maps.

Adapted approaches to learning:

-Teachers will have a range of scaffolded strategies to use for individual children. For example: templates to support writing

How do we evaluate the impact of T&L?

- Learning analysis to help us understand the quality of learning within the classroom and an opportunity to provide feedback throughout our Walkthrus CPD curriculum for staff.
- Monitoring planning to help us understand when progression of skills and knowledge is being taught.
- Book look to see if planning matches outcomes.
- Pupil voice to help us understand pupils' knowledge in geography and their thoughts and opinions.
- Evaluate content being covered for the next time this is taught.