



CAWTHORNE'S ENDOWED PRIMARY SCHOOL

National Curriculum **SUBJECT GUIDANCE** for

Modern Foreign Languages (MFL)

PLANNING for DELIVERY

MFL is taught as stand alone lessons throughout Key Stage 2 school on a rolling programme. The subject is taught as French lessons. The rolling programme can be found in the shared school googledrive folder.

French teaching is supported using Rigolo 1 and 2 Programme of Study. Over the course of the rolling programme all of the skills and knowledge required by the National Curriculum are covered. Rigolo was chosen to support the delivery of French in school as it effectively gives comprehensive coverage and is a highly interactive course which provides non-specialist teachers confidence to teach the curriculum. The mapping grids for Rigolo 1 and 2 can be found in the shared school googledrive folder.

Key Stage 2 has a 45 minute lesson each week to ensure sufficient time for teaching and practising the skills taught.

PROGRESSION and DIFFERENTIATION

French sessions are taught on a two year programme for Key Stage 2. This allows a progression and a build-up of skills over this period. Where a unit relies on previous knowledge being built upon, a recapping of previous knowledge is encapsulated into the unit to ensure that progression is made. Suitable objectives are used for all pupils and are differentiated accordingly.

Each unit has suggestions for ways in which to provide for children working at different levels to ensure that they are supported. This is according to the ability of the child. Many opportunities are given for mixed ability pairs or groups which is beneficial for sharing knowledge, developing skills including spoken and where appropriate written French.

CHALLENGING THE HIGHER ABILITY

The learning activities are differentiated so as to provide appropriately challenging learning for all pupils. Many of the activities are differentiated by outcome as well as the provision of differently levelled starting points. There are extension activities for higher abilities which have been developed particularly with talented or gifted children in mind.

SUPPORTING SEND

Children requiring additional support are given this where appropriate and in accordance with their Pupil Passport. Regular interventions are in place for children identified as needing differentiated support which is reviewed termly to assess suitability on an intent, implementation and impact cycle. All work is differentiated to the needs and abilities of the children, this is through questioning, support, expectation, work set and outcome.

ASSESSMENT and Record Keeping

Teachers are constantly assessing children through questioning, observation and through the work created. Evidence of engagement with learning activities will be regularly collected through photographs, printouts and written work in their workbooks. Children will contribute towards the Whole Class Book in order to show the progression of learning and to use as an assessment tool. Children will also be encouraged to assess their own and other's work against specific learning objectives.

Summative comments are written on end of year reports to parents. Annual report comments are to be recorded at the end of each unit of work. This should be written in the light of the skills and knowledge that each child has acquired and developed throughout the unit.

