



Pollington-Balne C of E Primary School Curriculum Statement

MFL

'To learn a language is to have one more window on the world.'
Chinese Proverb

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The schools' senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Monitor planning to ensure that all KS2 classes are taught the full requirements of the national curriculum for languages and that all lessons have appropriate learning objectives.	Our typical teaching sequence will: • Place the countries in which the language is mostly spoken in the context of previous learning, using links to Geography, globes and world maps. • Each lesson will start with a revisit of previous learning followed by an assessment question relating to the context of the forthcoming lesson. • A cycle of lessons for each subject, which carefully plans for progression and depth (engage, develop, teach and apply) linking to the Rising Stars Scheme of work. • Specify key vocabulary to be previously identified and planned for. • Learn about cultural similarities and differences.	Pupil Voice will show: • A developed understanding of culture, vocabulary and grammar in the school's chosen language. • A progression of understanding, with appropriate vocabulary and grammatical structures which support and extends understanding • Confidence in discussing their language learning.

	• Pupils will be able to communicate their linguistic knowledge and understanding appropriately to a range of audiences • Pupils will demonstrate their ability to evaluate their learning. • Pupils will have knowledge organisers which outline knowledge (including vocabulary) that all children must master • Retrieval practice: previous learning is reviewed regularly to increase storage in both short and long-term memory.	
The curriculum leader will: • Ensure that the children develop a curiosity for and coherent knowledge and understanding of a language. • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in ‘knowing more and remembering more’ as linguists. • Ensure an appropriate progression of language skills and knowledge is in place over time so that pupils are supported to be the best linguists they can be. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Keep up to date with current language pedagogy research and subject	Our classrooms will: • Provide appropriate quality equipment for each area of the curriculum. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills	Displays around school and books will show: • Pupils have had opportunities for practice and application of skills and knowledge. • A varied and engaging curriculum which develops a range of linguistic skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the language curriculum.

development through an appropriate subject body or professional group. • Create progressive and coherent curriculum maps for the subject (including knowledge, skills and vocabulary). • Support and offer advice to colleagues on issues related to the subject; • Support staff development and improve the quality of teaching and learning over time; • Monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny; • Monitor and evaluate teacher's planning and teaching; • Keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update; • To liaise with appropriate bodies e.g. other schools, governors, the LA etc. about matters relating to their subjects;		
The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader: • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally ask for support for any particular subject knowledge and skills gaps prior to teaching.	Our children will be: • Engaged and enthusiastic because they are challenged and excited by the curriculum which they are provided with. • Metacognitive learners who can independently overcome barriers and understand their own strengths and areas for development.	The curriculum leader will: • Celebrate pupils' learning through planned displays. • Collate appropriate evidence over time to demonstrate that pupils know and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels.

• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Will develop an excellent knowledge and understanding of the language and related cultures.	• Critiques of their own historical work because they know how to be successful. • Safe and happy learners. • Encouraged and nurtured to overcome barriers to their learning or self-confidence because feedback is positive and focuses on language skills and knowledge • Develop language skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.	• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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