

St. Peter's CE Primary, Farnworth



Curriculum Policy

MFL

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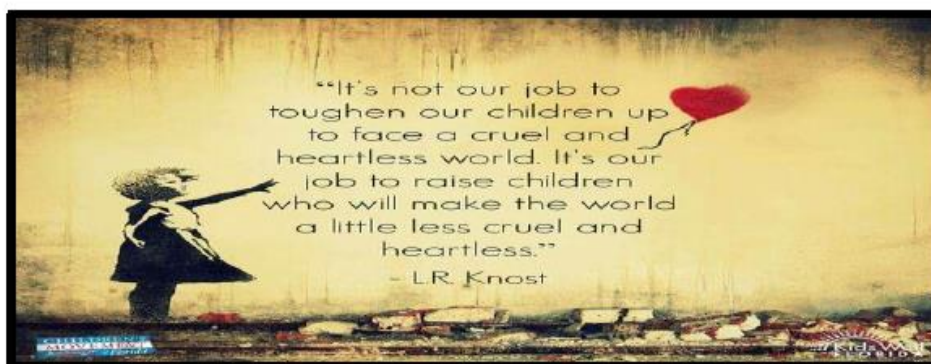


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

"For I know the plans I have for you", declares the Lord "plans to prosper you and not to harm you, plans to give you a hope and a future." Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is **knowing who I am,**
what I love and **being proud to be me.**

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5;16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

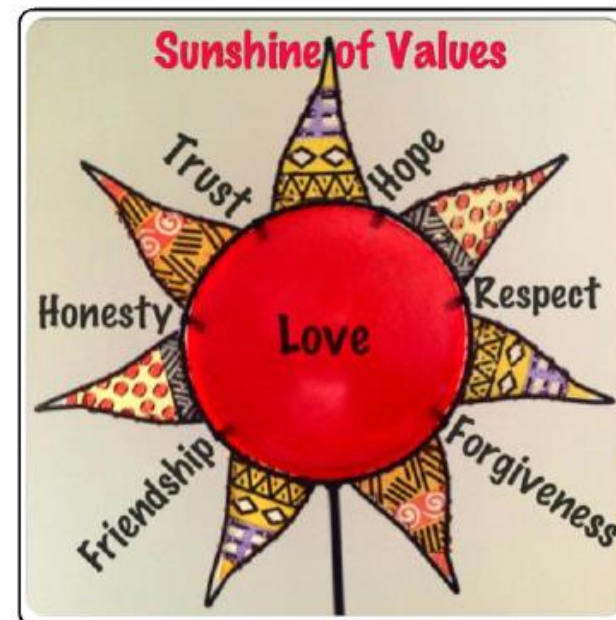
St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other. Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of intent.

Curriculum Statement

The curriculum, in its widest sense, firmly underpins the schools mission statements and school motto of **“Learn, sparkle & shine...”**. Every pupil has access to a rich, broad, balanced and differentiated curriculum in order that the needs of all children are provided for, with regard to their abilities, gifts and talents. We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage which includes the seven areas of learning.

These are the 3 prime areas of physical development, personal, social and emotional development and communication and language and the 4 specific areas of literacy, mathematics, expressive art and design and understanding of the world.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & citizenship are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out below.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & shine...”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
- Have high expectations for all groups of children - Have strong subject knowledge - Promote independence - Promote confidence - Offer praise and encouragement - Are enthusiastic and positive about learning - Model good learning - Offer high quality conversation and talk	- Have a distinct knowledge base - Are purposeful - Are memorable - Are active - Are engaging - Are focussed - See children and teachers working as a learning team	- Develop basic skills - Meet children's individual learning needs - Broaden and extend experiences - Offer an opportunity to try new things - Are cross curricular if appropriate - Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

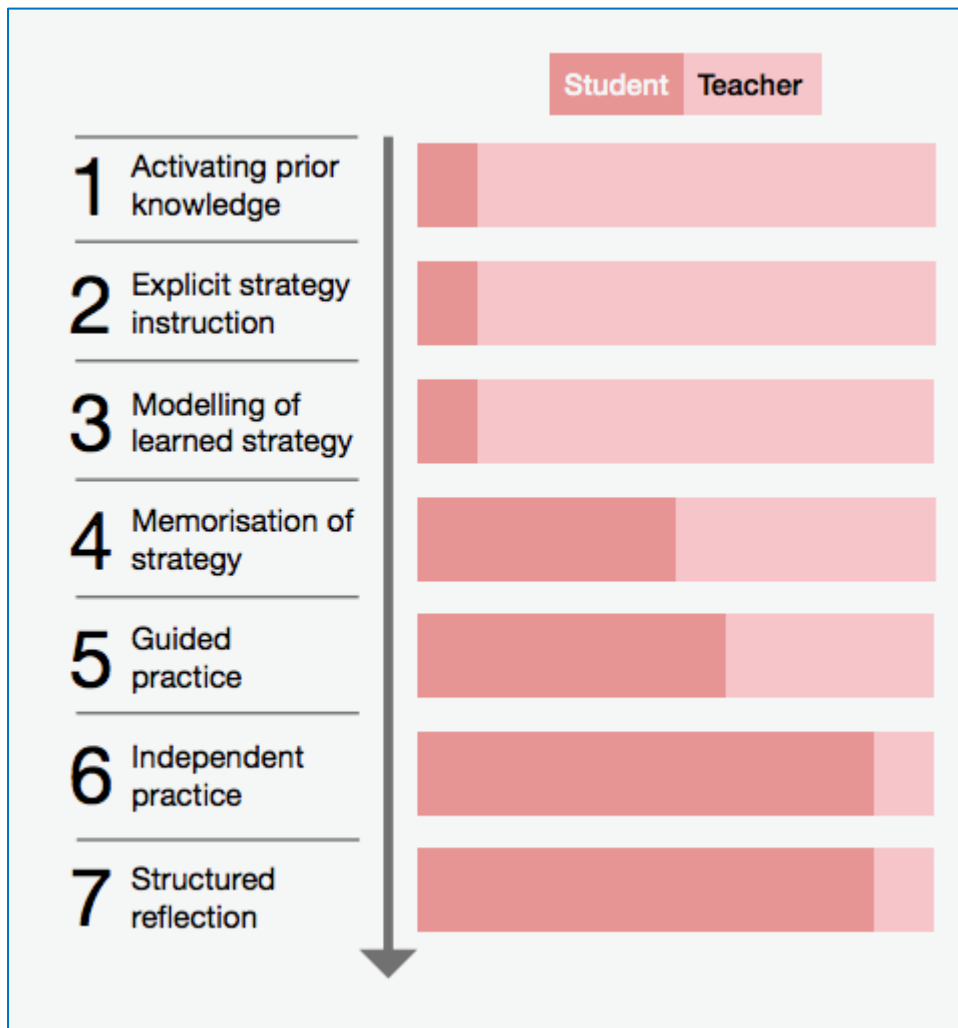
Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

—B.R.

Language Specific Sequencing.



Subject specific guidance MFL French

Curriculum design

At St Peter's, our chosen language is French. The rationale for this is due to French still being the most taught language in both Primary and Secondary School (British Council Language Trends 2023), and also due to staff feeling most confident in this language. French is delivered by a Specialist teacher and there are also other staff members who possess a strong background in French.

The curriculum is provided by Linguastars Education and is designed and progressively mapped to the DfE standards for Languages at KS2. At St Peter's we aim to ensure pupils can learn, sparkle and shine in languages by delivering a curriculum rich in oral and written skills, as well opportunities to grow their cultural capital. Learning is purposeful and practical which creates smooth transition to KS3 and beyond.

Planning

The school currently follows the Linguastars Education scheme of work. This comprises of 36 lessons for each year within KS2. Each year group studies the same topic but with increasing complexities and structures of language, allowing children to build upon prior learning through recycling and language manipulation which leads to spontaneous language. French is planned and taught in all KS2 classes by a specialist teacher. Planning is mapped through topic/unit which consists of around 9 weeks. Staff members have access to this planning via a medium-term plan. If the specialist teacher is unavailable, French should be taught by the class teacher using the medium-term plan to guide them. The MFL teacher makes use of both formative and summative assessment and uses these to plan and determine the sequence of teaching. Lessons are adapted for individual needs where necessary. However, it is important to note that adaptations are not always necessary to reach ARE in each DfE standard. Therefore, this will be on a lesson by lesson basis.

Curriculum coverage and progression of skills

The curriculum has been designed around the 12 standards from the DfE. Topics have been chosen based on the most popular topics taught in KS3, to ensure smooth transition between Primary and Secondary School. A progression map details the skills covered and objectives specific to each year group. Over the course of each topic/unit, children will access language through the four modalities (listening, speaking, reading and writing) and also through grammar. This ensures a thorough exploration of phonics, vocabulary and grammar to underpin the essentials of language learning. Children will record a minimum of two pieces of work in their books each term.

Rationale behind chosen content and timings

The chosen topics currently for French are Greetings and Introductions, Family, Pets and Animals, Sports and Hobbies, Food and High School Transition. Each year group will study a minimum of 4 of these units. This means that in most year groups, the same topic will be taught but with added complexities and skills, expanding on phonics, vocabulary and grammar. These topics have been chosen as they are the most commonly taught subjects in KS3. In addition to this, studies show that revisiting topics and skills and building on them will lead to much more success in long term memory and avoids cognitive overload. Finally, official publications such as those seen in the National Consortium for Language Education suggest that topics should be purposeful and linked closely to areas that are well known to the children being taught. Therefore, our topics ensure to achieve this.

Teaching and learning within MFL at St Peters

Warm up/Can you still?

Previously learnt phonics, vocabulary and grammar is revisited at the start of the lesson. Warm up activities include asking and answering previously taught questions, matching vocabulary or fitting the correct sound into a newly learned word or phrase.

Whole class teaching

A discrete lesson of French must be taught every week for 30 minutes. The NCLE suggest that French should be taught for a minimum of 1 hour a week. Due to restraints on curriculum time, we aim to add the additional 30 minutes through re-visiting learning throughout the week. This can include playground games, quizzes, taking the register, or using questioning during other aspects of the day.

Lessons may take the form of speaking and listening activities with the teacher or in pairs and groups, whiteboard games and activities or completing a written task in books. They may also include listening to native speakers during listening activities and using decoding skills to read and translate.

Assessment

Assessment can be formative or summative whichever is more relevant or beneficial and both are used throughout the teaching cycle. Formative assessment will be informal and take the form of teacher's notes, feedback and continuous observation which will then inform future lessons. Summative assessments are completed at the end of each topic/unit, either by the class teacher or the specialist teacher. These assessments directly link to the DfE standards.

The subject leader for French will look at work completed in class as well as summative assessments to make an informed decision on a child's ability to meet the objectives. This data is kept on a tracker and will be used to inform and adapt planning as required.

Organisation of resources

Children are encouraged to become independent learners. All classrooms have a range of resources available to effectively carry out the tasks set. Children are made aware of where resources are and how to find them, use them and replace them.

As children mature and gain in confidence they are given the opportunity to select the resources appropriate to the tasks that are set.

Language specific resources are provided by Linguastars Education.

Use of ICT

We recognise that the use of ICT can vastly enhance the teaching of MFL and there are many worthwhile apps and programs that staff use. MFL lessons use the interactive whiteboard for most lessons which demonstrate the four modalities of language learning. In addition to this, the use of ipads, tablets, dictaphones and other recording devices may be used for certain aspects of work.

Role of the subject leader ([link to subject leadership policy](#))

- Work with the class teacher to offer support on developing their own CPD as well as liaising regarding the progress of children within their class.
- Ensure planning is shared and understood. Liaise with teachers should adaptations need to be made.

- Ensure staff are engaged and are supporting children within their classes.
- Arrange for specialist opportunities as needed such as extra-curricular clubs and penpals.
- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.
- Identify areas for assessment and recording in various ways the work children produce.
- To attend courses/conferences to learn about new innovations in MFL in KS2.
- To encourage parental support in home practice/learning.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, NQT's will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to NQT's if there are areas that the NQT would like to discuss.

Maths

Counting in French.

Understanding quantities.

Cross-curricular links

Science

Language Learning Strategies – How does learning a language in a certain way affect our long term memory?

Literacy

Speaking and listening skills

Knowledge and understanding of grammatical structures and sentence construction

Appreciating stories and poems in French.

SMSC

Understanding the world around us.
Tolerating and praising similarities and differences of culture between France and the UK.

MFL

Art/DT

Observation drawings of French landmarks on French day

Tasting and evaluating different French foods

RE

Looking at the differences between religion in France and the UK.

Geography

Learning about which countries around the world speak French

Learning key French landmarks

MFL around school

Greetings in French
Instructions in French

Music

Learning French songs and rhymes

PE

Learning team games and playground games to support language learning.