



**St John
and St Nicolas
Schools Federation**

**For the good of all
through curiosity,
creativity and love**

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1.2				

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St John and St Nicolas Schools Federation
Modern Foreign Languages (MFL) Policy

Federation Vision

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does.

It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

Curriculum Statement

Our federation is a journey for all of our children from the Early Years Foundation Stage to Year 6 and beyond. Our curriculum aim is for children's time with us to prepare them for life after our schools. Each child in our schools is recognised as an individual with their own ambitions, needs, skills and aspirations and it will be our schools' role to support and challenge each individual to achieve these.

Our curriculum will allow all children to develop the key skills of reading, writing and maths through a broad and balanced curriculum providing a wide range of experiences. Throughout our schools, we will promote equality and diversity and will provide every opportunity for children to develop resilience, confidence and enthusiasm, so becoming imaginative, creative and independent learners able to make informed decisions. Our rich curriculum, complemented by our nurturing approach will allow all our children to develop emotionally and spiritually.

We value all aspects of the school curriculum and will ensure our curriculum encompasses spiritual, moral, social, cultural, emotional and physical education.

How MFL fits into our Federation Curriculum

MFL is only taught at Key Stage 2, although a small number of children participate in language clubs at Key Stage 1 and many of our children have experience of language learning as second language English learners.

In our federation, we learn a foreign language to widen children's understanding of cultural differences and their place in the world, to develop their appreciation of language skills and how languages are learned and to support their own communication skills through a different medium.

Language learning inspires curiosity and enables children to develop an understanding of how others live. In our federation, we aim for every child to have the opportunity to experience another language and develop their cultural understanding.

Curriculum Organisation and Content for MFL

At St Nicolas School, we are committed to providing high-quality modern foreign language education that fosters enthusiasm, cultural awareness, and language acquisition from an early age. Our MFL curriculum aims to build a strong foundation for future language learning while engaging students through interactive and immersive experiences.

Currently, French is the primary foreign language taught at St Nicolas School. The school follows the Language Angels scheme of work, which provides a structured and engaging approach to language learning.

In 2023, a trial of Spanish was conducted in Year 5 using the Language Angels resource. Following the success of this trial, the school opted to integrate the new scheme across all year groups while maintaining French as the primary language. This decision was made to ensure continuity for students in Years 4 to 6, who had already been learning French since Year 3. The whole-school adoption of the Language Angels scheme took place in September 2023 and has been positively received by both staff and pupils.

Each year group participates in a weekly 30-minute French lesson, ensuring consistency and progression in language skills. To further support language learning and cultural appreciation, St Nicolas School is considering the introduction of French days to celebrate French culture and language, French Assemblies and Café Role-Play (hands-on learning experiences where children order real food in French, enhancing practical language use). These activities aim to deepen students' interest in language learning while reinforcing key vocabulary and conversational skills.

To ensure a smooth transition to secondary school, St Nicolas School maintains close collaboration with MFL teachers at St Bart's. Meetings have been held to align our curriculum with secondary expectations and to foster enthusiasm for continued language learning. As part of this initiative, we are exploring opportunities for A-level language students from St Bart's to visit St Nicolas School and lead engaging French sessions, involving games and interactive activities, allowing primary students to engage with older language learners and gain inspiration for their future studies.

Spirituality in MFL

Spirituality can be explored in every subject. In Modern Foreign Languages, this is through connecting with and developing an understanding of other people and recognising and responding to the knowledge that we are all God's children. We recognise and celebrate respect, trust, freedom, diversity and equality.

Inclusion, Support and Challenge

At St. Nicolas School, we are committed to providing an inclusive and engaging Modern Foreign Languages curriculum that is accessible to all pupils, including those with Special Educational Needs (SEN). We believe that learning a foreign language enhances cognitive development, cultural awareness, and communication skills. Our approach ensures that every

child has the opportunity to develop their language abilities at a level appropriate to their individual needs.

We acknowledge that children with SEN, particularly those with language difficulties, may require additional support to access MFL learning. Our intent is to provide differentiated instruction so that every child can engage meaningfully with the curriculum. Adaptations may include additional scaffolding and structured support, visual aids and practical activities to enhance comprehension, multi-sensory approaches to reinforce learning, and targeted interventions where necessary.

A small number of pupils may be native French speakers or have had significant exposure to it outside of school. These pupils will be encouraged to share their expertise in a structured manner within lessons. Teachers will utilise these pupils' skills to enrich classroom discussions and activities, serve as peer models, promoting collaborative learning and develop their own higher-order communication skills through structured engagement.

To ensure all learners are appropriately supported and challenged, we use differentiated Language Angels worksheets tailored to various proficiency levels, scaffolding materials for pupils who require additional support and enrichment opportunities for more proficient learners to further develop their linguistic skills.

Assessment

Assessment for learning is embedded within each MFL lesson. Teachers use ongoing formative assessment to adapt lesson slides and select the most appropriate worksheets based on pupils' learning needs on a weekly basis. This approach ensures that teaching is responsive and tailored to support all learners effectively. Most MFL activities are self-assessed at the end of each lesson. Pupils engage in reflective learning by reviewing their own progress, with teachers conducting regular checks to ensure learning targets are being met. This process allows for immediate identification of misconceptions and provides opportunities for timely intervention.

At the end of every six-week unit, Language Angels provides a structured revision lesson and assessment resources to evaluate pupils' progress across the four key language skills: Speaking, reading, listening and writing. These assessments are marked by teachers, and the results are recorded on the Language Angels platform. This data enables the school to generate detailed reports that track progress across different pupil groups, including SEN, Pupil Premium, and EAL learners. Such insights support targeted interventions where necessary.

A phased rollout of the assessment logging system began with Year 3 in September 2023, followed by full implementation across the school from September 2024. Initial results indicate strong pupil performance, with an average test score of 75%, which means that they are exceeding expectations based on the national average. This data is used to refine teaching approaches, address learning gaps, and further enhance language acquisition outcomes.

Monitoring

MFL monitoring in 2024 focused on folder scrutiny and interviews with staff and students to gather feedback on the new Language Angels scheme, which has been consistently positive. MFL monitoring during 2025 will focus on the continued use of Language Angels across the school:

- Ensuring consistent and progressive use of the scheme in all year groups.
- Identifying best practices and areas for further development in MFL teaching.
- Supporting staff with resources and training to enhance language instruction.
- Gathering feedback from students to assess engagement and language proficiency.

Conclusion

St Nicolas School remains committed to delivering a high-quality and engaging MFL curriculum that builds linguistic confidence and cultural appreciation. By incorporating interactive lessons, enrichment activities, and transition support, we aim to provide our students with a strong foundation for lifelong language learning.

Policy Updated in March 2025

Next Review due March 2026