



The Meadow Community Primary School and Pre-School

Curriculum position statements – **Autumn 2020** Modern Foreign Languages

Historical

MFL only became a statutory subject when the new primary curriculum was introduced back in 2013/14. Since then it has been compulsory to teach a modern foreign language at key stage 2. Prior to the introduction of the new curriculum, French was being taught across key stage 2 at the Meadow though not always consistently. The Catherine Cheater scheme of work was being used but due to its resource heavy approach, a lot of the content was being skipped in favour of easier and less time consuming approaches to teaching a topic. French was being taught by cover supervisors during PPA time who would often complain that they did not speak French and therefore did not feel confident with the delivering of French lessons. Very often lessons would consist of just oral work and there would be little written evidence to show any progress in the subject.

To bring the objectives in line with the new MFL curriculum, a new scheme of work was purchased with the way it was being taught in mind. The Rising Stars – Eurostars scheme was aimed at the non-specialist and provided lesson plans, interactive activities and worksheets for all year groups across key stage 2. The use of this scheme has improved the quality and consistency of French lessons being taught in the school and it has given the non-specialist cover supervisors more confidence with lesson delivery.

Current

Strengths

- Children across key stage 2 enjoy participating in French lessons because of the interactive games and songs included in the scheme of work. Engagement is fairly high across key stage 2 (as discovered in pupil interviews).
- In the recent past, the local secondary school (Wigston Academy) has been able to support with our teaching of French. Two secondary teachers were able to come and teach our year 5 cohort, allowing our cover supervisors to observe a specialist language teacher. This was also beneficial to Wigston Academy as it meant they could better support us in preparing children for secondary languages.
- Timetabling in some year groups has meant that French is being taught much more consistently each week and more written work is being completed.
- Foundation stage and KS1 are having exposure to French through the use of songs in music lessons which is improving the initial confidence with languages at the start of KS2.

Weaknesses

- Due to other curriculum pressures, year 6 are not receiving consistent French lessons. Due to this some of the content of the year 6 scheme of work is being deemed too difficult.
- Covid-19 has meant that timetabling has become more difficult for some year groups as French is normally a PPA activity. This has meant that other members of staff who are less confident have found that they are teaching it.
- Lockdown in March has meant that the majority of children have missed half a year of the French curriculum for their year. This has resulted in huge gaps in curriculum knowledge.
- Lessons are sometimes shorter than 45 minutes, meaning pieces of written work are completed over 2 weeks.

Future aspiration

- Allow children in UKS2 time to go over gaps from the 3/4 curriculum to build their confidence in French again.
- Have more examples of written work completed in their theme books as well as a wider variety of activities being completed within French lessons.



- To be able to provide enrichment opportunities for all children in the school (when Covid restrictions are relaxed).
- Identify if there are children throughout KS2 who have a gift/talent for languages and search for opportunities for those children to promote their love of language (when Covid restrictions are relaxed).
- Liaise with Wigston Academy when appropriate to try and ease the transition to KS3 for the current year 6, finding out what they would like us to do to help best prepare the children for secondary languages.