Background of MFL
Modern Foreign Language (MFL) teaching was systematically introduced to the whole of KS2 starting from 2007. A rolling programme was implemented and currently, each year group in the upper school learns French.

Leadership and Management
The importance of MFL teaching at HHPS has always been recognised by the Head Teacher. Support was given for the introduction and implementation of language learning to KS2 and continued support is consistent. This was further consolidated when the co-ordinator role was awarded a TLR.

The role of MFL co-ordinator is to ensure that teachers have access to the relevant training and support to teach language lessons and to encourage staff to take a positive view of language learning and its potential for supporting many areas of the curriculum. Staff attend borough training sessions where possible, with additional informal support and guidance also offered as and when necessary from the MFL co-ordinator. In addition to this, the MFL co-ordinator liaises closely with the Local Authority Modern Languages Advisor.

The Curriculum
Since its introduction, various Schemes of Work have been used. Children are now taught primarily from the Catherine Cheater SoW which is split into years. The table below indicates which SoW is being used in each year group in 2011/2012.

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn Term</strong></td>
<td>Y3 SoW</td>
<td>Y3 SoW</td>
<td>Y4 SoW</td>
<td>Y4 SoW</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td>Y3 SoW</td>
<td>Y3/4 SoW</td>
<td>Y4/5 SoW</td>
<td>Y4/5 SoW</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td>Y3 SoW</td>
<td>Y4 SoW</td>
<td>Y5 SoW</td>
<td>Y5 SoW</td>
</tr>
</tbody>
</table>

Teaching and Learning
Throughout KS2, MFL is timetabled weekly. Language learning takes the form of a discrete 30 minute weekly lesson, sometimes with follow ups or additional activities throughout the week (these are particularly prevalent when the class teacher teaches the lesson or has some target language knowledge).

Usually in lessons, teachers follow the main activities from each lesson in the SoW. Typically, greetings in the target language introduce the lesson followed by activities which always include some speaking. This is usually modelled by the teacher (or another medium such as DVD/sound bite) and children repeat in chorus or practise with a partner or in small groups.

Some reading is carried out in most lessons. This might be from the whiteboard, a DVD or video clip, websites or books. Reading ranges from identifying single words to reading whole sections of French from books.

Other activities used include singing, dancing, finger rhymes, games and learning about France and Francophone countries.
Currently, no formal assessment takes place, however self assessment and peer assessment in class are often used along with assessment for learning.

**Learners**
Feedback from pupils across KS2 largely indicates a shared enthusiasm for learning French. In general children enjoy the variety of activities that they undertake in MFL lessons, however there is some evidence that children are not always being stretched to their full potential. When asked, several children suggested that they would like to learn more or new language.

From years 3-6 there is not always an obvious divide between the language skills of the children. Based on observations, some children in the lower school displayed similar levels of French as children in the upper school.

**Areas for development**
As a result of lesson observations and feedback from both staff and children, there are some key areas for development. The first area to develop is to raise the confidence of teachers talking French. Useful vocabulary lists will enable the use of more of the target language being used in class. More encouragement to use existing resources, such as Teachers Talking French CDs could also be given. These will both help teachers to provide a satisfactory model of spoken language.

Secondly, it is necessary to ensure that there is a consistency in teaching so that all children are being catered for. Differentiated activities are necessary so that every child is reaching their potential. Children need to be given more opportunities to use the language that they know more creatively and work more independently.

**Next steps**
- To ensure that as many class teachers as possible are teaching their own class
- To ensure that staff have sufficient language knowledge to teach MFL
- Ongoing support and advice to be offered

**Additional Information**
In the last academic year, Hunters Hall took part in a Links into Languages project to improve the pupils’ confidence and independence in speaking French. It was a very successful project and as a result, the school has been awarded the use of the Links Mark logo.