



# Modern Foreign Languages (French) Policy

This policy was agreed in March 2026 and will be reviewed in March 2028

Chair of Governors

Date March 2026

Headteacher

Date March 2028

## The Peak Federation – Modern Foreign Languages Policy (2026)

(Bamford Primary School & Grindleford Primary School)

Review cycle: 2 years

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### Introduction

Modern Foreign Languages (MFL) at The Peak Federation sit within our wider mission to be *“the schools of choice for our local communities, fostering a nurturing and inclusive learning environment where all pupils thrive academically, emotionally and socially, becoming confident, responsible, lifelong learners.”*

As small rural schools with mixed-age classes, we recognise the need for a carefully adapted, knowledge-rich, ambitious curriculum. In line with the **Ofsted Operating Framework (2026)**, our MFL provision is designed to enable pupils to build *secure, incrementally sequenced knowledge*, to ensure that learning is remembered long term and that pupils develop the cultural capital required to participate confidently as global citizens. The *Ofsted MFL Toolkit (2026)* emphasises the centrality of phonics, vocabulary and grammar (“the pillars of progression”) as well as meaningful opportunities to listen, speak, read and write—principles that underpin our curriculum design. We are also keen that to make our Modern Foreign Language (MFL) learning fun so that pupils leave primary school keen to engage in language learning in secondary school.

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### 1. Intent

Our MFL curriculum aims to foster pupils who are:

- **Curious, confident and culturally aware global citizens** who understand and appreciate the value of languages in the world around them, and are keen to engage globally.
- **Motivated and resilient learners**, aligned with federation citizenship values of courtesy, resilience, determination, respect, kindness and teamwork.
- **Able to make substantial progress** in French across KS2, securing the skills and knowledge set out in the **National Curriculum for KS2 MFL** (listening, speaking, reading, writing, and understanding grammar).

**Our curriculum intent, is drawn from the National Curriculum for Modern Foreign Languages (MFL)**

We ensure that pupils:

- Develop **phonological knowledge**, including sound–spelling correspondences (SSCs).
- Build a secure, growing **vocabulary bank** that enables comprehension and communication.
- Use and understand **core grammatical structures** in increasingly independent contexts.
- Learn through **carefully planned curricular components** that build towards composite outcomes (extended speaking and writing tasks).
- Experience a **coherently sequenced curriculum** that avoids repetition and ensures planned progression in mixed-age classes.

### **Inclusion and entitlement**

In line with the **Ofsted Operating Guide (2026)**, our curriculum promotes high ambition for all. We:

- Ensure **equitable access** for pupils with SEND through scaffolded tasks, adaptive teaching, and alternative recording methods.
- Recognise and celebrate pupils who speak other languages and value the linguistic and cultural diversity they bring.
- Guarantee that *every child in KS2* receives their entitlement to a high-quality foreign language education.

### **Adaptation for The Peak Federation**

Because we operate **mixed-age classes** in small rural schools, our French scheme of work has been carefully adapted to:

- Follow a **four-year rolling programme**, ensuring that all pupils progress through Year 3–6 knowledge in a structured sequence.
- Map explicitly onto the federation’s **Language Progression Framework** for French, ensuring systematic coverage of phonics, vocabulary and grammar.
- Allow teachers to revisit and reinforce prior knowledge - key to effective long-term learning and aligned with the Ofsted expectation for “deliberate retrieval and practice”.

## **2. Implementation**

### **Teaching and Learning**

Across KS2, pupils receive:

- A **minimum of 60 minutes per week** of dedicated French teaching, with additional reinforcement across the week.
- Regular opportunities to **listen, speak, read and write** in French, using high-quality phonics, storybooks, songs, rhymes and digital resources.
- A consistent teaching approach that foregrounds the *three disciplinary pillars*:
  - **Phonics** – explicit teaching of SSCs, pronunciation, transcription and decoding.
  - **Vocabulary** – explicitly taught, revisited and practised.
  - **Grammar** – systematic teaching of structures, revisited across compositions.

Teachers use the school's **KS2 French Progression Framework** to plan sequential learning, including:

- Understanding and producing 100–400+ words across KS2.
- Grammar progression covering *être, avoir, aller, faire, ER verbs, negation, adjective agreement*, questions and 2-verb structures.

### **Curriculum Structure**

Our adapted curriculum includes:

- A **four-year rolling cycle**, ensuring non-repetition and progressive challenge.
- Clear *lesson components* that build systematically toward composite outcomes, aligned with the Ofsted 2026 expectation that “components should combine into meaningful, secure composite tasks.”

### **Assessment**

Assessment follows Ofsted's 2026 guidance for curriculum effectiveness and our federation approach to responsive teaching:

- Mostly **formative**, enabling teachers to adjust teaching and address misconceptions.
- Linked directly to phonics, vocabulary and grammar knowledge.
- Use of self-assessment, oral responses, short writing tasks and lesson-by-lesson retrieval.
- Annual reporting to parents through federation reporting systems.

## Resources and Learning Environment

- Teachers have access to high-quality French dictionaries, digital resources, songs, phonics tools and storybooks.
- Classrooms include visual support (labels, posters) to reinforce language exposure.
- Native-speaker audio recordings support accurate modelling.

## Staff Development and Subject Leadership

- The MFL Subject Lead (Headteacher) monitors teaching, curriculum impact and progression through standard monitoring processes including pupil voice and learning walks.
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## 3. Impact

To evaluate the success of our curriculum, we look for:

### Pupil outcomes

- Pupils demonstrate **secure phonological, lexical and grammatical knowledge** that builds cumulatively across KS2.
- Pupils are keen communicate with **increasing accuracy and confidence**, both orally and in writing.
- Pupils develop as **curious, respectful global citizens**, consistent with federation values.

### Curriculum effectiveness

In line with the Ofsted Operating Framework 2026 expectations, our evaluation focuses on:

- **Progression over time**, evidenced in books, pupil voice and tracked knowledge.
- **Retention of key knowledge**, supported by retrieval practice built into lessons.
- **High ambition for all**, with pupils with SEND, EAL or disadvantage achieving positive outcomes.

### Wider enrichment

- Pupils enjoy French lessons and see themselves as language learners.

- Opportunities for events, celebrations, and cross-curricular language use enhance cultural understanding.

### **Transition**

We maintain strong links with **Hope Valley College** to ensure effective curriculum continuity from KS2 to KS3.

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### **Review**

This policy will be reviewed every **two years**, or sooner if national policy changes. Monitoring is carried out by the **Governing Body** and the **Curriculum, Teaching & Learning Committee**, through:

- lesson visits
- pupil voice
- planning reviews
- scrutiny of work and progression