



Intent, implementation, and impact Statement: MFL at Burford CofE Primary School



At Burford, we are **'Rooted in love, growing in trust and blossoming with courage, prepared to flourish in God's world.'**

The importance of understanding that each of us is rooted in love is not under-estimated at Burford:

'Love always trusts, always hopes, always perseveres.'
Corinthians 13:7

Trusting in love gives us the courage to be ourselves. Courage is from the Latin 'coeur' which means 'To tell the story of who you are with your whole heart'. Our intention is for our pupils to leave Burford prepared for 'Life in all its fullness' and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: **'Head, Heart and Hands'**:

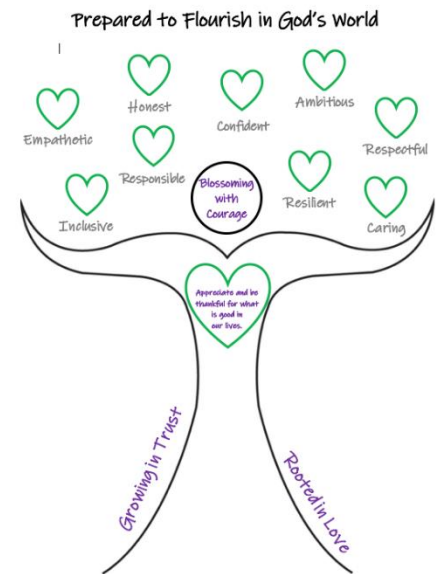
Head – Rigorous academic study. Enabling pupils to learn more and remember more, creating a change in long-term memory.

Heart – Living wholeheartedly. Choosing our own path, free from stereotyping; being curious, aspirational, confident and resilient.

Hands – Courageous advocacy. Developing a greater awareness of the challenge's others face in life and how we can make a difference in our school community, local community and further afield.

At Burford CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education. We view our curriculum as a progression model: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through interleaving concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge that is acquired is more likely to be remembered.

Our curriculum sets out WHAT will be learned and WHEN it will be learned.





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C U R R I C U L U M I N T E N T

Our curriculum sets out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the units to be taught.

The importance of French at Burford School

At Burford CofE Primary School, we aspire to be linguists! Learning a different language opens doors to experiencing and immersing in different cultures. High quality languages education should engage and inspire pupils to develop a curiosity of other countries and their cultures, thus increasing their self-confidence, creativity and sense of achievement.

Our languages curriculum, along with our whole school values of love, trust and courage, enable our children to develop their knowledge, understanding and ability to communicate in another language. Above all, we want our children to enjoy their language lessons and embrace the opportunities they are presented with, without fear of judgement from others.

What French looks like in our school:

At Burford C of E primary school, French is taught using the Twinkl scheme of work. All children in years 4, 5 and 6 will experience leet learning a new language. The children are given the opportunity to learn about life in another country, developing an awareness of cultural similarities and differences. The children are given frequent opportunities to practise their speaking and listening skills with activities to develop confidence with pronunciation. At Burford, we aim to offer enjoyable and fun activities and songs to foster an interest in learning another language. Grammar activities which reinforce and develop their understanding of their own language will also be woven into lessons. Displays in classrooms and around school will encourage an interest in French.

Our philosophy:

- We are a passionate team of staff who foster a love of French through our own strong subject knowledge. This is nurtured through the use of the Twinkl scheme which uses sound bites and presentations to support staff with delivery.
- High quality resources allow staff to model and scaffold effectively.
- Cross curricular content builds on children's prior and current learning to develop a greater understanding and appreciation of the subject.





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- Children are given the opportunity to practise their vocabulary and skills by taking part in a language day.
- Children are given an audience to perform to and experience the uplifting feeling of applause and appreciation.

By the end of KS2 pupils will:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and developed an appreciation of a range of writing in the language studied.





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Our curriculum is ambitious for all pupils, regardless of their starting point. We aim for our classrooms to be places of 'high demand – low threat'. We provide support through modelling, paired talk, scaffolding and worked examples rather than highly differentiated activities or sheets. We aim to offer all children the opportunity for stretch and extension, through offering challenging tasks that build on the core learning.

Opportunities to use high quality texts are identified in all curriculum areas. Reading is not only an important skill in its own right but can expose children to new vocabulary as well as provide a richer understanding of a topic which can underpin their new knowledge.

New vocabulary is prioritised frequently and is recorded on our working walls in order to support pupils to become familiar with it and use it in their own work and talk.

We support pupils to know more and remember more through offering frequent opportunities for retrieval practice.

How does it work in French?

- We will follow our own progression document using specific French units on Twinkl.
- Planning and resources are used directly from Twinkl.
- Planned teaching for a session will be 45 minutes but opportunities to practise vocabulary and phrases learned will need to be regularly revisited so as to ensure that learning is retained.
- Each lesson will have an aspect of speaking, listening and writing and will start with a revision of language learned previously.
- Teachers may encourage children to answer the register using French vocabulary.

What do adults do to enable children to flourish in French?

Staff are supported to to develop a strong subject knowledge in French to enable them to deliver a high effect highly effective and robust French curriculum. In addition, adults will:

- Carry out learning walks to evidenced the impact of the teaching on pupil attainment and progress.
- Gather perceptions from staff and pupils about the effectiveness of the French curriculum.





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- Support, encourage, foster and nurture a love of French throughout key stage two.
- Give wider extra-curricular opportunities by holding a whole school French day.
- Create a learning environment that supports learning and engages the children's interest in the topic being studied.

How do we help children who need additional support?

Class teachers are encouraged to use their extensive knowledge of their pupils to anticipate and address any barriers to an individual's learning or their ability to take part in any activity.

Alongside the support accompanying the delivery of the Twinkl scheme of French, we also:

- Display or provide a glossary of French vocabulary to aid pupils to develop their language responses.
- Adapt resources to overcome any physical or sensory barriers.
- Give wider opportunities for performance e.g. other classes, school assemblies.

How do we challenge children in French?

- Class teachers will give children the opportunity to support their peers with spoken and written language further embedding their own knowledge.
- To record themselves speaking or presenting something to the whole class helping their talents grow further.

How do we ensure all children can access the French curriculum?

At Burford C of E school, we pride ourselves in offering all our pupils the chance to be linguists, regardless of their educational capacities or background. In addition, class teachers strive to devise effective planning, giving specific consideration for special educational needs or disadvantage to support all children along their language learning journey. They do this by consulting their extensive knowledge of each child to identify any barrier or additional needs they may have. They then endeavour to meet these needs by deploying the various strategies, including additional one to one staffing, differing teaching and learning approaches, and accessing specialist equipment dash resources, in order to allow each child to flourish.





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The impact of children's progress and their ability to know more and remember more will be visible through a range of methods. These may include end of unit assessments or quizzes, hot and cold tasks, spoken responses, progress over time in pupils' books, extended writing or even an end of unit project.

What will you see in French

- Engage learners who show perseverance.
- Children talking about, sharing and reflecting on learning.
- Children who are self-motivated and eager to learn new words in a different language.
- Themed days to give the children the opportunity to learn about aspects of the nation in a meaningful context.
- Children sharing their learning with others through contributions to a display.

How do we know how well our pupils are doing in French?

- Marking and feedback by teachers and peers.
- Displays of work in classrooms.
- Mistakes/misconceptions are picked up and addressed during lessons.
- Photographic and video evidence.
- Book scrutiny and pupil voice.
- Assessment jigsaw on front cover for each termly topic to be filled in by both pupil and teachers.

How do we know that our children are flourishing in French?

Children are able to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Discuss the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others.
- Speaking sentence is, using familiar vocabulary, phrases and basic language structures.
- Develop accurate punctuation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.





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- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.



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What is Cultural Capital?

The National Curriculum defines cultural capital as: ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge in French

- The MFL national curriculum.
- The knowledge of how and why people need to understand other languages and cultures.
- The knowledge of local, national and worldwide events and their importance on Society.

Powerful Personal Knowledge in French

- The celebration of international languages day.
- Experienced French culture: foods, music, festivals and stories.
- Nurture a tolerance and understand the similarities and differences of other cultures to their own.

Other useful information: Suggested Reads

