The Levett School

The Levett School

Positivity | Determination | Reflection | Integrity

MFL Policy

Policy agreed by Headteacher on:	03.11.2026
Review date for Headteacher:	November 2026
Allocated Group/Person to Review:	Emma Place
Agreed frequency of Review, by allocated person:	Every 2 years or when curriculum changes occur
Last Review date:	03/11/2026

Melton Road, Sprotbrough, Doncaster, DN5 7SB

City of Doncaster Council

Levett School MFL Policy

Purpose and scope

At The Levett School, modern foreign languages (MFL) will be taught through planned language days and themed weeks. These events will provide accessible language learning and opportunities to explore different cultures within our broad and balanced PRU curriculum. This policy applies to all pupils, with content and expectations adapted to their age, prior learning, special educational needs and length of placement.

Statutory context and curriculum rationale

As a pupil referral unit in England, The Levett School is not required to deliver the National Curriculum in full. Schedule 1, paragraph 6 of the Education Act 1996 requires the local authority, Management Committee and teacher in charge to exercise their functions with a view to securing a balanced and broadly based curriculum. There is no general statutory requirement for PRUs to teach MFL as a discrete subject.

The school has chosen a programme of language days and weeks rather than a separate weekly MFL lesson. This approach creates structured opportunities for language learning alongside our priorities for re-engagement, communication, literacy, emotional regulation and successful transition. The programme is an introductory language offer; it does not claim full coverage of the National Curriculum languages programmes of study.

This flexibility does not remove the need to meet individual needs or deliver agreed provision. Leaders will check any relevant EHCP provision, placement agreement and transition requirements, and arrange additional or more regular language teaching where needed.

Aims

- Build confidence in listening to and using words and simple phrases in another language.
- Develop curiosity about languages and respect for people, cultures and identities.
- Strengthen communication, memory and listening through achievable learning tasks.
- Help pupils recognise the value of languages in everyday life, travel, education and work.

Organisation through days and weeks

MFL will be delivered through a planned annual calendar of language days and themed weeks. The minimum school offer will be one planned language day or themed week each term. These are school expectations, not statutory teaching frequencies. The Curriculum Lead will agree dates, the focus language and intended learning before the start of each term.

Each event will include explicit language teaching, guided practice and an opportunity to use the language. Assemblies, food tasting, art, music and geographical learning may enrich the event, but will not replace the teaching of vocabulary and phrases. The amount of teaching will be stated in the event plan and adapted to pupils' needs and timetables.

A principal focus language will be selected for each academic year to support revisiting and progress. Other languages, including pupils' home languages, may be celebrated alongside it. Staff will revisit key words and phrases through brief follow-up activities between events and at subsequent language days or weeks.

Suggested annual sequence

1.1 Autumn language day or week

Introduce the focus language through greetings, names, polite words and simple classroom responses. An event may link to the European Day of Languages or another suitable date.

1.2 Spring language day or week

Revisit greetings and polite phrases, then extend learning through numbers, colours, preferences or simple questions, according to pupils' starting points.

1.3 Summer language day or week

Revisit earlier learning and apply it in a supported practical context, such as a role-play café, travel information task or short conversation.

This sequence is a planning framework rather than a fixed national entitlement. Staff will adapt it for different ages and placement lengths. Pupils joining between events will receive a brief introduction to the current vocabulary and suitable access to the language learning planned during their placement.

Teaching and progression

Staff will use The Levett School learning cycle of Revisit, Teach, Practice, Apply and Review. Teaching will include accurate spoken models, visuals, repetition, songs, games, practical tasks and supported interaction. Reading and writing will be included where appropriate, without making handwriting a barrier to participation.

Early learning may involve recognising a greeting, matching a spoken word to a picture or responding through a choice. Pupils who are ready will recall vocabulary, ask and answer simple questions, read familiar words and compose short phrases. Older pupils will receive age-respectful materials and suitable challenge. Staff will use starting points, rather than age alone, to set expectations.

Inclusion and access

All pupils will have access to the planned offer. Teachers will make reasonable adjustments and use pupils' support plans to reduce barriers. Adaptations may include visual vocabulary, symbols, communication aids, smaller steps, processing time, sensory adjustments and supported rehearsal. Pupils may demonstrate understanding by pointing, matching, selecting, signing, speaking or using assistive technology.

Pupils will not be required to speak publicly before they are ready. Staff will provide a supported alternative that retains the language objective. Home languages and cultural knowledge will be valued; pupils and families may contribute voluntarily and will not be expected to represent an entire language or culture. Resources will avoid stereotypes.

Assessment and evidence

Before an event, teachers will identify a small number of assessable language objectives and check relevant prior knowledge. During and after teaching, staff will note what pupils recognise, recall or use, including the support needed. Assessment will be proportionate and may use observation, a short retrieval task, pupil work or an appropriately consented recording.

A brief class record will identify the language taught, key vocabulary, participation, learning achieved and next steps. Photographs of activities alone will not be treated as evidence of language learning. Records will inform subsequent events and support information sharing on transition.

Roles and responsibilities

The Management Committee will consider this policy for approval and hold leaders to account for the breadth and suitability of the curriculum. The Headteacher will oversee implementation and ensure appropriate time, staffing and resources. The Curriculum Lead will coordinate the calendar, focus language, progression and monitoring, and provide staff with reliable pronunciation and teaching resources.

Teachers will plan and deliver language learning, adapt activities and record outcomes. The SENDCo will support access and advise on relevant individual provision. Staff responsible for placement and transition planning will liaise with home or receiving schools about prior language learning and any need for continuity or additional provision.

Monitoring and review

The Curriculum Lead will review delivery termly through planning, class records, selected work and pupil and staff feedback. Monitoring will consider access, actual language learning, retention between events and whether placement length or attendance has limited participation. Where gaps arise, leaders will arrange suitable follow-up teaching and adapt the programme. Findings will inform the annual policy review and reporting to the Management Committee.

Related policies and reference documents

Read alongside the school's curriculum, SEND, equality and accessibility, assessment, educational visits and safeguarding policies. Practical activities must follow relevant risk assessment, allergy and food safety procedures.

Legal and guidance references checked October 2026:

Education Act 1996, Schedule 1, paragraph 6 — curriculum requirements for PRUs. https://www.legislation.gov.uk/ukpga/1996/56/schedule/1

Education Act 2002, section 78 — general curriculum requirements. https://www.legislation.gov.uk/ukpga/2002/32/section/78

Department for Education, Arranging Alternative Provision: A Guide for Local Authorities and Schools, February 2025 — curriculum and placement planning. https://www.gov.uk/government/publications/al