



Leonard Stanley C of E Primary School



MFL Rationale

Our Vision: Loving and Learning Together, for Life, as Jesus taught us

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

Our vision is rooted in the Parable of the Lost Sheep (Matthew 18:12–14), which illustrates God's immense love and care for each individual. In the parable, a shepherd leaves his flock of sheep to search for one that has gone astray. When he finds the lost sheep, he rejoices greatly and celebrates its return, reflecting our core belief that every person in our community matters.

Our curriculum is designed to reflect our Christian vision and values, ensuring every child is nurtured, challenged, and inspired. It encompasses all statutory requirements, including the 2014 National Curriculum, Gloucestershire's RE syllabus, and a comprehensive PSHE/SMSC programme. We aim to provide a rich, inclusive, and purposeful learning experience that prepares children for life beyond primary school.

Please see our Curriculum Policy to read more about our curriculum aims, implementation and impact.

Intent: Why do we teach this? Why do we teach it in the way we do?

At our school, the intent of teaching British Sign Language (BSL) as our chosen Modern Foreign Language is to:

- Provide pupils with access to a fully recognised language that is visual and spatial, enriching their communication skills.
- Promote inclusion and diversity, enabling children to communicate with Deaf peers and adults, and fostering empathy and respect for different communities.
- Develop pupils' linguistic competence, cognitive flexibility, and understanding of grammar through a non-verbal language.
- Support children with SEND and EAL by offering an alternative and accessible mode of communication.
- Prepare pupils for future opportunities in education, employment, and social settings where BSL may be beneficial.

BSL adheres to the National Curriculum (2014) for Modern Foreign Languages, which encourages children to foster communication skills and cultural understanding. While traditionally focused on spoken languages, BSL is a fully recognized language (legally recognized under the BSL Act 2022) and can be taught as a second language, supporting bilingual development and cognitive growth.

Teaching BSL also promotes inclusive education and equal opportunities for all pupils, including those with Special Educational Needs and Disabilities (SEND). It removes communication barriers and enables full participation in school life.

BSL fosters empathy, respect, and social responsibility, which are key goals of PSHE, and supports understanding of diversity and the experiences of others.

In addition to BSL, we have two European Language Days each year to have a whole-school focus on a mainstream European language, such as French or Spanish.

Implementation: What do we teach? What does this look like?

BSL is taught progressively across Key Stage 2 through:

- Regular lessons introducing vocabulary, grammar, and conversational skills using visual, kinaesthetic, and interactive methods.
- Integration with cross-curricular themes, such as PSHE, citizenship, and literacy, to reinforce learning and cultural understanding.
- Use of qualified BSL instructors or trained staff, supported by digital resources and visual aids.
- Opportunities for real-life application, such as signing assemblies, performances, and communication with members of the Deaf community.
- Assessment through observational learning, peer interaction, and practical demonstrations rather than written tests.

Curriculum Focus Themes:

- Introduction & Alphabet – Fingerspelling A–Z
- Numbers 1–20
- Greetings & Questions
- Colours & Description
- Animals – Pet signs, wild animals, miming animals; Guess the animal game, zoo-themed activity sheet

- Useful Commands – Sit, listen, stop, drink, toilet, help; Classroom command relay, sign charades, “BSL Simon Says”
- Everyday Sentences – “I like ____”, “My favourite is ____”; Sentence dice, BSL emoji chart, storytelling starter
- Review & Showcase – Practise, combine themes, mini performance; “BSL Talent Show”, peer teaching, award certificates

Resources:

Twinkl, YouTube and other resources are used to enable teachers in all classes to have instant and continuous access to all the resources they need to teach BSL.

Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate, worksheets completed by the children may be kept in their MFL books, which can be passed through the Key Stage 2 years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils signing and presenting in BSL to a centralised secure file store.

Assessment and Feedback

1. Observational Assessment – Teachers observe pupils using BSL in real-life contexts, such as classroom interactions, storytelling, or role-play. Focus is placed on receptive skills (understanding signs) and expressive skills (producing signs accurately and fluently).
2. Practical Demonstrations – Pupils may be asked to sign a statement, describe a routine, or respond to questions in BSL. Assessment includes use of facial expressions, hand shapes, and grammar features like negation and placement.
3. Peer and Self-Assessment – Pupils reflect on their own signing and give feedback to peers, promoting confidence and self-awareness.
4. Portfolio or Video Evidence – We may collect video recordings or visual portfolios showing pupils’ progress over time.
5. Inclusive and Adaptive Assessment – Assessment is adapted for pupils with SEND or EAL, focusing on engagement, understanding, and communication, rather than written outcomes.

Monitoring & Training

The Subject Leader monitors the effectiveness of language teaching throughout the school via regular observations, curriculum coverage reviews, and pupil conferencing, with feedback given to teachers. The Subject Leader and class teachers work together to monitor pupil progress across the

key stage. Assemblies and presentations in BSL are encouraged, and cross-curricular links with other languages such as French are promoted.

Impact: What will this look like? What will children be able to do before they leave our school?

- Pupils developing confidence in communication, both verbal and non-verbal.
- Increased awareness and appreciation of Deaf culture, promoting inclusive attitudes and social responsibility.
- Enhanced memory, concentration, and visual-spatial skills, contributing to overall academic achievement.
- Improved accessibility and engagement for pupils with diverse learning needs.
- A school culture that values diversity, equity, and lifelong learning, preparing pupils to be empathetic and capable global citizens.
- This approach reflects our Christian ethos, nurturing each child as a unique individual and empowering them to live out the values of compassion, inclusion, and service to others.