

Morland Area C of E

MFL Policy



Introduction

This policy sets out the school's aims, principles and strategies for the teaching and learning of Modern Foreign Languages. It reflects the views of all teaching staff and was drawn up as a result of staff discussion and training as appropriate.

The implementation of this policy is the responsibility of all teaching staff.

The following documents have been referred to:

- Morland Primary School Curriculum map
- The National Curriculum 2014

MFL in the Primary Curriculum

As set out in the Curriculum a high-quality language education should encourage children's curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes and learn new ways of thinking. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Curriculum Aims

In teaching Modern Foreign Languages we aim:

- To foster enjoyment and enrich the children's experience.
- To develop the children's language learning skills and foster a positive attitude to language learning.
- To understand and respond to spoken and written language from a variety of sources.
- To 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.
- To begin to write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To discover and develop an appreciation of a range of writing in the language studied.
- To increase the children's cultural awareness.
- To lay the foundations for further study in KS3 and beyond.
- To satisfy local and government requirements and follow the National Curriculum.

The staff and governors of Morland Area C of E School believe that pupils learn more effectively if they are enjoying what they are doing. IT is used across the school to motivate pupils and to support teachers with model pronunciation. The school, where possible, uses community and other links to expose pupils to native speakers as well as using IT. In addition to endorsing the Curriculum's principles, the school aims to develop a distinctively primary approach to language learning.

At Morland Area C of E we aim to:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language (ICT, native speakers)
- Encourage children to listen attentively and show understanding by responding.
- Use active learning to engage and motivate.
- Use games, stories, poems and songs to maximise enjoyment.
- Begin to speak in sentences, using familiar vocabulary.
- Develop an understanding of grammar and some key features of the language.
- Embed languages in class routines and school life
- Integrate language learning across the curriculum.

Planning for MFL

Whilst MFL is only statutory in KS2, languages are currently taught to all classes - with all year groups learning French. Teaching is largely made up of discrete language lessons, with additional teaching through daily integration of the French in classroom routines (e.g. register).

We employ a French teacher Madame Walsh to teach discrete French lessons. We have a bank of knowledge organisers taken from the 'Primary Languages Network' Scheme of work. This ensures a progression of skills. The children are taught how to:

- ask and answer questions;
- sing songs; read stories and poems
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- make use of i-pads to access bi-lingual dictionaries;
- work in pairs and groups and communicate in a foreign language;
- explore things from another's perspective, giving insight into the people, lives and traditions of other cultures.
- IT is widely used to support the children's learning.

Assessment, recording and reporting

Children's progress is assessed informally and continuously during the lessons by the teacher evaluating progress. It is considered important that progression is measured and ensured through skill levels, not by endlessly growing lists of vocabulary. In addition, at the end of each unit, every child completes a self-assessment through the use of quizzes in the PLN scheme.

Pupils have French folders or books where any self-assessment sheets are included.

Use of IT

Pupils will be provided with opportunities to develop and apply their IT capability to support their learning in MFL. All Key Stage 2 children will have access to ipads and will be encouraged to access appropriate websites outside of school.

Pupils will use a range of computer programs, app's, and internet access to enhance their understanding and skills in listening and reading. They will also use the Internet selectively for research purposes.

Inclusion

All children are given equal opportunities to participate and develop their own skill in MFL regardless of ability, gender, race or beliefs. Both boys and girls are actively encouraged to participate in all activities and to develop a positive attitude towards languages. Learning a language provides valuable support for children with special educational needs, where they can learn and participate with their peers.

Children with other languages spoken at home are encouraged to use them for educational benefit and parents are welcomed into school to share their language and culture.

Resources

The school has a variety of resources available including children's reference books, teachers' resources, app's, books and bi-lingual dictionaries and audio/visual materials.

There is a section in the non-fiction library for read-alone dual language books.

Resources are kept centrally and the MFL subject leader is responsible for maintaining them, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget. The amount of this budget reflects the degree of priority given to MFL in the School Development Plan.

Funding

Managing the funding for MFL is the responsibility of the subject leader in liaison with the head teacher/SBM. Each year financial consideration will be given to:

- New resources
- Enrichment opportunities.

Role of the Subject Leader

The role of the Subject Leader is in line with other subject leader roles as outlined in job descriptions.

The subject leader will:

- Oversee the development of MFL in the school
- Provide guidance to colleagues where necessary
- Keep up to date with local and national developments in MFL and pass on relevant information to colleagues
- Be responsible for the organisation of and maintenance of resources.
- Review and monitor the success and progress of the planned scheme of work

Policy agreed 13th November 2014

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