

## **Modern Foreign Language (MFL) (England)**

<b>Date:</b>	<b>April 2018</b>	<b>Review Date:</b>	<b>April 2019</b>
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Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning a modern foreign language promotes an interest and curiosity about the wider world and a sense of European/International identity. Languages also raise children's awareness of being a global citizen.

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school, including French. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbor as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents, and also in our safeguarding responsibilities.

St Mary's and St Peter's school fully recognizes its moral and statutory responsibility to safeguard and promote the welfare of all its pupils. Our French policy is one of a range of documents which sets out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children, where they feel valued and are respected.

We are in agreement with the following statements (DfES 2014):

- Learning a foreign language is a liberation from insularity and provides an opening to other cultures.
- A high-quality languages education should foster pupils' 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 purpose, learn new ways of thinking and read great literature in the original language.

## ***St. Mary's and St. Peter's Church of England Primary School***

- Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

At this school we offer French to all pupils from reception through to Year 6.

### **Aims**

- To develop an enthusiasm for learning languages and to become aware of the benefits of understanding and speaking different languages.
- To respect and understand other cultures, heritage and multilingualism.
- To make the learning of a MFL an enjoyable and rewarding experience.
- To understand and respond to spoken and written language from a variety of authentic 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 write at varying length, 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.

### **Procedure**

<b>Role of the Governing Body</b>	<ul style="list-style-type: none"><li>• The GB has:<ul style="list-style-type: none"><li>▪ appointed a member of staff to be the MFL Coordinator;</li><li>▪ nominated a link governor to visit the school regularly, to liaise with the MFL Coordinator and to report back to the GB.</li></ul></li></ul>
<b>Role of the Coordinator</b>	<ul style="list-style-type: none"><li>• The MFL coordinator will:<ul style="list-style-type: none"><li>▪ lead the development of MFL throughout the school;</li><li>▪ provide guidance and support to all staff;</li><li>▪ keep up to date with new developments and resources;</li><li>▪ review and monitor MFL by informal discussion with staff and pupils, observation of language displays and classroom observation;</li></ul></li></ul>
<b>Teaching and</b>	<ul style="list-style-type: none"><li>• Teachers:</li></ul>

<b>Learning</b>	<ul style="list-style-type: none"><li>▪ base their teaching on the guidance material in the National framework for Languages and related schemes of work for MFL;</li><li>▪ use a variety of techniques and learning styles to encourage the children to have an active engagement in MFL, including games, role play, stories and songs;</li><li>▪ invite native speakers into the classroom to provide an excellent model of the spoken language and to learn about the French culture;</li><li>▪ use active learning to engage motivation such as the use of ICT, DVDs and the internet;</li><li>▪ make lessons as enjoyable as possible so that the children develop a positive attitude to learning;</li><li>▪ build confidence through constant praise.</li></ul>
<b>Curriculum Planning</b>	<ul style="list-style-type: none"><li>• The scheme of work for Reception to-Y2:<ul style="list-style-type: none"><li>▪ is based on introducing children to a foreign language and culture;</li><li>▪ is planned for progression as pupils go through the KS1, ensuring a basic knowledge of a wide variety of topics in preparation for KS2.</li></ul></li><p>The scheme of work for Y3-Y6:</p><ul style="list-style-type: none"><li>▪ is based on the guidance from the National Framework for Languages;</li><li>▪ is planned for progression as pupils go through the school, ensuring a basic knowledge of a wide variety of topics in preparation for KS3.</li></ul><li>• Curriculum planning:<ul style="list-style-type: none"><li>▪ is carried out on a long-term basis twice yearly in line with the SoW.</li></ul></li><li>• Medium term planning is completed for each new topic to be covered.</li><li>• Short term planning is completed for each lesson.</li><li>• Teachers collaborate over planning, sharing ideas for</li></ul>

**St. Mary's and St. Peter's Church of England Primary School**

	activities, resources and special events
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the child.</li> <li>• We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.</li> <li>• We differentiate by:             <ul style="list-style-type: none"> <li>▪ setting common open ended tasks;</li> <li>▪ setting tasks of increasing difficulty;</li> <li>▪ grouping pupils according to ability and setting different tasks for each group;</li> <li>▪ providing resources of different complexities, matched to the ability of the child;</li> <li>▪ using additional resources to support the work of individual children or groups of children;</li> <li>▪ using peer support by partnering pupils of different abilities to complete tasks.</li> </ul> </li> </ul>
<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>• We believe that:             <ul style="list-style-type: none"> <li>▪ we integrate language learning across the curriculum to connect with learning in other subject areas such as English, ICT, Citizenship, Mathematics, Geography, Science, Music, RE, History, Art and PE;</li> <li>▪ Modern Foreign Languages compliment the teaching of English by actively promoting the skills of reading, writing, speaking and listening.</li> </ul> </li> </ul>
<b>Special Educational Needs</b>	<ul style="list-style-type: none"> <li>• We recognise the need to tailor our approach to support children with:             <ul style="list-style-type: none"> <li>▪ special educational needs;</li> <li>▪ as well as those who are identified as gifted and talented.</li> </ul> </li> </ul>
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>• All children at this school are taught MFL whatever their ability, race or gender.</li> <li>• All children have the opportunity to be involved in the</li> </ul>

**St. Mary's and St. Peter's Church of England Primary School**

	lunchtime clubs 'La Jolie Ronde' and 'El Club Espanol'.
<b>Assessment and Recording</b>	<ul style="list-style-type: none"> <li>• Children are assessed at the end of each term.</li> <li>• We assess children's progress through a system of informal observation and questioning which supports teaching and learning and informs future planning.</li> <li>• Pupil's attainments in listening, speaking, reading and writing are given levels based on the National Curriculum level descriptors. These are recorded on a class list and saved in the Pupil Assessment Drive.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• The MFL coordinator keeps all staff up to date with new developments and resources.</li> <li>• Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available from the central resource system.</li> </ul>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>• The MFL coordinator:             <ul style="list-style-type: none"> <li>▪ identifies MFL priorities;</li> <li>▪ identifies individual professional opportunities;</li> <li>▪ organizes in-house training;</li> <li>▪ organizes staff meetings to discuss new developments.</li> <li>▪ Organizes the placement of French and Spanish students in KS1 and KS2.</li> </ul> </li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>• We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.</li> </ul>

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	