

Rollesby Primary School

Modern Foreign Languages (MFL) Policy 2017

Policy confirmed by the *Governing Body* of Rollesby Primary School on:

Date: 9th January 2018

To be reviewed: Autumn 2020.

1 Rationale for Teaching Languages

- 1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. We strongly in the benefit of this and therefore practice the teaching of weekly timetabled French for KS2. KS1 and Foundation Stage receive language teaching with a more flexible approach.
- 1.2 Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's literacy skills and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community. Learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.
- 1.3 **Language learning stimulates children's creativity** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.
- 1.4 **Language learning supports literacy** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in speaking and listening, which is critical to effective communication as well as a key foundation for literacy.
- 1.5 **Language learning leads to gains across the curriculum** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

1.6 **Language learning supports and celebrates the international dimension**
Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

2 Our **aims** of teaching MFL are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

3 Teaching and learning styles and procedures

3.1 At Rollesby Primary School we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen language is French, based on popularity, staff knowledge and availability of quality resources.

3.3 The KS2 lessons are to be delivered by the class teacher, higher level teaching assistant or PPA cover teacher, with support from the MFL Subject Leader.

3.4 KS2 children receive one lesson of MFL teaching a week, which will follow the MFL Scheme of Work and therefore a set progression. KS1 and EYFS receive a more flexible approach to introduce MFL, using the Riggolo packs 1 and 2 and the games document on the school network.

3.5 Recommended resources are available on the school network and in the Riggolo resources. The MFL games documents are particularly recommended.

3.6 Lesson Content: The French lessons are to include:

- a. learning French vocabulary
 - b. asking and answering questions
 - c. using bilingual dictionaries
 - d. teaching of basic French grammar and spelling patterns
 - e. playing games and learning songs
 - f. using language that has been taught in role play situations
 - g. researching and learning about life in France
 - h. beginning to write phrases and sentences
- French will be included in whole school occasions e.g. Christmas celebrations and Summer concerts.
 - French will be used in displays that relate to the children's learning.
 - Languages other than French may be used within individual classes and topics, but French will be the main, assessed language.

4 MFL curriculum planning

4.1 We will carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term). The Rollesby Primary school MFL Scheme of work has all three planning phases.

4.3 Our medium-term plans give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

4.4 Our weekly plans list the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught.

5 The Foundation Stage

Teachers are greatly encouraged to start introducing MFL as soon as possible. Our children may receive MFL teaching as a cross-curricular subject, enhancing the EYFS National Curriculum. They may take part in any activities - and in any languages - at this stage. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills. Recommended resources are available on the school network.

6 MFL and Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

7 Links outside school

We enable all pupils to have access to the full range of activities involved in learning MFL. Where children are to participate in activities outside the classroom (a theatre trip or visit, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 Teachers assess children's work in MFL in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work.
- 8.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.
- 8.3 Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- 8.5 The subject leader will look at children's work. This will demonstrate what the level of achievement is in MFL in each year.

8.6 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and staff development.

9 Resources

There is a range of resources to support the teaching of MFL across the School: available on the school network under MFL and in the Riggolo packs. Children have access to the Internet through their classroom computer or Ipads and access to the Internet is also available in the ICT suite. Resources are reviewed and updated regularly.

10 Monitoring and review

10.1 Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader, supported by the Headteacher. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school. The leader may have specially-allocated regular management time in which to review samples of the children's work and to undertake lesson observations of MFL teaching across the school. The named governor responsible for MFL meets regularly with the subject leader in order to review progress.

10.2 This policy will be reviewed every 2 years.