

Fulwood and Cadley Primary School



MFL Policy

Date of Policy: September 2022

Review Date: September 2023

Subject Leader: Mrs A. Robinson

School Vision and Ethos

‘Wish It. Dream it. Do it. Be Unique’

At Fulwood and Cadley, our children are confident, courageous, fearless learners who, through our creative and inspiring curriculum, are enriched with opportunities to develop their skills: socially, emotionally and academically. Enriched learning experiences develop real life skills, technological expertise and emotional intelligence, which are underpinned with the promotion of a positive-growth mind-set throughout the curriculum and beyond. Pupils are resilient, determined, independent and show perseverance to overcome any challenge now and in the future.

Statement of Intent (including values and equality)

At Fulwood and Cadley, the intent of MFL is to allow children to learn a language and explore other cultures. The high-quality of the languages education should foster pupils' curiosity and deepen their understanding of the world. They will get an in-depth study of French, as well as spending some time learning some BSL during national BSL week. Staff are also encouraged to help the children learn some basic greetings in other languages when studying countries as part of geography, such as Mandarin Chinese or Greek. This wide range of language teaching will be practical and informative, providing them with the foundation to learn further languages or a familiar language at a deeper level. The use of BSL will support them in talking to people from the deaf community and help them to appreciate how different people communicate. MFL will be made practical through the use of pen pals and internationally themed days within school, as well as inviting people in who speak a foreign language in order to learn about that language and culture.

Legal Framework

For every pupil in Key Stage 2, Modern Foreign Languages is a statutory foundation subject. The attainment targets outlined in the Programme of Study for Languages relate to: listening and speaking skills; reading and writing skills and knowledge about grammar.

Speaking and Listening

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words.
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present ideas and information orally to a range of audiences.
- Appreciate stories, songs, poems and rhymes in the language.

Reading and Writing

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.
- Describe people, places, things and actions orally and in writing.
- Write words from memory and adapt these to create new sentences, to express ideas clearly.

Grammar

- Understand basic grammar appropriate to the language being studied.

Roles and Responsibilities

The **MFL Leader** is responsible for:

1. Providing support and training to the staff to deliver the identified curriculum;
2. Liaising with the class teachers and keeping them informed;
3. Discussing progress in MFL and any issues as they arise;
4. Discussing teaching and learning with the class teacher;
5. Writing and reviewing the MFL Policy;
6. Co-ordinating the use of classroom resources;
7. Keeping up-to-date, through reading and attending relevant courses, and by developing links with external agencies to ensure the quality of education is of a good standard.

The **classroom teacher** is responsible for:

1. Acting in accordance with this policy.
2. Ensuring progression of pupils' MFL skills, with due regard to the national curriculum.
3. Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
4. Liaising with the **MFL Leader** about key topics, resources and supporting individual pupils.
5. Monitoring the progress of pupils in their class and reporting this on an annual basis.
6. Reporting any concerns regarding the teaching of the subject to the **MFL Leader** or a member of the **senior leadership team (SLT)**.
7. Undertaking any training that is necessary in order to effectively teach the subject.

Implementation (teaching and learning, cross curricular links, planning and home learning and key skills and knowledge)

At Fulwood and Cadley, our aims for the Modern Foreign Languages curriculum and teaching is to:

1. Develop an enthusiastic and positive attitude to other languages and language learning;
2. Develop language skills and language learning skills;

3. Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
4. Become aware that language has a structure, and that this structure differs from one language to another;
5. Become increasingly familiar with the sounds and written form of a modern foreign language;
6. Gain enjoyment, pride and a sense of achievement;
7. Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions;
8. Increase cultural understanding by learning about different countries and their people, communicating with children from other countries and working with written materials from those countries and communities;
9. Explore and apply strategies to improve their learning;
10. Form a sound basis for further language learning at Key Stage 3 and beyond

Benefits of Learning an Additional Language

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas.

An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the Literacy Curriculum.

Planning is supported by Schemes of work including "Mr French" and "Linguascope". There are also a range of books entitled "One Third Stories".

In addition, there are opportunities to link to PSHE & Citizenship, Geography and RE curriculum in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of MFL and Maths, Science, Music, Art and PE. Where possible, the French units of work are adapted to tie in with the topics being covered by class teachers.

Impact (assessment and reporting and monitoring and review)

Most assessment is formative and is used to support teaching and learning and inform future planning. Formative assessment of the above skills **should take place frequently** after each lesson or unit of work taught. This is to be **evidenced on Lancashire Tracker** and used to inform future teaching and learning.

The teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons.

Summative Assessment will take place at the **end of each term** and will be a cumulative judgement based on all skills taught to date. This is to be **evidenced on Lancashire Tracker** .

Teachers to record verbal work on SeeSaw or Showbie.

If any written MFL work is produced, it is marked in line with the school policy on marking.

Monitoring is carried out by the MFL Leader or World Team in the following ways:

- Informal discussion with staff and pupils
- Planning scrutinises
- Work sampling
- Classroom observation

Equality

Learning will be tailored for pupils with special educational needs and disabilities and their progression will be assessed by the school SENCO.

- Teaching will provide equality of access for all pupils
- Teaching will promote and celebrate the contribution of different cultures
- Teaching and learning will provide extended learning opportunities such as pen pals, that involve all pupil groups and enrich pupils learning experiences, investing in individual cultural capital
- Lessons and resources will reflect the reality of a culturally diverse society and explore cultures from around the world with respect, specifically the French culture.
- Teachers will take account of the performance of all pupils when planning for future learning and setting challenging targets, using on-going formative assessment to establish starting points and next steps
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- In MfL, teachers will strive to provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning and develop a positive self-perception in relation to themselves as a learner
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Staff will use appropriate language to ensure that stereotypes are addressed and language does not offend.

Key Resources

Linguascope
Mr French

This policy will be reviewed on a yearly basis.

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