



## St Monica's Catholic Primary School Modern Foreign Languages (MFL) Policy

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### **1 Introduction**

1.1 In our school we teach a foreign language to all children from Reception to Year 6 as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children genuinely enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language they present as being less anxious, as their second language helps form their sense of self and the children have more time overall to acquire and consolidate new understandings and skills. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development.

### **2 Aims and objectives**

2.1 The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to the enjoyment of learning a new language;
- to reinforce and reinterpret knowledge and understanding gained in children's first language;
- to help children develop intercultural understanding;
- to develop their speaking and listening skills;
- to lay the foundations for future study by developing language learning strategies

### **3 Organisation**

3.1 We teach a foreign language to children in Reception through to Y2 for between 20 minutes and half an hour per week. KS2 classes benefit from a specialist French Teacher, from the Primary Language Network who teaches each class for half an hour each week. Her role is to deliver lessons, introduce new vocabulary and work as a good model of pronunciation and intonation. KS2 class teachers are present for a minimum of one hour per term to support, reinforce and receive CPD on the aims and objectives of modern foreign language teaching and assessment.

## **4 The curriculum**

**4.1** French is the modern foreign language that we teach in our school.

**4.2** The curriculum we follow is based on the guidance given in the New National Curriculum document for MFL and a Scheme of Work from the Primary Language Network (Janet Lloyd) who we work in partnership with. We have adapted this to the context of our school and the abilities of our children.

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words and write phrases from memory (when age appropriate);
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- read carefully and show understanding;
- use online learning tools and websites
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

## **5 Teaching and learning style**

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language these include:

- Games, role-play and songs (particularly action songs).
- We often use puppets and soft toys in KS1 to demonstrate the foreign language.
- We also benefit from our specialist French teacher in KS2 classrooms.
- We have in the past benefited from links with Maria Zambrano School in Malaga, Spain and encourage children to exchange work and communicate with children in Spanish and English. We are actively pursuing the establishment of a link with school in France.
- We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation.
- We are working within NNC guidance to emphasise listening, speaking, reading and writing skills.
- We also use a multisensory and kinesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.
- We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.
- We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

## **6 MFL and inclusion**

**6.1** At our school we teach a modern foreign language to all 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, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented.

**6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Children may then be offered additional support from their class teacher, be provided with resources which scaffold learning e.g. a vocabulary bank or benefit from the support of a classroom assistant, where appropriate. This ensures that our teaching is matched to the child's needs.

**6.3** In KS2 staff use Classroom Monitor – the school's assessment system – to record and track the progression of pupils against key objectives which are derived from National Curriculum expectations. **In KS1 ....**

**6.4** We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom, for example, a playground game in a modern foreign language, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment**

**7.1** In KS2 we are utilising the assessment and monitoring of teaching and learning based on the guidance in the KS2 Revised Framework for Languages. We recognise the importance of developing assessment techniques in order to ensure that children are making good progress in this subject. At present we assess informally during the lessons, and also by regular oral testing and checking to evaluate what the children have learned. There are no national key stage tests, but we do report to parents on the level and development of competence in French for each child in the school as part of end of year reporting. We present this to parents as part of end of the year reports. **Check with Michelle Hindley.**

Reporting will also highlight elements of each child's ability in one of the two cross-cutting strands:

- language learning strategies
- knowledge about language

## **8 Monitoring and review**

**8.1** We monitor teaching and learning in the same way as we do all other curriculum subjects that we teach in the school. The Subject Champion produces a file of evidence of the development work that has been undertaken across the year. The head teacher also reports to the governing body on the progress of children in French in the same way as in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in French.

**8.2** The headteacher and language coordinator liaise with local secondary schools and language network providers and consultants to support and raise awareness of the progression of the modern foreign language experience of our children when they move to the next phase of their education.

**Signed:**

Chair of the Education Committee

**Date:**