



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

Status	School need
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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 encourage children to make connections between learning a modern foreign language and other areas of the curriculum;
- 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

In Years 1 - 6 French is the responsibility of the class teacher and is delivered once per week, either by the class teacher or a Teaching Assistant. Class teachers plan lessons using age appropriate language resources and planning materials available from the

Primary Language Network website. They undertake regular assessments to measure the children's progress and this is recorded on Classroom Monitor.

3.2

In Reception, Mrs. Keleher is responsible for the teaching of French. She delivers this daily through regular oral rehearsing. The children are encouraged to answer the register in French and daily discussions about the weather take place. Children are encouraged to listen and respond to simple questions in French and count to 10 in French during songs and games. They have regular opportunities to read simple dual language books with an adult, with repetitive refrains to encourage them to listen to familiar stories in another language. They sing French songs and rhymes and learn about the lifestyle of French families with young children like themselves. French vocabulary related to our daily conversations is displayed at child level and is referred to daily by the adults in class.

3.3

We now have a partner school in La Gorgue, France and have recently been involved in discussions with their staff regarding plans for specific year groups to work collaboratively on projects. These plans will be implemented as soon as practically possible once we all return to school.

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 have now established a link with a large primary school in La Gorgue, in France and have liaised to plan a series of activities between year groups, when we are able to return to school.

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- We use ICT to develop the understanding of a new language, using the materials provided by the Primary Language Network and record the children speaking another language to develop confidence.
- 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 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.

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

- language learning strategies
- knowledge about language

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.

8. Cross Curricular Opportunities

8.1 In all year groups, French is delivered using a cross-curriculum approach, helping the children to further develop their understanding as they relate new learning to their previous experiences, using familiar themes.

Examples include the weather, clothes, the seasons and body parts.

8.2. We hold an annual French Festival to further develop the children's understanding and appreciation of French music, art, dance, food, lifestyle and traditional French games.

The children are encouraged to immerse themselves in French lifestyle and culture and have the opportunity to converse in French with adults, shop at a French market and order croissants in the café. We invite our friends from another of our partner schools, North Cheshire Jewish Primary School to join us for this annual event.

9. ICT We use ICT software, when appropriate, to develop the children's understanding and acquisition of French, using materials from the Primary Language Network. We use recording equipment and a 'Green Screen' to record the children speaking to enable the children to experience a 'real life' opportunity to speak another language

10. Monitoring and Review

10.1 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 evidence of the development work that has been undertaken across the year..

10.2 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.

10.3 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: