



# MFL POLICY

## CAPTAIN WEBB PRIMARY SCHOOL

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## **MFL (Modern Foreign Languages) Policy**

### Introduction

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. At Captain Webb we believe strongly in the benefit of this and have therefore implemented the teaching of French for all KS2 children (Y3 to Y6) from September 2018. Foundation Stage and KS1 children (Y1 and Y2) will receive language teaching as an optional subject, although we encourage and support a whole school approach.

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 oracy and literacy and to their understanding of their own cultures and those of others. Language also lies at the heart of ideas about individual identity and community, and 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.

### Aims of Teaching

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.

### Teaching and learning of MFL

At Captain Webb 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.

Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources.

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

Recommended resources are available on the school network and in the MFL folder.

The French lesson content for KS2 is 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 Francophone countries
- h. beginning to write phrases and sentences

- French will be included in whole school occasions e.g. World French Day, 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.

### Programmes of study

We base the teaching on the guidance material in the Key Stage 2 Framework for Languages, the National Curriculum Statutory Guidelines for MFL at Key Stage 2 and the Scheme La Jolie Ronde. We have adapted this to the context of our school and the abilities of our children.

### The Foundation Stage/KS1/KS2

A whole school approach to MFL is desirable, so although languages will be optional for the Foundation Stage and KS1 at Captain Webb for the time being, teachers are greatly encouraged to start introducing MFL. Our Infant children may receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. Infants may take part in any activities, for example during our World French Day, but also in any languages at this stage. Language songs, games and activities are highly enjoyable, motivating and inclusive whilst also developing other literacy skills. Our Story times may include learning and performing stories in a foreign language. Recommended resources will be available on the school network and in the school library.

KS2 children are entitled to one hour of MFL teaching a week that will follow La Jolie Ronde MFL Scheme of Work and therefore a set progression. The split of teaching time is flexible, so the lessons could cover one full hour, five short daily lessons or any combination of lesson length, providing that one full hour of MFL is taught a week.

### Planning

We will carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term). La Jolie Ronde Scheme of work is based on the KS2 Languages Framework and outlines what we teach in the long-term.

Our medium-term plans, which we will also base on the Framework, 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.

KS2 class teachers complete a weekly (short-term) plan for the teaching of MFL in line with other curriculum Foundation Subjects. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. Copies of weekly plans are kept in the Year Group's MFL folder.

### Cross Curricular Links

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.

Language learning supports oracy and literacy. Children spend a lot of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in conversations and question and answer work, role-plays, sing songs and recite to an audience, 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 oracy, which is critical to effective communication as well as a key foundation for literacy.

Learning a language 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 use existing knowledge. Through the conscious development of language learning they are also learning how to learn.

Language learning supports and celebrates an 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. Children need the opportunity to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

### Assessment

We assess the children's progress informally during the lessons, evaluating progress against the four National Curriculum Attainment Targets of:

- AT1: Listening and responding;
- AT2: Speaking;
- AT3: Reading and responding;
- AT4: Writing.

Furthermore, 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 judgements about how they can improve their own work.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

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.

The subject leader will keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in MFL in each year of KS2.

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

Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of the subject leader, supported by the head teacher and colleagues from the LA.

### Equal Opportunities

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 Captain Webb, 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. For further details see our separate S.E.N.D policy.

### Health and Safety

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 (After School French Club, a trip to France, a theatre trip or visit to an MFL department in a secondary school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### Resources

There is a range of resources to support the teaching of MFL across the School available on the school network under MFL. Lists of recommended websites for activities are also stored here. Children have access to the Internet through the iPads, additionally it is also available in the ICT suite. Furthermore, there is a wide variety of both fiction and non-fiction books in the School Library. Resources are reviewed and updated regularly.

### Differentiation

We use a variety of techniques to encourage the children to engage actively in learning a modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and we also listen to native speakers on recordings in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic 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 that they make in the foreign language, however tentative. We allow for differentiation by using peer support: we partner pupils of disparate ability; setting common tasks which are open-ended and can have a variety of responses; providing resources of different complexities matched to the ability of the child.

### Role of the Subject Leader

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, obtain pupil voice and to undertake lesson observations of MFL teaching across the school.