

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

## **New End Primary School**

**Date Completed: Autumn Term 2017**

**Review Date: Autumn Term 2019**

### **Rationale**

This policy will describe the introduction and development of the teaching of modern foreign languages ('MFL') at New End School. It will detail the approaches to teaching MFL in all KS2 classes at New End. Our aim is that all children leave New End as confident speakers of one MFL and that they enjoy attempting to communicate in the language as a result of the activities they have taken part in.

### **Aims**

Children will be taught:

- the principles and interrelationship of sounds and writing in French;
- a limited amount of grammar of French and how to apply it (with cross-reference to and comparisons with English – since we see this as a useful context in which to reinforce aspects of grammar such as understanding nouns, verbs, adjectives, prepositions etc.);
- most importantly, how to express themselves using a range of vocabulary and structures.

We will lay particular emphasis on the latter, since we regard the speaking/listening aspects of MFL as the most important and the enjoyment of these, in an entirely non-threatening setting, as fundamental to the progress and achievement of all children in learning MFL. We believe 'making mistakes' are integral to effective learning in MFL and we will always encourage children to 'have a go'. This is a fundamental part of the learning ethos at New End across all subjects of the curriculum.

Children will be taught how to listen carefully. They will be taught correct pronunciation and intonation. Children will be taught a great deal about how to ask and answer questions. They will be taught how to initiate and develop conversations. They will be taught the beginnings of how to adapt basic language they already know for different contexts.

Children will always be encouraged to use their knowledge of English or any other language they know when learning French. They will be encouraged to further develop their independent and collaborative skills in learning and using French (e.g. in role play work or games and quizzes).

They will be taught about different countries and cultures by working with authentic materials in French, considering their own culture and comparing it with cultures and communities where French is spoken and consider the perspectives and experiences in these countries and communities. We see this as contributing positively to the school's policy and practice with respect to racial equality as well as PSHE and citizenship.

## **Governor and Staff Responsibility**

### **Role of the Governing Body**

Governors will:

- ensure that there is a link governor responsible for MFL, who will meet regularly with the MFL subject leader
- ensure that arrangements for the teaching of MFL throughout the school are reviewed regularly and agreed

### **Role of the Headteacher**

The Head-teacher will:

- Ensure INSET time, when appropriate
- Provide a budget for sufficient resources
- Enable the co-ordinator to work alongside other staff, where appropriate
- Liaise with staff about record keeping and assessment
- Ensure the monitoring of teaching and learning through lesson observations and intake of MFL outcomes across Key Stage 2
- Report to Governors, where appropriate, about the development of MFL and progress made

### **Role of the MFL Co-ordinator**

The MFL Co-ordinator will:

- ensure that all staff are aware of policy
- ensure that MFL has a valued profile across Key Stage 2
- provide support to staff in ensuring effective MFL provision throughout the school
- monitor and evaluate MFL teaching and learning and evaluate standards
- ensure that MFL provision is effectively and properly resourced
- develop a long term curriculum plan
- keep up to date with current initiatives

### **Role of the Class Teacher**

The Key Stage 2 class teacher will:

- ensure MFL is taught in line with the school's agreed curriculum
- record and assesses the children's outcomes in line with agreed MFL procedures
- attend INSET, when necessary
- liaise with and work alongside the co-ordinator, when appropriate

## **Organisation**

### **Programme of Study**

The language to be taught will be French. By the end of Key Stage 2, children will have been taught activities from a scheme of work, consisting of about 20 to 30 lessons of 30 minutes duration per year group.

### **Teaching Approaches**

Children will be taught to communicate in French in pairs, in groups and with their teacher. Children will be encouraged to use and respond to French, and to use English only when necessary. The aim is to implement the scheme of work as far as possible using French, to give instructions and any explanation in French and to encourage children to respond as far as possible, simply, in French. They will use everyday classroom events and routines as an opportunity for planned and spontaneous speech (e.g. bidding the teacher/class 'good morning/afternoon'). Children will be encouraged to use French for real purposes (e.g. postcard writing to children in countries where French is spoken). The school will organise field trips/educational trips to countries where French is spoken (e.g. France). Our aim is that in all KS2 classrooms it is the class teacher who is responsible for the planning and teaching of MFL and that all KS2 class teachers receive adequate training to do this.

### **Training of staff to teach MFL**

Both Year 3, one Year 4 and one Year 5 class teachers have received on-site training, including team teaching sessions, from the LEA MFL advisory teacher consultant.

### **Future Plans and Developments**

The teaching of one target language has been successfully introduced to KS2 classes. We aim to have a progression in the scheme of work from year to year, beginning in year 3.

## **Resources**

The MFL scheme of work (20 to 30 lessons per year group, 30 minutes duration each) is clear, differentiated and varied in the ways it involves the children in the learning intentions. The scheme of work can be applied to any target language. A resource base to support this scheme of work is being built up. This includes online resources.

## **ICT and MFL**

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in MFL.

## **Equal Opportunities**

Equal Opportunities are an integral part of the school curriculum. Strategies are adopted to ensure that all children have the opportunity to succeed in the arts regardless of ability, gender, race and class.

Teachers are aware of these issues in their planning for MFL They should also raise the level of consciousness on these issues with children throughout, in all curriculum areas.

See Equal Opportunities Policy for full details.

## **Pupils with Special Educational Needs and Disabilities**

All teachers will have in their class some children whose progress warrants special consideration. Their difficulties may have physical, sensory, behavioural, emotional or neurological causes, or may stem from a legacy of poor learning that inhibits their current learning.

Teachers should aim to include all these pupils fully in MFL lessons.

## **Gifted and Talented**

Children demonstrating a particular ability in MFL should continue to be supported in achieving higher standards through extension activities provided in lessons and extra curricular activities. The school should also ensure that where offered, children with particular aptitudes should have access to outside opportunities.

## **Pupils with English as an Additional Language**

At New End we have a large number of children who have English as an additional language. This includes some French speaking pupils. All children must be encouraged and assisted to extend their potential in MFL.

## **Monitoring and Evaluating Policy and Practice**

New End has made a successful start in introducing the teaching of MFL to children. This policy will be reviewed annually and discussed with staff, parents, governors and children regularly to consult on developments as widely as possible. The most recent review of the policy was in March 2017.

Throughout the year the MFL Co-ordinator will have the opportunity to look at samples of work across the school. Feedback will be made to staff. A limited number of lessons will also be observed by the MFL Co-ordinator across the key stages so that they have an understanding of the quality of teaching and learning in MFL in the school.