

INTAKE PRIMARY SCHOOL



MFL Policy

Revised: October 2017

Review Date: October 2019

MFL Co-ordinator: K. Revill

Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. It will form the basis for the development of MFL in the school and gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the New National Curriculum and the Wakefield Scheme of Work for MFL.

Rationale

The skills, knowledge and understanding gained through learning a new language make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s 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 area as well as giving them a new perspective on their own language.

Aims and Objectives

The overall aim for MFL is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to teach MFL. The teaching will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3.

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally and to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate songs, stories, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.

Curriculum and School Organisation

French (Year 4, 5 and 6) and Spanish (Y3) is taught regularly to ensure progression and skills development to all Key Stage 2 children. On suitable occasions other languages are taught e.g. European Day of Languages.

Although MFL can also be a cross-curricular subject, children are taught specific skills, concepts and vocabulary in regular French/Spanish sessions within the class.

The school aims to deliver the requirements of the New National Curriculum by using the 'Wakefield Scheme' for French in Years 4, 5 and 6 and in Year 3 teach the same objectives but for Spanish. This ensures that particular language learning strategies are taught and appropriate skills are practised. The scheme of work outlines the objectives covered throughout the year.

Curriculum Management

The subject leader/co-ordinator will facilitate the development of MFL in the following ways:

- By managing the implementation of the MFL policy;
- By updating the policy and scheme of work
- By ordering/updating/allocation resources;
- By identifying need and arranging INSET, if required, so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- By keeping abreast of new developments;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate course to update knowledge of current developments;
- By contributing to the School Improvement Plan, if an area of development

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources.

Children with other languages at home are encouraged to use them for educational benefit and parents offered advice about what is appropriate. Efforts made to ensure that languages at home are highlighted in the classroom once a teacher has been notified.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

Planning/Scheme of Work

All planning in Years 4, 5 and 6 is taken from the 'Wakefield Scheme' for French and class teachers can adapt the plans for their own classes. In Year 3 Spanish will be taught using the same objectives taken from the 'Wakefield Scheme'.

Class Organisation and Teaching Styles

At Intake School, class teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the school. During French/Spanish sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the present, practise, produce model when learning vocabulary.

Resources and Accommodation

A variety of resources are available in the shared resources room. These include children's reference books, teachers' resources, books, big books, CD ROMs, vocabulary cards and audio/visual materials.

The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget. The amount of this budget reflects the degree of priority given to MFL in the School Improvement Plan.

Assessment, Record Keeping, Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. As the class teacher works through the scheme of work they record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. This information is shared with the next class teacher.

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

Monitoring

We monitor teaching and learning in MFL in the same way as we do other subjects that we teach in school in the following ways:

- Informal discussion with staff and pupils
- Collection of MFL planning
- Collecting samples of the individual learning

The Head teacher also reports to the governing body on the progress of children in MFL in the same ways as for progress in any other subjects.

This policy will be reviewed on a regular basis.

Policy Agreements

This policy has been agreed by:

Headteacher

Name: _____

Date: _____

Governor:

Name: _____

Date: _____