

Lockington CE VC Primary School



Modern Foreign Languages (MFL) Policy

Date Policy Formally Agreed By Governors	24 th May 2018
Date Policy Becomes Effective	March 2018
Review Date	Spring Term 2021
Person Responsible for Implementation and Monitoring	MFL Subject Leader

1 Rationale for Teaching Languages

- 1.1 Language learning enables pupils to express their ideas and thoughts in another language, and to understand and respond to its speakers. In this respect it is the development of practical, useful knowledge for all 21st century young people. Yet it is clear that language learning is not only a matter of developing competence in another language, important though this is. It is about the broader curriculum; about children exploring the relationship between language and identity, about developing an international outlook and an enhanced understanding of the world and their place within it. As the opening statement of the new Programme of Study puts it: "Learning a foreign language is a liberation from insularity and provides an opening to other cultures." This has never been more crucial.

Learning another language is full of rich opportunities to develop pupils' spiritual, moral and cultural experiences. Intercultural understanding plays a central role in how languages are taught, with themes of identity and our place in the wider world put under the spotlight.

Videos, songs, rhymes and stories all enrich pupils' experience with cultural insights into other people's lives. Pupils may try out aspects of another culture in their classroom, such as food, clothes or celebrations, building a positive understanding of key features of personal and national identity, values and beliefs.

Learning a language equips pupils to express themselves in new ways. This develops their immediate sense of belonging to the wider world and starts to

prepare them for future opportunities in modern life. Teachers look for opportunities for their pupils to communicate with pupils who speak other languages. This is invaluable for moving beyond stereotypical views of the culture of a country, and discovering that the similarities are as striking as the differences.

At a deeper level, learning a language confronts pupils with the fact that the way in which they see the world is just one of many possible ways. The words we use for things are arbitrary labels, not derived from the essence of the things themselves. In other languages things are said in different ways. For example a French learner of English would find it odd that we put the adjective before the noun, describing something before saying what it is. Pupils studying for the English spelling, grammar and punctuation test may be relieved to know that in other languages, parts of speech are not necessarily as fluid. Nouns cannot be forced into serving as adjectives, so in Spanish "a cheese sandwich" is "a sandwich of cheese." Learning a language in KS2 means pupils grow up with this understanding as their world-view is developing, without the defensiveness of an older learner who feels that language learning challenges their settled world-view.

British Values do not have to be defined in opposition to the values of others, just as one family can define what values are important to them, without implying that other families don't have equally valid principles. Learning another language develops an understanding and respect for diversity, removing barriers between cultures. It is also an opportunity to look at shared values and aspirations, such as personal liberty, democracy and the rule of law. It can help us understand that the particular blend of values we cherish is not universal, but is the result of on-going social and historical collective choices.

- 1.2 **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 and other cultures 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 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 critical area as well as giving them a new perspective on their own language.
- 1.3 **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.
- 1.4 **Language learning supports oracy and literacy** Children spend much of their time in language lessons speaking, listening and interacting. They take part in

role-plays, conversations and question and answer work, sing songs and recite, 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.

1.5 Language learning 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 recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

1.6 Language learning supports and celebrates the 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. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people as well as gaining a skill to be used in real-life situations.

2 Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

In addition, 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;
- 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.

Speaking and listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- Listen for letter sounds and increase awareness of the phonology of a particular language
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

3 Teaching and learning styles and procedures

- 3.1 At Lockington 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 Geography, for example, are particularly appropriate for cross-curricular teaching.
- 3.2 Lockington Primary School is part of the Beverley schools cluster in the East Riding. The secondary schools in the Beverley area offer a choice of French and Spanish on entry into KS3, with French being the most popular choice.
- 3.3 KS2 children will receive MFL teaching per week, or an extended block of sessions when relevant, which will be generally based on the East Riding Schemes of Work. Lessons will include opportunities to work both collaboratively and independently. The schemes of work provide opportunities for children to learn in a fun, interactive environment.
- 3.4 Recommended resources are available in the schemes of work along with a collated bank of resources. ICT resources include various websites (linked to planning) and interactive Smartboard software. The school also has songs books and CD's which are very useful in MFL teaching.

3.6 Lesson Content:

The French lessons are 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 France and other French speaking countries.
 - h. writing phrases and sentences.
- French will be included, when possible in whole school occasions and celebrations of learning e.g. school performances, school assemblies, parent assemblies and concerts.
 - French will be used in displays that relate to the children's learning - usually thematic, linked to the current unit of study and showing examples of work and achievement.
 - French will become part of the school environment with signs and labels visible for all pupils.

4 MFL curriculum planning

- 4.1 We use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL and the East Riding Schemes of Work (in corporation with other schemes of work which may enhance the teaching and learning of a certain topic.)
- 4.2 We carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term). The Lockington Primary School MFL Scheme of work is based on the KS2 Languages Framework and East Riding schemes of work and provides an outline for what we teach. Planning and lesson content is encouraged to be personalised and adapted to the requirements of the children learning MFL. This can allow teaching to be more creative and adaptable to thematic approaches.
- 4.3 Our medium-term plans, which we 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 covering the main areas for progression in MFL learning which are speaking and listening, reading and writing, intercultural understanding, knowledge about language and language-learning skills. The subject leader is responsible for keeping and reviewing these plans.

5 The Foundation Stage and KS1

A whole school approach to MFL is desirable. Our younger children may receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum fitting in with a theme that the EYFS and KS1 children may be studying. Language songs, games, activities and stories are highly enjoyable, motivating and inclusive and also develop other literacy skills.

6 MFL and Inclusion

The school firmly believes in the value of language learning for all pupils, regardless of race, ability or gender. Care is taken to ensure that positive images of languages being spoken by people of both sexes will be promoted. Differentiated approaches are employed to seek to ensure that all learners in the classroom are able to make optimum progress. Any EAL or speakers of languages other than English will be encouraged to bring those languages into the classroom and use them to support their learning of French. Every opportunity is taken to recognise and celebrate the ability to speak any and all languages. Where access to resources at home is an issue (e.g. ICT or printing), pupils are offered alternative access within school or at home so that their learning is not disadvantaged.

In all classes, especially mixed aged 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 our school we will teach MFL 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.

7 Links outside school

As part of the Beverley Schools Cluster, Lockington Primary school works closely alongside local secondary schools building the link with MFL teaching and learning. The MFL coordinator at Lockington Primary school attends cluster meetings which provide information on current practices, updated guidelines, and an opportunity to share good practice, gain further resources and teaching ideas. We are also building a link with a primary school in Geneva, where French is predominantly spoken, to provide the school with a global link.

8 Assessment for learning

- 8.1 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. Where possible children will assess their own work through following success criteria at the beginning and end of a lesson. This provides a good opportunity for older children to make judgments about how they can improve their own work and also help their peers through peer assessment.
- 8.2 Teachers use statements relating to the current scheme of work objectives for each child. At the end of Year 6 children's levels/attainment will be forwarded to the relevant High School that the child is attending.

- 8.3 Teachers will also make a small comment relating to learning, progress and achievement in an annual school report which will be given to the Head teacher and to the parent.
- 8.4 Assessment sheets, located at the back of pupil work books, provide a record of objectives learned and may be completed by pupils and teachers.
- 8.5 Classroom Monitor is used and updated termly to show learning progress and attainment.
- 8.6 The teacher (and subject leader) will keep samples of children's work in individual French books in. The French subject leader may also keep some examples of work in the coordinator file which demonstrates what the expected level of achievement is in MFL in each year of KS2.
- 8.7 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 through attending courses, giving feedback and making contributions at staff meetings. We also take part in whole school activities and language days linked to special days of celebration in the calendar (For example; International Languages Day).

9 Resources

There is a range of resources to support the teaching of MFL across the School. Children have access to the Internet through their classroom computers and laptops. There is a selection of additional materials stored in the MFL language cabinet in the KS2 classroom.

Resources are reviewed and updated regularly.

10 Monitoring and review

- 10.1 Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader, supported by the headteacher and colleagues from the LA. 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 management time in which to review samples of the children's work.
- 10.2 This policy will be reviewed annually by the coordinator and rewritten at least every 3 years if appropriate.

Member of staff responsible: N Trueman

Date policy written: Spring 2018

Date approved by full Governing Body:

Date to be reviewed: Spring 2021

Signature (Headteacher) _____ (Date)

Signature (Chair of Governors) _____ (Date)