

MFL Policy

Bushmead Primary School

September 2022



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1. MFL Curriculum Intent Statement

At Bushmead Primary School we recognise that learning a modern foreign language is a statutory entitlement for all pupils during their time in Key Stage 2 and we are committed to the principle that learning another language helps foster a curiosity and deeper understanding of other cultures and the world in general. We believe that learning to understand, speak, read and write another language during Key Stage 2 will provide important opportunities for future study and work in other countries. In our school we teach French. We aim for every child to leave Bushmead Primary school with a range of new vocabulary and an understanding and appreciation for the French language and culture.

2. Legislation and guidance

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world”. National Curriculum in England (DfES September 2013)

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

3. Roles and responsibilities

3.1 The head teacher

The head teacher will:

- Work with staff, parents and governors to determine the strategic development of the MFL policy and provision in the school
- Have overall responsibility for the provision and progress with SEND and/or a disability.

3.2 The Governor/s

The governor/s will:

- Work with the head teacher to determine the strategic development of the MFL policy and provision in the school

3.3 Class teachers and teaching assistants

Class teachers and teaching assistants will be responsible for delivering the MFL curriculum, in line with guidance from this policy.

3.4 MFL coordinator

The MFL coordinator will:

- Coordinate and plan the MFL curriculum
- Support colleagues in their teaching, by keeping them informed about current developments in MFL
- Attends any specialist courses which may be relevant to the teaching and planning of the MFL curriculum
- Writes a subject development plan, informed by the whole school development plan

4. Teaching and learning

KS1

Although not statutory at this age, pupils at KS1 are introduced to French. Greetings, displays and games are used so that the children begin to familiarise themselves with the culture.

KS2

In KS2 we appreciate that learning a language has three important parts.

- Learning to communicate (with an emphasis on a range of speaking, listening and interactive activities)
- Learning about language (discussion and understanding of etymology of language and different spellings)
- Having an appreciation and an understanding about the different culture and being able to compare to that of their own.

We teach skills in all four strands of language – listening, speaking, reading and writing. We also use a multi-sensory and kinaesthetic approach to teaching to reinforce memory. We aim to make lessons entertaining and enjoyable in order to develop a positive attitude to the learning of modern foreign languages. In addition, class teachers are expected to take opportunities throughout the teaching day to embed the language by using it at incidental times such as taking the register, as well as playing simple games.

We follow Language Angels lesson plans which deliver outstanding, engaging lessons in a range of different teaching styles which help to inspire all types of learners.

5. Extracurricular events

Throughout the school year, there will be events that the children, across all age groups will be encouraged to join which will support the learning of the French culture and language.

6. Assessment

Children demonstrate their ability in MFL in a variety of different ways. Teachers will assess a child's knowledge of a language through making informal judgements as they observe them in class. On completion of a piece of work, teachers will assess the learning and give both oral and written feedback. Pupils will be encouraging to make self-assessments and comment on how they are able to improve their own work. Teachers will frequently review prior learning to ensure that the information has been retained.

7. Equal Opportunities

7.1 Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in MFL will be available to every child, regardless of race, gender, class or ability.

7.2 Inclusion

We recognise that in all classes, children have a wide range of language knowledge, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty;
- Grouping children by ability and setting different tasks for each group;
- Grouping children in mixed ability groups;
- Providing resources of different complexity, depending on the ability of the child
- Using classroom assistants to support the work of individuals or groups of children.

8. Monitoring opportunities

The MFL coordinator and senior leadership team are responsible for observing practise and monitoring the quality and impact of MFL teaching and learning. The MFL coordinator will perform regular reviews of the children's work to support with teaching and planning.