

ST MARY'S CATHOLIC PRIMARY SCHOOL, STUDLEY



Modern Foreign Languages Policy

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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 **KS2 MFL Framework** for MFL until the new guidelines are distributed, which gives details of what pupils in each age group will cover. This policy was updated in the autumn term by Fiona Griffiths, the MFL KS2 teacher.

The significance of Modern Foreign Languages:

MFL became statutory in 2014 and guidelines for OFSTED inspectors are under review. Currently we are using the KS2 MFL Framework on which to base planning.

Saint Mary's teaches Spanish throughout KS1 and KS2

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. Pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. MFL promotes initiative, confidence and independent learning and encourages diversity within society.

Subject Aims

The overall aim for Modern Foreign Languages is to enrich learning for all pupils and to foster a positive and enthusiastic approach towards learning a foreign language. MFL can be incorporated effectively into the teaching of other subjects.

General

- To increase children's linguistic competence through regular timetabled MFL sessions.
- To exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities.
- To develop listening skills and phonological awareness (with particular emphasis in KS1 and Y3/4).and to progress in KS2 to producing short texts, presentations and simple plays

Inter cultural Understanding

The children will be given opportunities to learn about the culture of the countries where Spanish is spoken:

Language Learning Skills and Knowledge about Language

The children will build up their skills which may later be applied to learning an additional language. These skills also re-enforce the understanding of their own language and how it works.

Curriculum and School Organisation

Spanish is taught weekly in to ensure progression and skills. Although MFL is a cross-curricular subject, children are taught specific skills, concepts and vocabulary in a weekly Spanish lesson by the MFL teacher and teaching assistant

This school aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised. The Scheme of Work for Spanish outlines which topics are covered in each year group.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities. Efforts are made to ensure that languages used at home are highlighted and valued in the classroom and especially with regard to EAL pupils.

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

Time Allocation

There is a dedicated forty minute lesson in KS2. Extra time will be spent in preparation for assemblies, seasonal assemblies and performances.

Planning

All planning is undertaken by the MFL subject leader, who adapts plans provided from the framework and QCA units.

Class Organisation and Teaching Style

During 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. Songs, Stories, games and role play make up an important part of the teaching.

Progression

The expectation is that each child's learning should show progression through each of the four strands of MFL as mentioned above, Progress should also be shown through the cross-

cutting strands as shown in the MFL Framework for Languages. The children will understand about other cultures and have an idea about how another language works, comparing differences and similarities with the English language.

Scheme of work

We do not use a scheme of work but enjoy a variety of websites and other resources which are in line with objectives outlined by the framework.

Assessment, Record Keeping, Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. At the end of each year the pupils have the opportunity to assess themselves using a series of 'can do' statements which are linked to the MFL framework. They are also given a grade which goes on reports to parents.

Inset and CPD

Erasmus funding is available for up skilling and in country training for teachers and other professionals teaching Spanish.

Embedding MFL in the curriculum & exploiting opportunities

We are working towards MFL being increasingly embedded in the curriculum. The MFL coordinator will highlight opportunities in medium term planning and work alongside the teacher. We will be progressing towards a whole school approach to raise the profile of MFL and ensure continued motivation.

Evaluation/review

There will be an annual review of this policy by the MFL coordinator involving all staff.