

Intake Farm Primary School



Modern Foreign Languages (MFL) Policy 2022

Policy confirmed by the Governing Body of Intake Farm Primary School on:

Date: November 2022

Signature: S Hardy
(Chair of Governors)

To be reviewed: November 2026

Intent

1 Teaching Languages at KS2

1.1 Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries. Our school has a duty to provide our children with an understanding of other cultures and languages. We have therefore implemented the teaching of French for all KS2 children (Y3 to Y6).

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 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 - more than in some other subjects. 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.

2 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;

develop speaking and listening skills.

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.

Implementation

3 Teaching and learning styles and procedures

At Intake Farm 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 Music, for example, are particularly appropriate for cross-curricular teaching.

Our chosen language for KS2 is French, based on staff knowledge and availability of quality resources.

The lessons are to be delivered by the class teacher with support from the MFL Subject Leader.

KS2 children are entitled to half an hour of MFL teaching a week. The split of teaching time is flexible, so the lessons could cover half an hour, five short daily lessons or any combination of lesson length, providing that half an hour of MFL is taught a week.

Recommended resources are available on the school network.

3.6 Lesson Content:

The French lessons are to include:

learning French vocabulary

asking and answering questions

using bilingual dictionaries

teaching of basic French grammar and spelling patterns

playing games and learning songs

using language that has been taught in pole play situations

researching and learning about life in France

beginning to write phrases and sentences

French will be used in displays that relate to the children's learning.

Languages other than French may be used within individual classes and topics, but French will be the main, assessed language.

4 MFL curriculum planning

4.1 One half hour of MFL teaching a week is statutory National Curriculum requirement for KS2 children.

4.2 We will carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term).

4.3 Our medium-term plans 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. 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, so although languages will be optional for the Foundation Stage and KS1 at Intake for the time being, our teachers and TAs are encouraged to introduce rhymes and songs and games containing French when possible. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills.

6 MFL and Inclusion

In all 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 KS2 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, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

7 Links outside school

We enable all pupils to have access to the full range of activities involved in learning MFL. Where children are to participate in activities outside the classroom (a theatre trip or visit to an MFL department in a secondary school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

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. Older children are encouraged to make judgements about how they can improve their own work.

8.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

8.3 Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

8.4 The subject leader will keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in MFL in each year of KS2.

8.5 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.

9 Resources

The resources and planning are all on Language Magnet which is on our school network. All lesson plans and resources are available for all teachers and TAs.

Impact

10 Through the quality first teaching of French taking place through KS2, we will see the impact of the subject in the following ways:

- Children will be able to communicate with each other in French.
- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the French culture.
- Children will learn how language skills can be applied to a range of languages.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

11 Monitoring and review

11.1 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. The subject leader is committed to 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 regular management time in which to review samples of the children's work and to undertake lesson observations of MFL teaching across the school. The named governor responsible for MFL meets regularly with the subject leader in order to review progress.

11.2 This policy will be reviewed every 4 years.

Julian Fieldwick – Headteacher November 2022