



# **ST Bernadette's Catholic Primary Voluntary Academy**

## **Modern Foreign Languages (MFL) Policy 2021**

Policy confirmed by the Governing Body of St Bernadette's Catholic Primary Voluntary Academy on:

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
(Chair of Governors)

To be reviewed on: \_\_\_\_\_

## **Overview for Teaching Languages**

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At St Bernadette's we believe strongly in the benefit of this and have therefore already implemented the teaching of MFL in Key Stage 2 with some aspects of MFL also now taking place in Key Stage 1 again from September 2021.

Learning a language enriches the curriculum and provides excitement, enjoyment and challenge for children and teachers. It helps to create enthusiastic learners and to develop positive attitudes to language learning throughout life. 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.

## **Main Educational Aims and Intent**

**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 skills in speaking, listening, reading and writing
- gain enjoyment, pride and a sense of achievement
- explore and apply strategies to improve their learning
- be able to pronounce words correctly
- explore their own cultural identities and those of others.

### **Language learning stimulates children's creativity**

Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and responding 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.

### **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, as well as singing songs and responding to a wide range of aural stimuli.

### **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.

## **Curriculum Organisation**

### **Planning**

We use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL and the **MFL ilanguages Scheme of Work**.

The **ilanguages Scheme of work** is based on the KS2 Languages Framework and outlines what we teach in the long-term. We have split the topics up over a two year cycle as we have mixed year group classes. The medium term plans outline what we teach in each topic every half term and the short term weekly lesson plans list the specific learning objectives and expected outcomes for each session, giving details of how the lessons are to be taught.

### **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 an inclusive subject 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 and those learning English as an additional language (EAL) and we take all reasonable steps to achieve this.

### **Resources**

At St Bernadette's Catholic Primary Voluntary Academy, 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, e.g. learning French Christmas carols in Music, carrying out research using Chromebooks.

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

French lessons are delivered by a Higher Level Teaching Assistant in Key Stage 2. Teachers in Key Stage 1 and EYFS are beginning to deliver certain aspects of MFL to their classes, e.g. greetings.

Lessons will be taught in Key Stage 2 in class groups and may include the use of Chromebooks. The French lessons last for 45 minutes per week in Years 3, 4 and 5 and 6.

The French lessons include:

- Learning French vocabulary
- Asking and answering questions
- Using bilingual dictionaries
- Teaching of basic French grammar, phonics and spelling patterns
- Explicit teaching of phonics using a kinaesthetic method of linking sound, action and spelling
- Creative use of games, stories and learning songs
- Using language that has been taught in role play situations
- Researching and learning about life in France
- Writing phrases, sentences and paragraphs.
- Talk for writing approach with active collaborative learning.
- French used in displays that relate to the children's learning.

There are a range of resources to support the teaching of MFL across the school. Children are able to use Chromebooks which enables them to access different websites to listen independently to French native speakers.

The ranges of resources are:

- BBC Bitesize
- Linguafun and interactive activities
- BBC French Primary website
- use of bilingual dictionaries

Our resources incorporate the four main strands of listening, speaking, reading and writing.

### **Roles and responsibilities**

The Higher Level Teaching Assistant is responsible for delivering French lessons in Key Stage 2, and teachers are responsible for delivering some MFL activities in Key Stage 1 and EYFS. It is the responsibility of the subject leader(s) to plan, deliver and assess all French lessons in KS2. Children have a French folder to keep their work in each year. The subject leader(s) will also keep samples of children's work in a portfolio during the course of each year, as well as recordings of children's French speaking/conversations. This demonstrates what the expected level of attainment is in MFL in each KS2 class/year group. Samples of work will also be placed on the school website as appropriate. It is the responsibility of the subject leader(s) to liaise with other schools and agencies to share ideas and resources, including secondary feeder schools, some of whom offer alternatives to French at KS3.

## **Assessment**

The Higher Level Teaching Assistant assesses work in MFL with guidance. The assessments that the HLTA makes as part of every lesson, help her to adjust the weekly plans where necessary. She will 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 judgments about how they can improve their own work.

The Higher Level Teaching Assistant assesses each child's progress with reference to the attainment targets of the Programme of Study for Languages. Pupils are assessed against objectives and success criteria in each lesson. Assessments are entered regularly into OTrack in order to track progress and inform future planning, including setting targets for the next school year. At the end of each term, summative judgements are made as to whether each child is on track to meet the end of year expectations. The subject leader(s) uses OTrack to produce reports and analyses data in order to monitor and track pupil progress throughout Key Stage 2. Parents receive an annual report about their child's progress in French, summarising their progress throughout the year.

## **Monitoring and review**

Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of the subject leader(s), supported by the Head Teacher and senior leadership team. The work of the subject leader(s) also involves the Head Teacher and other staff being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school. The Higher Level Teaching Assistant is also starting to develop ways to ensure that the children can revisit topics and vocabulary covered with her in their weekly French lesson at different times during the following week with their class teacher to reinforce the target language.

## **Supporting documents**

The following school policy documents should be consulted to support the French policy:

- Assessment, Recording and Reporting Policy
- Marking Policy
- SEND Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Continuing Professional Development Policy
- ICT Policy

This policy will be reviewed at least every 3 years.

(awaiting governor approval)

