



Rockwell Green Church of England Primary School

Modern Foreign Languages Policy

Status:	NON-STATUTORY
Responsible person:	Modern Foreign Languages Subject Leader
Responsible Governor:	David Duthie
Ratified by the Head Teacher:	September 2022
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Review Date:	September 2024

Rockwell Green Primary School
Modern Foreign Languages Policy 2019/20

Learning a language enriches the curriculum, providing excitement, enjoyment and challenges 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 oral and literary development 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. At Rockwell Green CofE Primary School, we aim to develop children's experience of language acquisition and encourage curiosity about languages. 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, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

OUR AIMS - INTENT

The aims of Art and Design are:

- To enable children to understand and communicate in another language.
- To develop enthusiasm for language learning.
- To develop language skills and language learning skills.
- To give the children confidence in interacting with others.
- To increase the children's European awareness.
- To awaken an interest in foreign cultures and life-styles.
- To develop the children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work co-operatively.
- To give a sound start for further development at Key Stage 3 and beyond.

IMPLEMENTATION: TEACHING AND LEARNING

Learning an additional language is now a requirement for children within KS2 as part of the National Curriculum. Our chosen language is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources. In line with the 2014 National Curriculum for Languages, French lessons in KS2 are to include:

- Listening attentively to spoken language and show understanding by joining in and responding.
- The exploration of the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking in sentences, using familiar vocabulary, phrases and basic language structures.
- Developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Presenting ideas and information orally to a range of audiences.
- Reading carefully and show understanding of words, phrases and simple writing
- Appreciation of stories, songs, poems and rhymes in the language.

- The broadening of their vocabulary and develop their ability to understand new words that are introduced into familiar written material.
- Writing phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describing people, places, things and actions orally and in writing.
- To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency.
- Verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

KEY STAGE 2

- 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 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.
- KS2 children are entitled to 1 hour of MFL teaching a week.
- These lessons are split into listening, reading, speaking and writing activities, following the SALUT programme.
- Each class has access to the Salut programme, through the (p drive) outlining lessons, activities, resources and planning the teachers may use in the lesson.

SALUT PROGRAMME

The SALUT programme is split into 4 stages.

- Stage 1 = year 3.
- Stage 2 = year 4.
- Stage 3 = year 5.
- Stage 4 = year 6.

MODERN FOREIGN LANGUAGES CURRICULUM PLANNING

Our curriculum is carefully planned to engage and excite all our learners. Our curriculum maps, overviews and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual development:

The spiritual development of pupils is shown by:

- Considering faiths in different cultures and the role it plays in the French society.
- Looking for similarities and differences in faiths in the UK and in France.

Moral Development:

The moral development of pupils is shown by:

- Using the French language to discuss personal responses to what is right and wrong.
- Learning about similarities and differences between the UK and France.

Social development:

The social development of pupils is shown by:

- Communicating with a purpose with people from other cultures and societies.
- Learning the skill of communicating in a different language.

- Exploring different social conventions e.g. formal and informal greetings in French.
- Sharing what has been learnt with others.

Cultural development:

The cultural development of pupils is shown by:

- Looking at similarities and differences between our culture and the French culture.
- Allowing children to develop an appreciation of music, art and literature by listening to French music, reading French books or singing French songs.

RESOURCES

Each class teacher has the responsibility for any resources that are appropriate to their class. Whole school resources will be kept as a central bank in the resource room near the year 5 classroom.

VISITS and EXPERIENCES

We enable all pupils to have access to the full range of activities involved in learning MFL. If appropriate, 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. These visits/experiences are controlled by the class teacher to ensure a link with the current theme of learning

ASSESSMENT AND RECORD KEEPING

Teachers assess children's work in MFL throughout each lesson and formally on an annual basis, following the guidelines on the progression ladder. 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.

MONITORING

It is the teacher's responsibility to plan, carry out and monitor the delivery of the MFL scheme of work. Other adults in the classroom may assist in the delivery of the curriculum and provide valuable assistance in group work. The MFL Subject Leader is responsible for supporting members of staff in all aspects of MFL, updating the resources and monitoring and evaluating the planning and assessment to ensure continuity and progression. Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader, supported by the SLT and Head teacher. 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.

Reviewed by: Alex Ogilvie

Date: March 2020

Next Review: March 2022