

Elmsett C. of E. V.C.P. School

Modern Foreign Languages Policy



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1. INTRODUCTION

This policy document sets out the school's aims, principles and strategies for the delivery of Modern Foreign Languages. It will form the basis for the development of MFL in the school. The initial input came from the subject co-ordinator and the head teacher; the policy was discussed by the curriculum committee before approval by the governing body in October 2008.

We interpret the term 'Modern Foreign Language' to include the use of any living language to communicate ideas and receive information.

2. AIMS AND OBJECTIVES

The aims for Modern Foreign languages are: -

- To enrich learning for all pupils
- To ensure that teachers develop confidence and competence to use MFL in the effective teaching of their subject.
- To prepare pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English.
- To 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.
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt.
- To employ MFL to enable rapid access to ideas and experiences, from a wide range of people, communities and cultures.
- To increase capability in the use of MFL, thereby promoting initiative and independent learning and encouraging diversity within society.

3. ATTAIMENT TARGETS

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

4. TEACHING AND LEARNING STYLE

The school uses a variety of teaching and learning styles in MFL lessons. The principal aim is to develop children's literacy, oracy and intercultural understanding in a foreign subject.

They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open ended and can have a variety of results;
- Using additional adults to support the work of individual children or small groups;
- Setting alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas and experiences they are expected to represent;
- By providing access to stimuli, participation in everyday events and explorations, word descriptions and other resources, to compensate for a lack of specific first hand experiences and to allow pupils to explore an idea or theme.

5. MODERN FOREIGN LANGUAGES CURRICULUM PLANNING

MFL is a foundation subject in the National Curriculum.

Once a term a class will work on completing one or two units of work based on the KS2 Framework for Languages.

Curriculum planning in MFL is carried out in three phases: long term, medium term and short term.

Activities planned in MFL build upon the prior learning of the children. Children of all abilities have the opportunity to develop their skills, knowledge and understanding and planned progression is built into the scheme of work, so that the children are increasingly challenged as they move through the school.

The Foundation Stage

Although the teaching of MFL is not compulsory in the FS, a lot can be done to instil in the children appropriate attitudes to learning languages and to help them begin to realise that other people's lives might be very different from their own. This is especially important in a school such as ours, which is almost mono-cultural.

Typical activities in which the above can happen are:

- The reading of dual language story books in which the adult can point out the different words, characters and way in which some children read from right to left
- Displaying and occasionally briefly referring to numbers in other languages.
- Displaying and occasionally referring to words from different languages in our writing area
- Occasionally planning adult led activities, which particularly relate to specific occasions, e.g. Chinese New Year, European Day of Languages. Activities can include dance, role-play, listening to music, jigsaws portraying people of different cultural backgrounds, cooking and tasting food.

6. LEADERSHIP AND MANAGEMENT OF THE SUBJECT

The MFL curriculum leader will:

- Seek to enthuse pupils and staff about MFL and promote high achievement.
- Advise and support staff in the planning, delivery and assessment of MFL.
- Manage and develop all resources for MFL.
- Monitor and evaluate MFL throughout the school.
- Keep up to date with current developments through attending courses and keeping links with the Advisory Team for MFL.
- Disseminate this information to staff through inset and informal conferencing.

7. CONTRIBUTION OF MFL TO TEACHING IN OTHER CURRICULUM AREAS

English

We will reuse and build on knowledge and skills that have been taught e.g. working with objectives similar to those already taught in literacy. These could include using spelling

strategies with which children are already familiar to help them remember key words in the new language. Deducing some grammar conventions by examining negatives in the two languages and examining types of sentences and texts to see if they have the same format in both languages.

Numeracy

MFL maybe used in warm up activities at the start of a daily maths lesson, in number work including simple adding and subtracting, multiplication, or when for example, counting backwards, or counting in 3's and in 5's.

Information and communication technology (ICT)

Links are made between ICT and languages. Teachers provide motivating opportunities for integrating languages into the ICT curriculum and vice versa. For example, this maybe children sending and receiving e-mails messages in a foreign language. Children will use video role-plays in a foreign language. At other times children may prepare multi media presentations to celebrate and share their work on a project as well as using the Internet to complete investigations.

Personal, social and health education (PSHE)

MFL contributes to the teaching of personal, social and health education. Through co-operation and collaborative working in pairs or groups, children develop respect for the abilities of other children and a better understanding of themselves. The children will also develop an awareness of their own culture, consideration of 'otherness', the multilingual society, as well as knowledge of other countries, cultures and social conventions and feelings

Spiritual, moral, social and cultural development

The teaching of MFL provides opportunities to support the social development of children as they work with each other in lessons. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teach them to appreciate that all people are equally important and that needs of individuals are not the same as the needs of groups.

8. TEACHING MFL TO CHILDREN WITH SPECIAL NEEDS

All pupils, regardless race or gender shall have the opportunity to develop MFL capability. The school will promote equal opportunities and fairness of distribution of MFL resources.

MFL is taught to all children, whatever their ability. MFL forms part of the school curriculum policy to provide a broad a balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in MFL takes into account the targets set in their Individual Education Policy (IEPs) For example working in groups could help with behavioural targets.

Differentiation through intervention is an effective strategy in providing relevant and appropriate challenges for all pupils and will be identified and detailed in short-term plans.

Able, gifted and talented children are offered extension activities.

9. ASSESSMENT AND RECORDING

Progress will be recorded against the short-focused topics where appropriate. This assessment will be used to support teaching and learning.

Assessment will be based on:

- Listening and responding
- Speaking
- Reading and responding
- Writing

For reporting purposes, which will be at the end of Key stage 2, a level of each pupil's MFL capability will be given. This will be based on the Language Ladder level descriptions.

10. MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in MFL is the responsibility of the MFL subject leader.

This can be done through Pupil Perception interviews, classroom observation, or through scrutinising work

The work of the subject leader also involves supporting colleagues in the teaching of MFL, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school

When MFL is on the School Improvement Plan, inset opportunities will be available.

11. THE LEARNING ENVIRONMENT /DISPLAY

Displays of objects, models, pictures and posters are used to stimulate ideas. Whenever an opportunity is available children's work will be displayed in the classroom and around the school.

12. RESOURCES

Rigolo, board games, PowerPoint, puppets and stories, CDs, songs, posters, displays and interactive smartboard activities, appropriate visitors.

13. HEALTH AND SAFETY

A risk assessment will be carried on any hazardous activity and is referenced and available for viewing in our Health and Safety Policy.