

Modern Foreign Languages (MFL) Policy

Hornsea Burton and Skipsea Federation

Vision

MFL prepares children to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society. Owing to their lack of inhibition, children are usually enthusiastic participants in oral exchanges, making early language learning a great developer of receptive and productive oral skills, as well as of enjoyment for language learning and communication.

The aims of modern foreign languages are to:

- Introduce children to another language in a way that is enjoyable and fun.
- Enable children to use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing.
- Help children develop their awareness of cultural differences in other countries.
- Encourage children to speak French to express simple ideas with clarity using sentences with appropriate pronunciation.
- Learn songs and poems in French.
- Develop an understanding of basic grammar.
- Foster an interest in learning other languages by laying the foundations for future study.

Teaching and Learning Style

We teach a foreign language to children throughout Key Stage 2. Since September 2016, French has no longer been taught by a specialist language teacher but instead by members of the school staff. We use a variety of techniques to enable children to actively engage in the modern foreign language: these include games, role-play, songs (particularly action songs), storytelling and interactive computer programmes. We watch videos and listen to recordings in order to expose the children to more than one voice in the foreign language. New vocabulary in the foreign language is taught by using mime and actions as this teaches the language without the need for translation and aids memory.

We make the lessons as entertaining and enjoyable as possible, as we believe that this approach develops a positive attitude in the children to the learning of modern foreign languages.

MFL Curriculum Planning



These are the essential characteristics of linguists that that we want our pupils to achieve during their time at our school:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

For children in KS2, opportunities will be provided in French lessons so that they:

- Speak
- Read
- Write
- Look at the culture of the countries where the language is spoken.

Staff carry out the curriculum planning in MFL in two phases: medium-term and short-term. The MFL coordinator supports staff as needed with planning.

The medium-term plans give an overview of work for that term and key skills for learning.

They identify key learning objectives from the programme of study for MFL and ensure an appropriate balance and distribution of work across the year.

The four main learning objectives linked to the new curriculum for MFL are:

To read fluently

To write imaginatively

To speak confidently

To understand the culture of the countries in which the language is spoken

Teaching MFL to children with Special Educational Needs

At our school we teach MFL to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the children may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. This ensures our teaching is matched to the child's needs.

Roles and responsibilities

The Head will:

- Set high expectations and monitor teaching and progress
- Ensure a whole school approach, keeping parents, governors and support staff well informed
- Support the MFL co-ordinator and other teachers

The Governors will:

- Be well informed through the leadership of the Head and the MFL co-ordinator
- Support the staff in implementing the school's policy for MFL
- Help monitor and review the progress on the MFL action plan

The MFL co-ordinator will:

- Support colleagues in planning, teaching and assessment
- Provide expertise and advice on the use of resources

- Write, monitor and review progress on the MFL action plan
- Work alongside the Head to monitor and evaluate teaching and progress
- Co-ordinate the evaluation and review of the school's MFL policy
- Manage the provision and deployment of resources

Teachers will:

- Share clear learning objectives and success criteria with the children
- Use a range of teaching styles
- Plan activities that allow for different levels of achievement by pupils
- Use the learning outcomes at the end of each topic as an aide to record and monitor pupil progress
- Record pupil progress on end of year assessment grids to show their current level
- Inform Parents/Carers of their child's progress through annual reports

Support staff will:

- Be included in staff training for MFL where appropriate
- Have a clear understanding of the MFL skills to be developed
- Share the learning objectives and success criteria for the lesson and know the key vocabulary to be developed

Parents will:

- Be encouraged to develop positive attitude to MFL
- Be given opportunities to view pupils work
- Be informed of their child's progress through annual reports

Assessment and recording

Teachers assess children's work in MFL by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment/Chris Quigley milestones, and records these attainment grades on the end of year assessment sheets. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year. The MFL subject coordinator may keep samples of the children's work in a portfolio. Staff may display in their own classrooms examples of work from their class.

Resources

The Secondary School has a wide range of resources and planning to support the teaching of MFL across the school. These resources and planning are saved on the network and are accessible to staff.

Monitoring and Review

The monitoring of the standards of the children's work and the quality of teaching in French is the responsibility of the MFL co-ordinator. The MFL co-ordinator is also responsible for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The MFL co-ordinator has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of French during the MFL review cycle. This policy has been reviewed and updated Autumn Term 2016 with no major changes. It will be reviewed at least every 2 years.