



The Acorn Federation

Modern Foreign Languages Policy

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Modern Foreign Languages Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning at The Acorn Federation. It was developed through a process of consultation and in consideration of the demands of the New Primary Curriculum 2014.

What is Modern Foreign Languages?

Modern Foreign Languages (MFL) is the study of languages. At the Acorn Federation we learn French.

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.” (National Curriculum 2014)

Aims of MFL

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Principles of the Teaching and Learning of MFL

MFL Curriculum Planning

We use the National Curriculum 2014 as the basis for all our planning. The Meadow Class (Key Stage 2) follows a four year cycle for their planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work so that the children are increasingly challenged.

We carry out curriculum planning in three phases (long term, medium term and short term). Whenever possible and appropriate, cross curricular links should be identified. MFL is taught in a block, usually over one or two days.

Teaching Methods

The individual teacher should determine how the curriculum should be delivered in the classroom. Teaching styles and classes vary and what may be appropriate in one situation may not necessarily work in another. The range of teaching methods to meet the different abilities of pupils will include:

- Knowledge/instructions given by the teacher
- Questions and answers
- Creative activities e.g. model making
- Individual and group enquiry

- Use of books, ICT, videos and audiotapes
- Fieldwork
- Drama activities

Pupils will work within a class group, cooperatively in small groups or individually.

ICT Links

ICT is a resource, which is planned for and used in MFL for:

- Research
- Watching short clips in French

Special Educational Needs

Pupils with special needs will have the same MFL entitlement as any other pupils. Teachers need to ensure that the curriculum meets the needs of all the pupils. Differentiation is the process of planning and teaching in ways which give all children the opportunity to show what they know, understand and can do. There are a number of strategies for differentiation:

- Differentiation by task
- Differentiation by outcome or result
- Differentiation by a carefully scaffolded sequence of activities
- Differentiation by recording
- Differentiation through questioning

Equal Opportunities

All children will be given access to all learning in school irrespective of race, gender, creed and level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of MFL.

Assessment and Recording

By the end of key stage two, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers will use their professional judgement to determine the most effective methods of gathering evidence of pupils' progress, which will form the basis of an annual written report to parents. Gathering evidence of pupils' attainment allows teachers to identify what has been learnt and identify ways of overcoming difficulties and establish a basis for further planning.

Formative assessment can be made from a range of sources:

- Written work
- Spoken activities
- Maps, plans and sketches
- Group activities
- Fieldwork
- Audio and video recording
- ICT materials e.g. emails, desk top publishing
- Models
- Photographs
- Comments from other people e.g. helpers on fieldwork

There is no statutory teacher assessment in KS1 and KS2 for MFL.

Resources

Resources are kept in the office, Ocean room and class rooms.

Subject Coordinators role

The subject coordinators will:

- Take the lead in policy development.
- Take the lead in implementing the New Curriculum topics to ensure progression and continuity across the school.
- Support colleagues, where necessary in the development of detailed plans and the implementation of the new units of work.
- Support colleagues in assessment and record keeping activities.
- Monitor progress in MFL and advise the Head Teacher on action needed.
- Take responsibility for the purchase and organisation of central resources for MFL.
- Keep up to date with developments in MFL Education and disseminate information to colleagues as appropriate.

The Coordinator will review this policy on a 3 yearly basis.