

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



MFL Policy (Modern Foreign Language)

Date adopted by Local Governing Body: April 2016

Date of next Review: April 2018

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

This is a whole school issue.

Modern Foreign Language has a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in *each topic area of the curriculum*.

Reculver C of E MFL Policy 2016

CONTENTS

Introduction	Page 2
Aims	Page 2
Context, organisation and planning	Page 3
Resources/ICT	Page 4
Assessment	Page 4
Inclusion	Page 4
Spiritual, moral, social and cultural development	Page 5
Continuity and progression	Page 5
Role of the Coordinator	Page 5
Policy review and evaluation	Page 5

Introduction

The National Languages Strategy is an important element within the Primary National Strategy, reinforcing the key approaches to teaching and learning, which are set out in Excellence and Enjoyment, a Strategy for Primary Schools. In developing the Framework, careful attention has been given to

how best to achieve the most positive outcomes for children, taking full account of the vision and intentions as set out in Every Child Matters. Learning another language supports the Enjoyment and Achievement outcome. The National framework for Languages KS2 was published in autumn 2005. This is a core document, offering a practical reference tool for planning, teaching and monitoring the learning process. Our school is fully committed to develop a scheme of work with reference to the Framework.

AIMS

Our emphasis is on enjoyment, through practical application, and through cross - curricular linking.

Oracy and Literacy:

- To develop communication skills, as to be able to communicate is the real purpose of learning a foreign language.
- To be able to reach recognised levels of achievement in the skills of oracy and literacy.
- To enable children to see that learning another language can be enjoyable and fun.
-

Intercultural Understanding:

- To see language as part of culture and learning the culture is a necessary part of learning a language.
- To raise awareness and understanding of the cultures of other countries around the world.
- To link work in the foreign language to other curriculum areas, e.g. Literacy, Numeracy ICT, PSHE, Geography. Music, History etc where appropriate.

Knowledge about Language (KAL):

- To develop understanding of how language works. When learning a new language pupils
and reflect on make comparisons with English and/or home language similarities and differences.
- To use knowledge about language to support effective communication,
both orally and in writing.
- To makes them aware of pronunciation and intonation.
- To investigate how languages work and so be able to adapt language to new contexts.

Language Learning Strategies (LLS):

- To develop confidence and trust and willingness to participate.
- To develop pupil's listening skills.
- To build self-esteem and social confidence.
- To be able to select and use different strategies which pupils can then apply to effectively learn a language.
- Strategies explores in language lessons can be used for learning in other subjects.

CONTEXT, ORGANISATION AND PLANNING

Language learning should be planned as an integral part of the whole curriculum. Times and timetabling should be at least 50 minutes each week.

In addition to the dedicated time allocation of 30 minutes, teachers will seek informal opportunities during the week to enable children to use their newly acquired language skills.

Organisation

- *Our school believes that there are many benefits from an arrangement where the children's regular class teacher is also their language teacher. This allows regular reinforcement during the week.*

Planning

Long Term Plan

French is planned for as both discrete language lessons of 30 minutes and as part of the creative curriculum of 20 minutes in total. A skills based scheme of work develops progressively through Key Stage 2.

Medium Term Plan

Medium term planning used - Tout le Monde French scheme - intended as follows:-

- Yr 3 - Level 1
- Yr 4 - Level 2
- Yr 5 - Level 3
- Yr 6 - (From 2011/12 - Level 4)
(to be phased in)

Short Term plan

This is carried out by class teachers and used to focus day-to-day teaching.

Cross-curricular planning

Natural links with other curriculum areas are fully exploited (e.g. P.E, music, art, drama, mathematics and literacy).

RESOURCES AND ICT

ICT will be used to develop children's communication strategies, which will be of value to them in their everyday lives. This could include e-mailing, video conferencing, recording, filming and also consolidating using the pupils' Tout le Monde program.

Resources include -

Tout-le-monde, dictionaries, games, flashcards, music tapes/CDs, Early Start -Salut I and II.)

ASSESSMENT

- Assessment for and of learning is an integral part of the teaching process.
- The learning objectives provide the basis for self-evaluation as well as guiding informal teacher assessment.
- The learning objectives are pitched at an appropriate level of challenge for all pupils.
- The outcomes can be used to review progress and check whether pupils are ready to move on to the next activity or need more support or challenge. They also provide a framework of feedback to pupils.
- Assessment will be linked to the can-do statements of the Languages Ladder, the National Recognition Scheme, and in The Tout le Monde scheme of work.

Reporting to Parents

Progress in French is included in the annual report to parents.

INCLUSION

The Primary languages entitlement is inclusive and the Framework supports equality of opportunity for all children. Pupils present with different experiences, strengths, interests and prior learning. These will be taken into account to:

- set suitable learning challenges
- respond to the diverse needs of pupils
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Differentiation initially is largely by outcome - particularly in listening and speaking. However, as key language is extended into more complex structures, differentiation is by text and task and the use of writing frames.

Gifted and Talented

Pupils who are gifted in languages need strategies for learning independently. Opportunities to extend basic vocabulary, grammatical concepts and independent learning are provided for more able pupils and bi-lingual pupils.

Equal opportunities and Access

The school's equal opportunities policy, gender policy and disability policy apply to Primary Languages. Where appropriate teaching materials and group activities reflect the gender, cultural and ethnic diversity of our society. All pupils will be given the opportunity to learn French. Progress is monitored to ensure that no child is disadvantaged.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Developing social and cultural awareness is integral to languages teaching. As pupils become aware of diversity and confront stereotypes, they are presented with clear opportunities to celebrate and respect differences.

CONTINUITY AND PROGRESSION

As we follow the Framework, the core Learning Objectives for Oracy, Literacy and Intercultural Understanding ensure progression. Our challenge is to build on good practice and enthusiasm, in order to sustain a meaningful experience of language learning over 4 years.

THE ROLE OF THE CO-ORDINATOR

- To be responsible to the Headteacher for the co-ordination of all PMFL work within the school.
- To be a subject leader within the school.
- To be responsible for implementing and evaluating the policy in practice.
- To monitor the teaching of primary foreign languages in conjunction with the Headteacher.
- To be responsible for ensuring that resources are easily accessible and effectively used.
- To offer help to colleagues and to share best practice, meeting training needs.
- To keep up to date and be informed about new teaching methods/resources, often through meeting with schools in the cluster.
- To review long term plans throughout Key Stage 2

POLICY REVIEW AND EVALUATION

This policy needs to be reviewed in 2018, to take account of:

- Changes in the National Curriculum
- An OFSTED Action Plan
- Experience of using the policy and the need to adjust it
- National Framework for Languages KS2

7th March 2016