

Modern Foreign Languages (MFL) Policy

This policy is a whole school policy including EYFS

A risk assessment has been completed to take into account government guidelines and statutory requirements regarding Covid 19. With this in mind changes to teaching, procedures and resourcing may occur due to identified risks.

1 Introduction

1.1 At Springmead we teach French to all children as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. We teach French as this is geographically close to the UK with many of our families regularly visiting this country. We offer other languages as taster clubs. There is a Residential trip to France organised for Year 5 and 6 each alternate year, so they can experience a different culture and listen/hear native French speakers, as well as using some of their own knowledge of the language to communicate.

2 Aims and objectives

2.1 The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

3 Organisation

3.1 We teach a foreign language to children in Nursery to Year 6 for at least 30 minutes a week (15 mins in Nursery and 45 minutes in Year 6). French is introduced in our nursery through whole group and individual, play activities. French speakers usually teach the foreign language in Years N-6.

4 The curriculum

4.1 French is the modern foreign language that we teach in our school. We also teach occasional Spanish, German, Latin, Italian and Japanese through extra-mural clubs for older children.

4.2 The curriculum that we follow is based on the guidance given in the revised National Curriculum. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use bi-lingual dictionaries;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

5 Teaching and learning style

The schemes that are being followed are the QCA schemes of work, which consist of 24 units, which can be adapted for the age, level and progression of the children. The long term plan maps out the units for the different key stages and years and tie in with the themes for the half term/term if possible. These schemes focus on building the children's vocabulary as well as the children's oracy, literacy and multicultural understanding. The QCA schemes of work are planned on the long term plan for all years with other topics used as well to tie in with term themes.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs (particularly action songs). We use toys to demonstrate the foreign language, and we also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative. The variety of techniques used within French lessons take into account the different ways children learn – visually, auditory or kinaesthetically. During French lessons we use flash cards, listen and sing songs, do actions, watch videos, play games, draw pictures, use small whiteboards as well as using the computer to facilitate to the different learners. We also have a selection of French books in the library that are also used in some lessons. ICT is used for games, listening to other French speakers and seeing

written French. Espresso has many French resources that can be used by children and teachers. Many other resources are found on BBC school's primary French website and Primary Languages Website. Videos and songs are used alongside bilingual dictionaries as further resources.

6 Teaching French to children with special needs and disabilities

We teach French to all children, whatever their ability. French forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of the children.

7 Assessment

Informal assessment and assessment for learning takes place during French lessons through observations, listening and discussions, questioning, talking to the children and written work. We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and also by assessment to evaluate what the children have learned through games and written tasks. The school uses the four national attainment targets to evaluate the progress of each child in:

- listening and responding;
- speaking;
- reading and responding;
- writing.

8 Monitoring and review

The role of subject leaders is to:

- provide a strategic lead for the subject with the aim of improving standards;
- offer support and advice to colleagues on the subject;
- monitor pupil progress in that subject area across the school through observations and discussion with staff and children. Also through levelling and scrutinizing work;
- review the way the subject is taught at the school and plan for improvement;
- understand current standards in the subject across the school and how this compares to expected targets;
- plan how we are going to improve standards in conjunction with staff and the Headteacher;
- provide efficient resource management for the subject;
- review the curriculum plans for the subject and ensure that there is coverage of the National Curriculum, where we feel it is appropriate, and that progression is planned into schemes of work;
- to keep up to date with the developments in the subject at both national and local level;
- keep detailed information on their subject in a subject leader file;

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Review period: 12 months

- work with the Headteacher to produce a development plan for the subject which links the whole school objectives;
- review policy annually;
- present a review of the subject to staff annually at a staff meeting.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role.

This policy is the Headteacher's ongoing responsibility and reviewing its effectiveness annually in consultation with the staff.

Signed Headteacher: *Sally Cox*

Date: 4.8.21