# Elworth C of E Primary School



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# Modern Foreign Languages Policy

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| Date:  | October 2023 |
| Review Cycle:  | 2 Yearly |
| Reviewed By:  | Miss H. Waller |
| Approved By:  | Mrs S. Buckley |
| Next review date:  | October 2025 |
| Nominated Governor: | Mr S Parker-Aken |

**Mission Statement**

At Elworth CE Primary school we believe in the Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' Education should enable children to flourish and reach their full God given potential. To do this fully we need to develop children's characters so that they not only succeed academically but flourish in life skills. This is the basis of Character education; a concept of lifelong learning where pupils live out the virtues they encounter and learn to take their place as active global citizens. Our hope is that every child will become courageous advocates for change. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in the world and learn to be advocates for change.

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. 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 diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

**Introduction and Rationale:**

This policy outlines the teaching and learning of Modern Foreign Languages (MFL) at Elworth CE Primary School. The school’s policy for Modern Foreign Languages (MFL) is based on the National Curriculum (2014) and reflects our commitment to fostering language learning and promoting global values through the language study and development of intercultural understanding. Learning a foreign language provides a valuable educational, social and cultural experience for all pupils. It also provides a medium for cross‐curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects. Children learn how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures. The study of a second language also supports children’s literacy and oracy in school, by raising awareness of aspects of their own language(s), thereby enriching their understanding of both.

**Aims:**

The aims of MFL in our school are to:

∙ introduce young children to another language in a way that is enjoyable and fun;

∙ foster an interest in learning other languages;

∙ stimulate and encourage children’s curiosity about language;

∙ encourage children to be aware that language has structure and that the structure

 differs from one language to another;

∙ reinforce and expand their knowledge and understanding of their own language;

∙ help the children develop their awareness of cultural similarities and differences in

 other countries;

∙ increase their speaking and listening skills;

∙ develop language learning strategies that will lay the foundations for future study.

**Roles:**

**The Governors will:**

Elworth CE Primary has a designated link governor who:

1. Meets with the MFL Leader at least once a year to find out about;
	* the school’s systems for planning work, supporting staff and monitoring progress;
	* the allocation, use and adequacy of resources;
	* how the standards of achievement are changing over time.
2. Visits School and talks to pupils about their experiences of MFL;
3. Promotes and supports the positive involvement of parents in MFL;
4. Attends training and other events relating to the MFL curriculum;
5. Reports jointly with the Subject Leader, both for the School Prospectus and to the governing body with recommendations, if appropriate, once a year.
6. is understanding and supportive of our aims in the learning and teaching of MFL and to review this policy annually.

**The Subject Leader will:**

* Monitor the provision of MFL across the school

**The Head teacher will:**

* Provide support by encouraging staff and praising good practice.
* Monitor learning and teaching through lesson observations.
* Monitor planning and reviews.
* Give feedback to teachers following lesson observations.
* Support staff development through in service training and provision of resources.

**The MFL Leader will:**

* Provide a strategic lead and direction for MFL in the school;
* Provide support and advice to staff in the delivery of the MFL programme of study;
* Remain informed about current developments in the subject
* Disseminate relevant information to staff;
* Monitor standards in the subject, through teacher and pupil voice;
* Order and maintain resources to enhance effectiveness of MFL teaching within the school;

**The Class teacher will:**

* Be responsible for the teaching of MFL as set out in the policy.
* Provide planning for the Head Teacher and MFL leader to have access to.
* Provide samples of MFL work to the MFL leader when required.
* Assess children’s work in order to detail future planning.

**Teaching and learning**

In Elworth CE Primary school, MFL (French) is taught to children in regular lessons by the class teacher. Time has been allocated according to Phase Groups, and the phase leader is responsible for the timetabling of MFL each term.

In addition to the distinct subject time allocation, we have found that there are opportunities on a daily basis to reinforce language work and for children to practise their newly acquired MFL skills within the classroom and across the curriculum. For example, registration, numeracy, mental warm-ups and class routines can and often are exploited to use the target foreign language.

A variety of techniques are used to encourage the children to have an active engagement with the Modern Foreign Language, including ICT, games, role play and action songs. Flashcards or other pictorial representations, even mime, are used to present new vocabulary, as this serves to demonstrate the foreign language without the need for translation. Class routines, praise, activities and games can be managed in the target foreign language (French) and this is being introduced gradually to the children. This approach is very well supported through our CGP Salut! Scheme of work.

**MFL curriculum planning**

We use a scheme of work called ‘Salut!’ by CGP. It is an IWB scheme devised for Years 3-6. This is an excellent resource, filled with lesson plans, question sheets, songs and IWB activities. All lessons are differentiated to meet the pace and learning needs of the different children in different year groups.

**The Cross-Curricular approach of MFL at our school:**

**English/Literacy**

MFL contributes significantly to the teaching of English/literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oral skills through practising new vocabulary and phrases out loud. Writing skills are taught and referred to explicitly in any written task which the children undertake.

**Mathematics**

MFL teaching contributes to the teaching of mathematics in a variety of ways. Children learn to how to say numbers and practice counting.

**Information and communication technology (ICT)**

We use ICT in all MFL teaching. Children use ICT in MFL to enhance their skills in speaking and reading another language. The addition of an interactive app increases the use of ICT. Children have individual logins, allowing for interaction both in school and at home.

**Personal, social and health education (PSHE) and citizenship**

MFL contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to communicate in a variety of new ways. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

**Spiritual, moral, social and cultural development/British Values**

Through MFL children learn about different countries and their people, and work with materials/music from another country and community, thus increasing their awareness of other cultures. They also develop a positive attitude towards the learning of foreign languages in general. The MFL programme of study enables children to understand that Britain’s rich cultural heritage can be further enriched by the multi-cultural British society of today.

**The Arts**

Use of drama, music, dance and visual art is encouraged to enrich children’s understanding whenever possible as well as being used to demonstrate newly acquired knowledge.

**Teaching history to children with special needs**

We teach MFL to all children, whatever their ability. MFL 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 children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

**Assessment and recording**

Children’s progress is assessed informally and continuously during the lessons by the teacher, evaluating progress against the KS2 MFL Framework. In KS1, the children are informally evaluated against each lesson’s learning objectives.

**Resources**

There are sufficient resources for all MFL teaching units in the school. The Salut! Resource has an access icon on every computer in school. There is KS1 book and CD-ROM that support the KS1 scheme of work for each KS1 class. The Linguascope app adds to the resource bank that children can access. They can use it independently at various times throughout the school week and at home. These resources are overviewed and regularly reviewed by the subject leader.

**Monitoring and review**

Monitoring of the standards of children’s work and of the quality of teaching in MFL is the responsibility of the MFL subject leader. The MFL subject leader monitors children’s work, wall displays, planning and carries out pupil interviews. The work of the MFL subject leader also involves supporting colleagues in the teaching of MFL and being informed about current developments in the subject.