



Modern Foreign Language Policy

Policy agreed: Spring 2015

Review date: Spring 2018

1. Introduction - Why MFL is important?

“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.” ***The Key Stage 2 Framework for Languages (DfES 2005).***

1.2 At St Leonard’s School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works.

1.3 Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

1.4 Foreign language learning has been formally introduced to primary schools as part of the Government’s National Languages Strategy. St Leonard’s school recognises the value of this initiative and have provided age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6 throughout the school. The focus language taught in our school is Spanish, which at the moment is taught in Years 3-6.

2. Aims and objectives

2.1 At St Leonard’s the aims of Primary Languages teaching is to:

- Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- Stimulate and encourage children’s curiosity about language and creativity in experimenting with it;
- Support oracy and literacy, and in particular develop speaking and listening skills;
- Help children develop their awareness of cultural similarities and differences;
- Lay the foundations for future language study by pupils;
- Provide an added perspective on first language teaching and learning;
- Give an extra dimension to teaching and learning across the curriculum.

3 Organisation and Planning

3.1 At St Leonard’s School we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We believe in a communicative approach in which all pupils can actively engage in meaningful tasks.

Greatest emphasis will be given to speaking and listening, with writing and some reading where relevant. A multi-sensory and kinaesthetic approach to teaching is used as well as an emphasis on the use of games, rhymes and songs including ICT. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

There are three main contexts in which language teaching and learning take place.

3.2 Languages lessons

3.3 Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly / twice weekly dedicated lesson with the class teacher / subject leader.

3.4 Languages embedded into other lessons

3.5 Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3.6 'Incidental' language

3.7 Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register, lead Assembly and give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

3.8 Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. The school's Scheme of Work (which is Jolie) ensures that there is continuity and progression in both skills and content across all classes. Teachers collaborate over planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available for use throughout the school.

Staff development

3.9 Teachers and other staff are given opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school and network workshops and local authority training. The subject leader for Primary Languages identifies school needs and co-ordinates professional development opportunities.

4 Assessment

4.1 Pupils' work is assessed informally on the basis of observation during the lesson. This is particularly important for oral work. At the end of a piece of work, pupils may

check each other's answers, particularly for a listening or reading activity, but the teacher will always mark and comment on the work. Very simple comments are made in the target language such as Bien, excelente or with stickers. Verbal feedback is also given with examples of good practice shared to encourage and motivate.

There are four attainment targets in MFL:

•**Attainment target 1: Listening and responding** (understand and respond to spoken and written language from a variety of authentic sources)

•**Attainment target 2: Speaking** (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)

•**Attainment target 3: Reading and responding** (discover and develop an appreciation of a range of writing in the language studied through reading)

•**Attainment target 4: Writing** (can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt)

5 Role of Subject Leader:

5.1 Maintaining an awareness of any changes and updates to the MFL Curriculum.

5.2 Developing close links with leaders and strategists of MFL in order to maximise the full curriculum.

5.3 Writing and updating the MFL policy in the light of initiatives and change to MFL and the NC; monitoring the development of the subject throughout the school.

5.5 Guiding, challenging and supporting teachers in this subject.

5.6 Monitoring the effectiveness of the planned and delivered curriculum specifically in MFL through lesson observations and teachers' own evaluations.

5.7 Monitoring pupils' progress in MFL through work scrutiny and assessment.

5.8 Monitoring classroom practices and giving guidelines across the curriculum to ensure the development of subject skills.

5.9 Auditing and monitoring resources throughout the school to ensure that there are sufficient age- appropriate resources for effective teaching and learning.

5.10 Ensuring that staff is continually aware of new developments in MFL and effective CPD is delivered on a regular basis.

5.11 To be aware of and promote appropriate use ICT developments in the field of MFL

5.12 To be aware of and promote the use of other subjects in MFL

6 Inclusion

6.1 SEND/ GIFTED AND TALENTED

At St Leonard's all children are given the opportunity to achieve their full potential. Work is differentiated according to ability and achievement. Children with SEN will be supported at their appropriate level and targets set according to individual needs.

6.2 PUPIL PREMIUM FUNDING

Disadvantaged children are monitored in line with school's inclusion policy.

6.3 EQUAL OPPORTUNITIES

We believe that all children irrespective of race, ability and gender should have equal access to the IPC curriculum.

7 Outside links

7.1 Primary languages give us an ideal opportunity for making links outside school. We encourage children to share their experience of visiting or living in other countries and from time to time we welcome visiting speakers, who are able to talk about life in the countries where the focus language is spoken.

7.2 We make full use of ICT links via e-mail, and approved sites. As a school we have links with a primary school in Gran Canaria, called Pepe Demasio and we are also members of the Comenius Project, which involves 7 other European countries, where children can exchange information, including pictures and work, and learn basic conversational language.

8 Health and Safety

8.1 In class-based lessons health and safety regulations apply as in any other subject.

8.2 When on trips to any place of worship as part of learning, risk assessments are taken in line with the school policy

9 Church and Community Links

9.1 Effective, sustained contact between home, school and the local community is vital to the development of any child. Parents and other adults in the local community can be a valuable source of information and offer skills that can extend the work of the classroom into the locality. All visits in and out of school are carefully planned and all input is shared beforehand to ensure content is appropriate and relevant.

9.2 We encourage parents to come into school and share their expertise with the children at certain, relevant points in the unit. There is a real sense of shared learning happening at these times which gives both parents and children a better understanding of the learning at school. This also encourages autonomous and independent learning. Each year at St Leonard's there is an Intercultural Celebration event, which parents and children take part. Everyone is encouraged to wear their traditional costumes and indulge in food from other cultures.

10 Quality assuring input from an external agency

10.1 There are often issues relating to quality assuring the work of external agencies delivering activities in schools. External agencies often deliver specialist input as part of the curriculum, for example Theatre in Education, advice and curriculum workshops. For this work to be of benefit to pupils, we assess the suitability and effectiveness of input and ensure that:

- A member of school staff is always present during external agency deliver
- Any messages communicated to pupils are consistent with the ethos of the school
- Activities are complementary to the curriculum, properly embedded in planning and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

10.2 Where external agencies are used, we follow the guidance set out by the London Borough of Lambeth in their document, Guidance for Schools - External Agencies; this includes the completion of relevant risk forms where appropriate.