



Goldstone Federation

Together we SHINE



MFL Policy

Introduction:

This policy aims to outline the provision for Modern Foreign Languages across our Federation. The policy covers aims and objectives, organisation and curriculum, teaching and learning styles for inclusion and assessment.

Aims and Objectives:

Across our Federation we teach a foreign language to all Key Stage 2 children as part of the normal school curriculum in accordance with the National Curriculum guidelines and

Because we believe that:

- Many children really enjoy learning to speak another language.
- 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.
- The early acquisition of a foreign language facilitates the learning of other foreign languages later in life.
- Learning a foreign language can improve children's understanding of their own language and reinforce learning in other areas of the curriculum, as well as foster an interest in other cultures.

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

- To build knowledge of another language and the semantics involved in this at a more instructional level than when they learnt their own language.
- To foster an interest in learning other languages and knowledge in preparation for the next stage of schooling.
- To make children aware that language has structure, and that the structure differs from one language to another;
- To develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To encourage the development of language-learning skills that can subsequently be applied to the learning of other languages.

Organisation:

The teaching of MFL will be carried out by an MFL expert teacher every week. Teachers and TAs will be included in the lessons where appropriate so that learning and reminders can be reinforced over the course of the week in class. Planning will also be shared in order to facilitate this reinforcement. In this way the class teachers are encouraged to integrate some vocabulary into daily routines or other subject areas. We follow the 'BEST Midlands Education Associates progression for Primary Languages in KS2' guidance.

The Curriculum:

We have taught French in school previously but have moved on to German in response to finding out that the curriculum our local secondary school follows is primarily German in Year 7. In accordance with the National Curriculum we teach the children to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Build from developing vocabulary and phonic knowledge to sequencing longer phrases to form a short paragraph.
- Gradually describing in more detail, using a range of grammatical structures and punctuation.
- Building up to include familiar and new language.
- Develop knowledge to be able to ask questions and give opinions.
- Engage in conversations to eventually speak with good pronunciation and intonation

We encourage children to

- Notice patterns in the language and similarities or differences between languages and cultures
- Develop strategies to interpret meaning and memorise words.

Assessment for learning and Recording:

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons and when marking written work. We use quizzes and recapping to remember and repeat what has gone before in order to embed learning and encourage memorisation. Repetitive practice is really important in retaining a language and we use this to inform what needs to be repeated in teaching and how quickly we can move on through the curriculum.

Inclusion

Teachers ensure that children have access to the range of MFL activities. Children are encouraged and supported to develop their MFL capability using a range of materials. Teachers differentiate activities within MFL to ensure that the specific needs of individual children are best met. The strong verbal nature of the subject means that some barriers to learning for some children are minimised.

Monitoring

The monitoring of the standards of children's work and of the quality of teaching in MFL is the responsibility of the MFL subject coordinator. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations are also, occasionally, undertaken and the subject coordinator regularly reviews evidence of the children's work.. Displays for the current vocabulary being studied are included in the classroom.

Our current Federation Subject Coordinator is Mrs Sarah Belfield

Policy review 14.6.22

This policy will be reviewed by staff on a 2 year cycle.