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Modern Foreign Languages Policy

Version Control

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Contents

1. Introduction
 - 1.1. Aims and Scope
 - 1.2. Other linked Policies
2. Policy Statement
 - 2.1. Organisation
 - 2.2. MFL Curriculum
 - 2.3. Teaching and Learning
 - 2.4. Inclusion
 - 2.5. Planning and Assessment
 - 2.6. Wider Opportunities
 - 2.7. Role of the Subject Lead
 - 2.8. Parents and the wider community
3. Appendices
 - 3.1. Guidance and Procedures

1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1.Aims and Scope

Philosophy

At Red Oaks we believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Rationale

The National curriculum in England: languages programmes of study was published 11th September 2013. It sets out what matters, skills and processes pupils are expected to know, apply and understand in the KS2 programme of study.

Aims and objectives

The aims and objectives of learning a modern foreign language at Red Oaks are:

- to introduce children to another language in a way that is enjoyable and fun
- to stimulate and encourage children's curiosity about language
- to encourage children to be 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
- to raise staff awareness of, and competence in, the chosen MFL

1.2. Other linked Policies

This policy is designed to be read alongside other school policies including:

- Assessment Policy
- English Policy
- SEN Policy
- More able Policy
- Teaching and Learning Policy

2. Policy Statement

2.1. Organisation

At Red Oaks our chosen language is French. All children in KS2 have a 30-40 minute weekly session. Some sessions are taught on rotation and therefore are on alternate terms but then time is adjusted.

2.2. MFL Curriculum

The Scheme of Work for French at Red Oaks is based on the Rising Stars French programme. The learning objectives over the four years of KS2 comprise four progressive strands of teaching and learning – Speaking and Listening, Songs, Stories and Rhymes, Reading and Writing and Grammar.

We teach the children how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning

- understand basic grammar
- use dictionaries
- work in pairs and groups, and communicate in French
- look at life in another culture

2.3. Teaching and Learning

At Red Oaks, we use a variety of techniques to encourage the children to have an active engagement in learning French: these include games, role-play and action songs, dancing, watching videos and listening to sound clips. We use mime to accompany new vocabulary as this serves to demonstrate the language without the need for translation. We prioritise listening, responding and speaking skills in Y3/4 and then continue these in Y5/6 with the development of reading and writing skills, including more explicit grammatical understanding.

We use a multi-sensory and kinesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to learning French. We build the children's confidence through praise for any contribution they make, however tentative.

2.4. Inclusion

In Modern Foreign Languages teaching at Red Oaks, staff are aware of children's individual needs and how to best differentiate teaching and learning to enable access for all. This is done through adapting teaching to suit a variety of learning styles, often using a multi-sensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and/or learning needs. Teachers have access to specialist support from the MFL Lead for advice on strategies, target setting and assessment.

The way the lessons and scheme of work are planned takes into account the differences in interests between boys and girls. We avoid gender stereotyping when organizing into groups and assigning activities. We take in to account the differences of religious and cultural beliefs by highlighting the different religious festivals in France. Teaching MFL is a vital way to enhance pupils' perceptions and to promote positive attitudes towards cultural diversity.

Any child with SEN is actively encouraged to participate fully in French lessons with the necessary support.

2.5. Planning and Assessment

In KS2, the teacher uses the Rising Stars Scheme of Work to plan and deliver the

lessons and informal assessment takes place weekly. Progress is evaluated with reference to the four national attainment targets of:

- 1) Speaking and Listening
- 2) Songs, Stories and Rhymes
- 3) Reading + Writing
- 4) Grammar

Within the French sessions there is continual assessment for learning and this is fed back verbally. Children are assessed based on a series of “can do” statements, based on the content and skills-based objectives set out in the MFL Progression Map. At the end of each unit, the children complete a written piece linked to the topic they have just covered, which is then kept in their own individual French folders. This is used to provide guidance for the termly assessment made where children are determined to be Working Towards, Working At or Working Above the expected standard and these are submitted to the Foundations Subject Lead.

2.6. Wider Opportunities

Whenever possible teachers will look for opportunities to promote involvement in the French language and French culture – food, games and competitions. All classrooms have been given ‘Classroom Talk’ posters to be displayed to encourage the use of everyday classroom language by both staff and children.

The MFL coordinator continues the link with Abbey Park secondary school. This will involve expert teaching for Y6 from a member of Abbey Park staff. She regularly meets the local school cluster to share resources, ideas and progress. Y5 children will continue to be invited to ‘Languages Day’ at Abbey Park annually and staff will also support the celebration of languages through our annual International Day.

2.7. Role of the Subject Lead

The subject coordinator is responsible for long term planning via the curriculum map for KS2. She also supports the class teachers with teaching the target language and MFL methodology through team teaching where appropriate and will also lead ideas for celebrating Language Days, Cultural Weeks and local cluster links.

The subject lead scrutinizes folders and planning twice across the academic year. As well as this, she carries out regular pupil surveys and feeds back to teachers, the headteacher and governors where necessary.

2.8. Parents and the Wider community

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practise the language we learn every week through the personal Duolingo logins that children have been given and help to understand the differences in culture. Parents are made aware of International and Language days where appropriate.

3. Appendices

3.1. Guidance and Procedures