



Lympstone C of E Primary School Modern Foreign Languages Policy

‘Let all that you do be done in love’

1 Corinthians 16:14

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

MFL Policy Statement

This policy is intended to provide clear guidance for the delivery of the MFL curriculum throughout the school and over the three stages: Foundation, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within the school as expressed in the aims of the school and as set out in the National Curriculum. It is intended that this policy will provide a corporate statement of purpose, ensure that each and every child’s entitlement to MFL experiences is realised and provide a clear basis from which to plan programmes of work.

Aims (progression of skills)

The broad aims of Modern Foreign Languages in Key Stage 2 are set out within the National Curriculum. The purpose of MFL in our school is to promote language literacy and oracy. By this, we mean that pupils are curious about languages and develop a foundation for further language learning at Key Stage 3. In particular, MFL supports the Spiritual, Moral, Social and Cultural development of our children through exposure and discussion about the wider world.

The aims of Modern Foreign Languages in Key Stage 2 are to enable pupils to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structure

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including dictionaries
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied

Curriculum (how)

The curriculum for MFL is designed to ensure a love of language learning lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between spoken, aural, written and cultural work.

In accordance with the structure of the national curriculum we have agreed that:

- At KS 1 pupils are introduced to hearing foreign language through games and stories
- At KS 2 pupils have the opportunity to study a variety of languages through dedicated, weekly lessons and additional games or classroom routines

To supplement this, we have additional international focus days, assemblies and visitors.

Each KS2 classroom must have foreign language visual prompts on display to cover basic greetings and frequently-used vocabulary.

Teaching MFL

MFL uses a multi-disciplinary approach to learning, with lots of interaction with visual, auditory and kinesthetic prompts. During language lessons, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, stories, music, thinking skills, paired or group talk and movement games.

Where possible, we want our pupils to have opportunities to experience and explore traditions and cultures related to their language learning.

Assessment

The MFL teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, performance, conversation... Progress is

tracked termly through teacher assessment using the Rainbow Continuum to assess class progress in the skills of language-learning, identifying those working above or below national expectations.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Monitoring & Evaluation

The co-ordinator and Headteacher monitor MFL provision and standards through observation, looking at work, talking to children and reviewing the curriculum with staff.

Role of the MFL Leader

- **To ensure that the MFL policy is implemented and to keep up to date with reviews.**
- **To have oversight of the MFL curriculum and keep up to date with local and national changes.**
- **To monitor, review and update resources.**
- **To monitor pupil progress and achievement.**
- **To maintain and build priorities set by the school.**
- **To develop links with the community (local and international).**
- **To coach, mentor and support teachers in developing their strengths in teaching MFL, including planning, arranging and delivering CPD as appropriate.**
- **To liaise with parents to ensure all children receive their entitlement.**
- **To liaise with providers of extra-curricular MFL provision**

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

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