

SS Peter and Paul's RC Primary School

Modern Foreign Languages (MFL) Policy 2018

Introduction

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages.

The MFL provision at Key Stage 2 in SS Peter & Paul RC Primary is designed to reflect this and also takes into consideration the primary MFL entitlement as set out in the National Curriculum 2014.

The key elements of MFL learning at SS Peter & Paul RC Primary are:

- Our language learning is inclusive and enjoyable for all.
- The main language we study is French.
- Children are exposed to different languages and cultures throughout Nursery and KS1.
- French is taught as a coherent programme from year 3 to year 6 by a specialist language teacher.
- The curriculum also encompasses learning about French life and culture

Aims and Objectives

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

- To introduce French in a way that is fun and enjoyable.
- To understand and respond to spoken and written language.
- Speak with increasing confidence and fluency.
- Write at a varying length, for different purposes and audiences.

Organisation

KS2 children will have a weekly one hour lesson; this lesson may be taught by a specialist French teacher, supplied by an outside agency. KS1 children will be taught French for 30 minutes per week at the discretion of the Class Teacher.

The curriculum

French is the modern foreign language that is taught in our school.

The curriculum that is followed is based on the guidance given in the revised National Curriculum.

The children are taught to know and understand how to:

- Listen attentively to a spoken language and show understanding by joining in and responding.

- Explore the patterns and sounds of words through songs and rhymes and link those to spelling, sound and the meaning of words.
- Engage in conversations
- Ask and answer questions
- Express opinions and respond to others
- Speak in sentences
- Develop accurate pronunciation
- Show understanding of words, phrases and simple writing.
- Present ideas and information orally to a range of audiences
- Broaden the vocabulary
- Write phrases from memory
- Describe places, things and actions orally.
- Understand basic grammar.

Assessment, Record Keeping, Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress using a class progress sheet. This will be fed into a key stage 2 program sheet and collated by the MFL coordinator. At the end of Key stage 2, a formative assessment is carried out; this will be based on the child's speaking, listening and writing of French.

When written MFL work is produced, it is marked in line with the school policy on marking.

For reporting purposes, a level of each pupil's MFL capability is given.

Monitoring

Monitoring is carried out by the headteacher, a member of senior management or the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of MFL displays
- Work sampling
- Classroom observations

Inclusion

At our school we will teach MFL to all KS1 & 2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those

with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

Monitoring and Review.

Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader, supported by the head teacher and colleagues from the LA. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school.