

Willerby Carr Lane

Primary School



MFL Policy

POLICY MANAGEMENT

Approved by	Full Governing Body
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Purpose

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.

Aims

At Willerby Carr Lane Primary School, we aim to provide quality teaching and learning of MFL to ensure all pupils:

- view the teaching of Modern Foreign Languages and engagement with other cultures as a positive, enjoyable and worthwhile thing to do
- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Making MFL Relevant

The focus of study in modern languages will be on practical communication. It focuses enabling pupils to make substantial progress in one language – French. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Making use of our Locality and Wider Links

At Willerby Carr Lane Primary School, we aim to provide strong foundations for children's development of historical knowledge, skills and understanding, by making best use of links.

These include:

- any fluent French speakers within school
- support from staff at Wolfreton Secondary School
- links with the East Riding MFL project team

Curriculum Intent

Our school curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear what end points the curriculum is building towards and what children need to know and be able to do to reach those end points. This is set out in detail in a series of MFL 'knowledge organisers'. The knowledge organisers detail:

- What children should already know before starting a unit of work
- What children will know by the end of the unit
- The associated key vocabulary children are expected to learn and understand

Curriculum Implementation

A high-quality MFL education will help pupils gain confidence in practical communication.

At Willerby Carr Lane Primary School we are switching to using the iLanguages scheme of work as recommended and supported by the East Riding MFL development team. This has the advantage of being able to draw on and take part in county-wide training and support. The scheme itself benefits from:

- KS2 French scheme of work suitable for non-linguist teachers
- Step by step lesson plans with objectives, success criteria and assessments mapped to the new NC and KS2 framework
- A strong phonics focus and support for non-specialists with sound files and video clips to aid pronunciation
- a Talk4Writing and Kagan co-operative learning methodology to enhance interaction and progress
- Including all resources: a work book, videos, PowerPoints, interactive stories, songs, sound files, board games, worksheets and IWB activities
- Supporting apps so children can practise the same language at home

Cross Curricular Opportunities

The content and positioning of MFL units is designed to develop a coherent and progressive MFL curriculum which supports quality teaching and learning. MFL can readily be used by class teachers in the teaching across the school day:

- Meeting and greeting – hello, good morning, how are you?
- Class instructions. – please stop, sit down, pencils down, quiet please, line up, please give me, please put it... etc.
- More fluent teachers might be able to conduct small parts of lessons / activities in French

Assessment, Recording and Reporting

Assessment is carried out in line with the school's Assessment Policy and is based on the principles of Assessment for Learning. Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary focussing on the relevant learning objectives to that lesson.

We assess how well pupils embed concepts in their long-term memory and apply them fluently; developing their understanding, rather than memorising disconnected facts. Teachers assess how well children are able to answer the key questions which are set out in our knowledge organisers: the depth of their answers and clarity of their explanations. For each unit pupils are assessed to have met the expected targets, exceeded them or not met them.

Equal Opportunities

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

Role of the Subject Leader

The MFL subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in MFL and disseminating information to the rest of the teaching staff.