



MFL POLICY

Reviewed by Head. Noted by GB.	16 th May 2019
Next Review (2yrs)	Summer 2021

The Vision of St John's CE Primary School, Rishworth

Matthew 5:16 (NRSV)

“Let your light shine before others, so that they may see your good works and give glory to your father in heaven.”

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

The School's Aims are:

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values**:

Success. We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

Honesty. We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

Independence. We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

Neighbourliness. We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

Enjoyment. We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

Introduction

Research suggests that young language learners have an innate ability to absorb the sounds, structures, intonation patterns and rules of a second language intuitively as they did their mother tongue. By offering specialist language teaching from the age of seven, we hope to develop confidence and provide a secure basis for the continuation of their language learning into secondary education and beyond.

Intent

1. **Self** – Learning a language provides our pupils with the confidence and skills needed to communicate more effectively as they progress in to the next stage of their learning.
2. **Others** – We hope to provide our pupils with a wider international perspective of other cultures and languages, developing respect and tolerance.
3. **Wider world** – We aim to enthuse and inspire our pupils to understand the benefits of language learning and the greater opportunities which ensue in our modern world.

Aims

We aim to develop children's experience of the French language and culture. By the time children leave St John's our aim is that the children know and understand how 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; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- 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 through using a dictionary
- 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, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Teaching and learning style

French lessons provide a variety of sources to model the language such as games and songs to maximise enjoyment. Children use a French exercise book to record their written work, which is passed through the years to form a portfolio of their learning. Lessons encourage active participation of children in all four key skills, listening, reading, speaking and writing. With particular emphasis on repetition and recall through the delivery of song, role play and question and answer sessions. As children then progress further into their learning, they will begin to study the distinctions of French grammar including verb formation, tense and the syntax.

In some classes we use a specialist language tutor to support the teaching. This is sometimes done by timetabling language lessons each week, or it may be done by planning for 'block' weeks of intensive instruction. French is taught on a Friday afternoon for one hour or organised in to the class weekly timetable. French is also revisited in sessions throughout the year, either to consolidate learning (Christmas carol) or to progress with a particular piece of work (French pen-pal scheme).

Organisation

A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our French language teaching, we provide learning opportunities that enable all pupils to make progress. We teach the French language to all children, whatever their ability.

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which evaluates the strengths and weaknesses in MFL, and indicates areas for further improvement;
- uses specially allocated management time to review evidence of the children's work, and to observe MFL lessons across the school.

Contribution of MFL to teaching in other subject areas

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the Literacy curriculum. In addition, there are opportunities to link to PSHE, Geography and RE in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. Children develop a deeper knowledge of festivals around the world, an awareness of a country's values and traditions whilst also gaining a respectful understanding of people from other countries. Where possible, the French units of work are adapted to tie in with the topics being covered by class teachers.

Assessment

Most assessment is formative and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress based on their achievement of the learning objectives in lessons. Children are provided with an assessment 'tick' sheet in the back of their work books with lesson coverage. Assessment is based on class observations of listening and speaking activities as well as written evidence in the children's work books.

Monitoring and review

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
- work scrutinies
- work sampling
- classroom observation