

Glenthorne Community Primary School

MFL Policy

This policy document sets out the school's aims, principles, and strategies for the delivery of Modern Foreign Language. It will form the basis for the development of MFL in the school and wider curriculum. This document is for staff and is available to parents. A copy is held by the MFL Co-ordinator and another by the Head teacher. Another copy is to be kept in the policy folder held in the school office.

Aims and Intentions

Glenthorne Community Primary School aims to -

- develop pupils' communication and literacy skills that lay the foundation for future language learning
- develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English
- enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects
- foster positive attitudes towards foreign language learning;
- form a sound basis for further study at key stage 3 and beyond.

Objectives

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- foster an interest in learning other languages
- introduce young children to another language in a way that is enjoyable and fun
- stimulate and encourage children's curiosity about language
- encourage children to be aware that language has structure and that the structure differs from one language to another
- help the children develop their awareness of cultural differences in other countries
- develop their speaking and listening skills
- lay the foundations for future study

Implementation

KS1

Although not statutory at this stage, pupils in KS1 are introduced to other languages. Greetings, registers, classroom routines and praise words are regularly conducted in another language to ensure children are exposed.

KS2

Each KS2 class has around 40 minutes of French lessons on a weekly basis. Our Year 3 and 4 classes are taught by experienced teaching assistants and our Year 5 and 6 children are taught by experienced professionals at Lingotots. All sessions are planned and taught to ensure progression and skills development.

The children are taught to know and understand how to:

- Ask and answer questions.
- Use correct pronunciation and intonation.
- Interpret meaning.
- Work in pairs and groups and communicate in French.
- Look at life in another culture.

This is implemented in a multitude of different ways including:

- Displays being used throughout school to remind children of key vocabulary
- Practical activities, songs and games are used to help improve memory and recall.
- In the classroom wherever possible instructions are given in French to expose children to the language as much as possible and in day-to-day contexts.
- Visual prompts are used to support children in translating new vocabulary.
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Inclusion

At Glenthorne Community Primary School, we aim to enable all children to achieve their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, children with English as an

additional language and children at SEN Support and an EHCP. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities.

Differentiation

At Glenthorne Primary School, we teach French to all children, whatever their ability. We recognise that all classes have children of widely differing abilities. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. All lessons are planned for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

Assessment

This is ongoing and continuous and informs future planning. It will follow the guidelines established in the school's assessment policy.

We assess children's progress informally during the lessons, evaluating progress against the four national Attainment Targets of:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing.

Monitoring and Reviewing

Monitoring is the responsibility of the subject leader. Monitoring will be achieved through:

- Assessment folder monitoring
- Work scrutiny
- Pupil Voice
- Teacher voice

Role of the Subject Leader

The subject leader is responsible for the coordination and planning of the MFL curriculum. The subject leader also;

- Keeps members of staff informed about current developments in MFL
- Writes a subject development plan, informed by the whole school development plan
- informs governors about current teaching of MFL in school

Working with Parents/Carers

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 and help to understand the differences in culture.