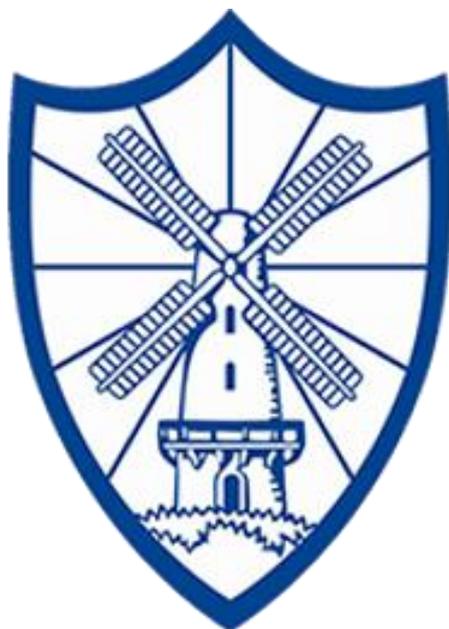




Meopham Community Academy



Enjoy, Learn, Aspire

Modern Foreign Languages Policy

This policy was reviewed by: Siân Spittles, MFL Subject Leader
Date: November 2017
Approved by Governors: November 2017
Next Review Date: November 2019

General Aims of the Policy:

- To promote a consistent, high standard of quality teaching, learning and assessment of French (our chosen MFL) at Meopham Community Academy.
- To ensure that the Modern Foreign Language curriculum is taught to a consistently high standard throughout the school.
- To ensure that every child in the school, regardless of race, gender or disability has equality of opportunity for language study.

Principles Underpinning the Policy:

- In line with the National Curriculum Programme of Study for Languages at KS2, Meopham Community Academy recognises Language teaching as an essential study which enriches pupils' understanding and curiosity of the world.
- MFL at Meopham Primary Academy is linked to other curriculum subjects as part of a broad and balanced curriculum.
- Our emphasis is on enjoyment, through practical application and through cross-curricular linking.
- Meopham Primary Academy acknowledges that the study of MFL can help to promote positive values and attitudes towards countries, people and culture regardless of race, gender and disability.
- Pupils should make good progress in line with nationally agreed standards, according to their individual ability.

Oracy and Literacy

Pupils will be given opportunities to:

- develop communication skills as the ability to communicate is the real purpose of learning a foreign language
- 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

Intercultural Understanding

Pupils will be given opportunities to:

- see language as part of culture
- become aware of and understand the cultures of other countries around the world
- link work in MFL to other curriculum areas where appropriate.

Knowledge about Language

Pupils will be given opportunities to:

- develop understanding of how language works
- make comparisons with English or home language and reflect on similarities and differences
- use knowledge about language to support effective communication, both orally and in writing
- become aware of pronunciation and intonation
- investigate how languages work and adapt language to new contexts.

Language Learning Strategies

The learning and teaching of French will enable pupils to:

- develop confidence, trust and willingness to participate
- develop listening skills
- build self-esteem and social confidence
- select and use different strategies, applying them effectively to learn a language

Context, Organisation and Planning

Language learning should be planned as an integral part of the whole curriculum.

IN KS2, MFL should be taught for at least the equivalent of one hour, fortnightly. This could be in one whole lesson, or split into 2 shorter lessons.

Although MFL is not statutory in KS1, short, regular inputs will be taught. This should total at least 30 minutes, fortnightly.

In addition to the dedicated time allocation, teachers will seek opportunities throughout the week to enable children to use their newly acquired language skills, as this allows for regular reinforcement.

Planning

- Teachers will plan and deliver the National Curriculum according to the requirements of the programme of study. Activities are tailored to progress the children's knowledge of MFL skills and understanding.
- Teachers will link MFL in their planning to other National Curriculum subjects
- Teachers will ensure that in their planning, where necessary, activities are differentiated according to the ability of the children in their class.
- Teachers should as far as possible ensure they plan for equality of opportunity in MFL lessons regardless of race, gender or disability.

Long-term – French is planned for as both discrete language lessons and as part of the creative curriculum. Teachers are able to use Language Angels, a progressive scheme of work, throughout Key Stage 2. This can be supplemented with activities from *Toute-le-Monde* and other books and other resources to be found in the MFL cupboard.

Medium-term – teachers will plan termly for MFL, ensuring that skills are built upon and pupils make effective progress. Medium Term plans and individual lesson plans are provided on the Language Angels website for KS2. Staff can annotate these if they deviate from the plan provided.

Short-term – day to day teaching will be planned for by the class teacher, using Language Angels plans in KS2 as a basis for this.

Resources and Computing

Computing will be used to develop pupils' communication strategies, which will be of value to them in their everyday lives. This could include e-mailing, video conferencing, recording, filming, pod casting, blogging etc.

Resources include Language Angels, posters, Tout-le-Monde, bi-lingual children's story books, dictionaries, props, games, flashcards, music CDs, DVDs, maps, flags, non-fiction books and subscriptions to MFL websites.

Scheme of Work

The scheme of work is based on Language Angels, a web-based resource used to teach French. It includes specific learning objectives, activities, resources and assessment tools.

Assessment and Recording

Assessment for and of learning is an integral part of the teaching process.

The learning objectives for each term provide the basis for self-evaluation as well as guiding informal teacher assessment.

The learning objectives are to be pitched at an appropriate level of challenge for all pupils.

The outcomes can be used to review and check whether pupils are ready to move on to the next activity or whether they need more support or challenge. They also provide a framework of feedback to the pupils.

Assessment will be linked to the language learning skills taken from the DfE KS2 Languages Programme of Study. Tools to assist with assessment in KS2 can be found on the Language Angels website.

This information can be used to facilitate transfer from KS2 to KS3. French is reported on in pupils' annual reports.

Inclusion

The Primary Languages entitlement is inclusive and the Framework supports equality of opportunity for all pupils. Pupils present with different experiences, strengths and interests and prior learning which will be taken into account to: set suitable learning challenges; respond to the diverse needs of pupils and overcome potential barriers to learning.

Differentiation is initially by outcome – particularly in listening and speaking. As language learning is extended into more complex structures, differentiation by text and task may become more appropriate.

More Able Pupils

Pupils who are identified as more able in languages need strategies for learning independently. Opportunities to extend basic vocabulary, grammatical concepts and independent learning are provided for more able pupils and bilingual pupils.

Equal Opportunities and Access

Meopham Community Academy's equal opportunities policy, gender policy and disability policy apply to MFL. Where appropriate, teaching materials and group activities reflect the gender, cultural and ethnic diversity of our society. We aim to avoid stereotyping in terms of race, disability or gender. Progress is monitored to ensure that no child is disadvantaged.

Continuity and Progression

As we follow the 2014 National curriculum for Languages in KS2, the core Learning Objectives for Oracy, Literacy and Intercultural Understanding ensure progression. Our challenge is to build on good practice and enthusiasm in order to sustain a meaningful experience of language learning.

The Role of the School Community

All members of the school community - teaching and non-teaching staff, parents, pupils, and governors- work towards the aims of the policy by completing MFL activities in line with the policy.

The Role of the Subject Leader

The MFL subject leader is

- responsible to the Head Teacher for the co-ordination of all MFL work within Meopham Community Academy.
- responsible for implementing and evaluating the policy in practice.
- to monitor the teaching of MFL in conjunction with the Head Teacher.
- to liaise with the governor responsible for MFL.

Planning and Monitoring

The MFL subject leader will:

- provide information or resources which aid the planning of the nationally agreed curriculum for MFL.
- monitor written plans as and when required, to ensure quality of planning provision, progression and coverage in each age range.
- Check pupils' work for coverage / content, levels of ability, relative standards of achievement, differentiation, recording skills and consistency in marking.
- use information gained from this monitoring to decide which areas of planning need staff INSET or whole school development in the future.
- Provide feedback in line with the School's Policy in Staff Meetings as and when appropriate.

In addition, MFL subject leader may monitor samples of children's work, lessons, ask for feedback from pupils and staff as and when appropriate.

Assessment

- provide resources or information which will help teachers to assess each pupil as an ongoing process in line with the school's assessment policy.
- moderate assessments as and when this is appropriate.

Resources

- resources are targeted to individual areas of the MFL curriculum. An inventory is made of resources in the school at the start of the year and new items ordered within the constraints of the allocated budget.
- ensure that resources are easily accessible and effectively used.
- provide information about class MFL visits and or visitors to the school.
- seek out new resources that will enhance the teaching and learning of MFL

Staff INSET and training

- attend appropriate INSET and training sessions for professional development and provide staff feedback.
- identify needs for additional staff training are identified through staff survey forms and the ongoing process of staff professional development and monitoring.
- offer help to colleagues in planning, teaching and assessing MFL.

Support for Staff

- ensure that all teaching staff are informed of the latest developments in the subject.