Modern Foreign Language Policy

Arnold Mill Primary and Nursery School

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"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."

National Curriculum 2013

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1.Intent

At Arnold Mill Primary it is evident within school that we place importance on pupils having positive experiences of MFL teaching, specifically in our chosen language which is French.

1.1 AMP Aims:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- To have a clear progression of skills throughout MFL teaching from Years 3-6

1.2 Our Beliefs:

- Children can find enjoyment in learning to speak another language
- Children can acquire foreign language skills at an early age
- The early acquisition of a foreign language facilitates the learning of other foreign languages later in life
- Pupils can develop an interest in, and appreciation of, other cultures as they learn to understand and express themselves in French
- By teaching children about French customs and traditions, artists and composers we can close cultural gaps
- Pupils can be prepared for the transition into language learning at KS3.

1.3 National Curriculum Aims:

The curriculum for MFL aims to ensure that all pupils:

- 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.

1.4 National Curriculum Teaching Objectives:

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. 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. The focus of study in modern languages will be on practical communication.

Pupils should be taught 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 feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, how to build sentences; and how these differ from or are similar to English.

1.5 Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

2. Implementation

2.1 Roles and responsibilities:

The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- Aims and objectives reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

The MFL Co-ordinator:

MFL is delivered by one member of staff, as teacher and co-ordinator.

The co-ordinator will:

Monitor teaching and learning

Monitor and update planning

Create actions plans

Oversee the display of MFL work within school, supported by a designated subject TA

Liaise with other staff about MFL provision

Report to the headteacher and governing body

2.2 French curriculum

Working in conjunction with this policy are the Topic Plans and Steps Of Progression documents showing the Key Skills to be taught across Key Stage 2.

2.3 Resources

Teaching resources including bilingual dictionaries, French phonics materials, games, songbooks, fiction/non-fiction texts and 'magic microphones' for speaking activities. These are stored in a cupboard on a main corridor for easy access.

2.4 Planning:

- There is a programme of study for French in place from Year 3 to Year 6.
- The French teacher plans to ensure full coverage of the skills relating to the MFL curriculum for each year group.
- Opportunities are taken to encourage spiritual, moral, social and cultural development (e.g. French artists & composers, famous landmarks) and global awareness (e.g. exploring places in the world where French is spoken.

2.5 Assessment and reporting:

- As with all areas of the curriculum, assessment is an integral part of the teaching process.
- Work in books is marked in accordance with the AMPS marking policy.
- The MFL teacher makes informal assessments through carefully directed questioning in lessons and from time to time more formal assessment tasks can take place.
- Children's progress in French is reported to parents through the pupils' annual reports and parents' evenings.
- Children are given opportunities to self and peer-assess their work.
- Use of Bromcom tracker for summative assessments in pupils' progress in MFL, inputted three times per year at the end of each term.

2.6 Inclusion

The teacher sets high expectations for all pupils. The teacher will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

The teacher will plan lessons so that pupils with SEN and/or disabilities can study French wherever possible and ensure that there are no barriers to every pupil achieving.

The teacher will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities support pupils to take part in French lessons.

2.7 Monitoring arrangements

The MFL coordinator is given leadership time to monitor how French is taught throughout the school by:

- Planning and work scrutinies
- Assessing the impact of displayed work
- Monitoring the way in which resources are managed
- Reviewing action plans, policies and assessment materials
- Interviewing children
- The MFL coordinator is monitored by the deputy head teacher as part of appraisal.
- Action plans are shared with governors. Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements
- This policy will be reviewed bi-annually by the MFL coordinator. The policy will be shared with the full governing body. Children have opportunities to state their views (School Council, Pupil Voice).

2.8 Links with other policies:

Mission Statement

Arnold Mill is a school where everyone is encouraged to fulfil their potential, discover new talents and develop a love for learning. We passionately believe in the importance of a shared vision and values. You should be able to see, hear and experience our values in all aspects of school life.

The MFL policy links to the following aspects of the mission statement:

- Creativity can flourish
- Children are equipped with skills for life
- Children are happy, safe and secure
- Success and achievement are celebrated
- Diversity is celebrated and tolerance promoted.
- Everyone is encouraged to think for themselves, take risks and make mistakes

This policy also links to:

- SEN policy
- Equality information and objectives
- British values
- Global awareness
- Spiritual, moral, social and cultural development

3. Impact

- French will be part of a well-constructed, broad and balanced curriculum.
- French will be well taught, one session per week per class during class teacher PPA time.
- Good results will be evident in books and displays.
- Pupil questionnaires will show a positive attitude towards French.
- Disadvantaged children and children with SEN will develop their cultural capital needed for life.
- Needs of local children will be identified and filled.
- Children will be able to talk about what they have learnt and build on previous experience.