

**Darwen St James'**  
C of E Primary Academy



**Modern Foreign Languages  
(MFL) Policy  
2021-22**

**Mrs Davis**

## **1 Introduction**

1.1 At Darwen St James we teach a Modern Foreign Language to all key stage two children as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

## **2 Mission**

Nurturing ambition through living faith.

### **Vision**

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

## **3 Aims and objectives**

- 3.1 The aims and objectives of learning a modern foreign language in primary school are:
- to foster an interest in learning other languages;
  - to introduce young children to another language in a way that is enjoyable and fun;
  - to make young children aware that language has structure, and that the structure differs from one language to another;
  - to help children develop their awareness of cultural differences in other countries;
  - to develop their speaking and listening skills;
  - to lay the foundations for future study.

## **4 Organisation**

4.1 We teach the French language to children hours a week through the Rising Stars Eurostar Scheme of work from September 2019 for 40 minutes a week.

## **5 The curriculum**

5.1 French is the modern foreign language that we teach in our school.

5.2 The curriculum that we follow is based on the guidance given in the revised National Curriculum and is based on the QCA Scheme of work. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.
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- Teaching and learning style

5.3 Euro Stars New Primary French is a complete programme to be taught progressively through Years 3–6, with activities building on previous learning and ensuring progression. Children should start with Stage 1 in the first year of learning and complete Stage 4 at the end of their fourth year of learning. However, it can be used as a bank of materials used flexibly, depending on the language ability of the class. To tie in with the cross-curricular approach of the primary curriculum, there is a strong focus on cross curricular project ideas throughout the teaching notes: these may be used flexibly to help reinforce children's work in other areas of the curriculum.

5.4 Euro Stars New Primary French consists of 24 units spread over Years 3–6 or four years of learning. These units were based around the QCA Key Stage Scheme of Work for French and have been updated to bring them into line with the new Languages programmes of study for Key Stage 2: Foreign Language.

5.5 Euro Stars New Primary French has been designed to be used as follows:

- There are four stages, with six units in each stage.
- Each unit has been designed to be taught within one half-term. Units are self-standing, although if you decide to use them in this way, please bear in mind that there is progression from Stage 1 to Stage 4.
- Six sessions are suggested per unit, plus additional cross curricular project ideas.
- Each session is planned for 30-40 minutes minute lesson per week. This could be split into smaller 'chunks' throughout the week or supplemented with further activities as best fits.

## **6 Teaching a modern foreign language to children with special educational needs**

- 6.1 At our school we teach a modern foreign language to all key stage 2 children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.3 Intervention through SEND will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the modern foreign language.
- 6.4 We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom, for example, a playground game in a modern foreign language, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment**

- 7.1 We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and through the final lesson for each unit where the pupils complete a challenge on their Chrome books, plus choose an activity to apply their new skills. The school uses the four national attainment targets to evaluate the progress of each child in:
- listening and responding;
  - speaking;
  - reading and responding;
  - writing.

## **8 Monitoring and review**

- 8.1 We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. The headteacher also reports to the governing body on the progress of children in French in

the same way as in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in French.

- 8.2 The headteacher also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

This policy will be evaluated and reviewed annually.