



Warton St Paul's

Church of England Primary Academy  
A member of **CDARI**

# MFL Policy

Reviewed September 2022

Next review September 2023

## Our Mission Statement

‘Believe, Belong, Be the Best that  
you can Be’

*"You are God's dear children. Let love be  
your guide. Jesus loved us and died to  
save us."*

*(Ephesians 5 v 1 & 2)*

## THE BENEFITS OF LEARNING A FOREIGN LANGUAGE

The benefits of learning a modern language in school go far beyond knowledge of that particular language. Children gain a clearer understanding of how languages work, for example in terms of grammar and pronunciation. As part of their language study, children are also encouraged to develop their own strategies for learning, which they can carry over into all other areas of their lives, within school and beyond. Furthermore, our link with our local feeder schools Carr Hill and Lytham St Annes, helps prepare the children with a greater understanding of French, prior to their secondary school education.

## AIMS

Our aims in teaching a foreign language to primary aged children are therefore:

- to develop the whole child, emotionally, creatively, cognitively and linguistically and especially to develop their social skills and self-confidence;
- to provide an environment in which children feel happy to 'take a risk' and experiment with new languages;
- to make language learning fun and awaken an enjoyment of languages which may continue throughout the children's lives;
- to become aware of different cultures around us and in other parts of the world;
- to understand, value and use a foreign language as a means of communication;
- to help children to develop language-learning skills which they can subsequently transfer to the study of other languages at secondary school and beyond.

## STATUTORY REQUIREMENTS

The learning of Modern Foreign Languages (MFL) has been an entitlement for all KS2 pupils since 2010. It became a statutory requirement for KS2 pupils in 2013.

At St. Paul's C of E School all children, from Early Years Foundation Stage through Key Stages 1 are taught a selection of words and phrases in a variety of languages.

Key Stage 2, are following a new French curriculum from September 2022.

## THE GOVERNING BODY

Regular reports are made to the governors on the progress of MFL provision and to our MFL Governor Mr Charnley.

This policy will be reviewed every 3 years or in the light of changes to legal requirements.

## SUBJECT ORGANISATION

In 2005, the DfES issued a Framework for Languages, setting out suggested learning objectives for KS2. The Framework does not prescribe specific topics or contexts for learning, but encourages schools to be creative and innovative.

The learning objectives are organised into the following strands within the Framework:

- **Oracy** - the emphasis is on developing listening and speaking skills and on identifying the sound patterns of the new language through listening to French being spoken. As far as is appropriate for each class and each activity, classroom instructions and praise are delivered in French. Children soon begin to reproduce the sounds with increasing accuracy, through songs and rhymes and by engaging in simple conversations.
- **Literacy** - from an early stage in children's language learning, simple high-frequency French words are shown in written form. Some children very quickly make the link between the sounds of the language and the written word, and visual learners benefit greatly from having vocabulary reinforced in this way. KS2 children are exposed to a variety of texts, including stories, poems, letters and emails and extracts from children's magazines.

- **Intercultural understanding** - children gain an understanding of the history and cultural context of a range of countries where French is spoken, as well as an insight into the day-to-day lives, social conventions and celebrations of those who live there.
- **Knowledge about language** – children develop an insight into the nature of language. They become aware of pronunciation and intonation and how these influence meaning. The study of how sentences are built reinforces children’s understanding of word classes.
- **Language learning strategies** – children are encouraged to discuss strategies for learning new words as part of a group and as individuals. By selecting and using different strategies, children develop an understanding of their own learning style.

## **PLANNING**

We have developed our own Scheme of Work, based on the skills objectives identified by the Framework. The Scheme of Work ensures progression of skills throughout KS2.

## **CROSS-CURRICULAR OPPORTUNITIES**

We take full advantage of the flexibility offered by the Language Framework to develop links between MFL and other areas of the curriculum wherever possible. For example, in Geography, KS2 compare and contrast a local area to one in Europe. KS1 will be holding a French market, learning fruits and vegetables.

## **THE USE OF ICT**

As with all subject areas, there is now a vast range of high quality foreign language resources available on CD, DVD and on the internet.

Such materials can be invaluable, particularly where they allow children to hear the language they are learning being spoken by native speakers. Selective and appropriate use is also made of ICT-based games and stories, many of which can be used interactively on the school’s whiteboards.

## **EVIDENCE OF LEARNING**

The importance of speaking and listening in MFL has been stressed above. In EYFS and KS1, in particular, there is limited written work as part of language lessons. Children’s learning is, from time to time, recorded using digital microphones and video equipment. In KS2, books/folders are kept with evidence of learning.

## **ASSESSMENT AND TARGET SETTING**

Assessment is carried out informally by the class teacher throughout the year. At the end of the school year, a comment from the class teacher is included on the Annual Report home to parents. Pupil self-assessment is also encouraged, based on the CILT Language Learning Portfolio. This enables the children to reflect on and record their experiences and achievements in language learning.

## **INCLUSION**

Warton St. Paul’s school is a fully inclusive school and all pupils have access to Modern Foreign Languages. Lessons are planned with a view to differentiating all activities to make them enjoyable and successful for all children in the class. Appropriate levels of support are provided by the language teacher and, where appropriate, by additional support staff. Children are also encouraged to support each other in their learning, in particular through the use of ‘Talking Partners’. More able children benefit greatly from being encouraged to explain or clarify their learning, and at the same time are able to reinforce the learning point to the advantage of their less able peers.

With appropriate support, SEN children generally make a full and very positive contribution to language lessons. In KS2, tasks are differentiated to maintain maximum focus on listening and speaking for SEN children.

## **EQUAL OPPORTUNITIES**

All children are provided with equal access to the MFL curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in MFL through:

Monitoring and evaluating MFL:-

- pupil progress
- provision of MFL
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in MFL

### **PARENTAL INVOLVEMENT**

Parents can support their children with our creative homework tasks.

### **CONCLUSION**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

This policy will be reviewed according to the emerging needs of our school.

Signed .....Date ..... (Chair of Governors)

Signed .....Date ..... (Headteacher)