



Benington C of E Primary School

MODERN FOREIGN LANGUAGES POLICY

Written	Reviewed	Next Review Date	Author	Adopted by Governors	Sub-Policies
Jan 2010	June 2018	June 2019	Barbara Swann		

We interpret the term 'Modern Foreign Language' to include the use of any living language to communicate ideas and receive information.

The overall aim for Modern Foreign Languages is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to teach MFL and use MFL effectively in their teaching of other subjects. However, this aim can be further broken down.

General

- To increase children's linguistic competence through regular timetabled MFL sessions.
- To exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities.
- To develop listening skills and phonological awareness

- **Speaking and Listening**

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities at their own levels
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.

Curriculum and School Organisation

Although MFL is a cross-curricular subject, children are taught specific skills, concepts and vocabulary in French lessons with the Class Teacher. The content of these sessions is reinforced by the class teacher during the week. This is taught during the Summer term in KS2.

We aim to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised. The Scheme of Work for French outlines which topics are covered in each year group. MFL is also part of the school day and, as such, is ongoing throughout all of children's learning.

MFL provides opportunities for teaching the following cross-curricular themes:

~Citizenship;

~European Awareness;

~Personal and Social Education.

As a curriculum area, MFL has a co-ordinator who acts as a consultant for all MFL activities in the school (see curriculum management below).



Curriculum Management

The subject leader/co-ordinator will facilitate the development of MFL in the following ways:

- ~By managing the implementation of the MFL policy;
- ~By updating the policy and scheme of work;
- ~By ordering/updating/allocating resources;
- ~By identifying need and arranging INSET so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- ~By keeping staff abreast of new developments;
- ~By taking an overview of planning to ensure that there is continuity between year groups and that progression is taking place;
- ~By supporting staff in developing pupils' capability;
- ~By attending appropriate courses to update knowledge of current developments and by keeping links with the Advisory Team for MFL;

It is the responsibility of the head teacher to ensure that statutory requirements are being met (entitlement).

Inclusion

All pupils have the opportunity to develop MFL capability.

Positive images of languages being spoken will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

Scheme of work

This has been developed and updated by the MFL co-ordinator with Barnwell – (MFL link School) as the pupils' MFL experience develops and as new plans are received from LEA and other local and national sources.

Assessment, Record Keeping, Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. As the class teacher works through the scheme of work they record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. This information is shared with the next class teacher.

Resources and Accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD ROMs and audio/visual materials. Resources are allocated to particular year groups to ensure progression and these are kept in the classrooms.

Each classroom has a French/English dictionary, labels for most classroom objects and posters detailing the days of the week and months of the year.