



# MARISH



## Academy Trust

# MFL Policy

## Contents

Introduction Aims Delivery of the Curriculum	Page 3
Teaching and Learning styles Inclusion Equal Opportunities and EAL Special Educational Needs Assessment	Page 4
Resources ICT Role of MFL Coordinators	Page 5

## 1. Introduction

Learning a language can spark interests in far off lands, fire curiosity about alternative cultures and open doors in later life. At Marish Academy Trust, we therefore aim for children to love learning new languages. Whether it be an appreciation of the languages spoken within the classroom, or quality teaching of a new language; learning a language is a fun, yet an extremely valuable educational, social and cultural experience. Language teaching improves pupils' communication skills, their knowledge about languages and it also helps them develop a sensitive approach to cultural differences. Pupils are encouraged to make links between their own language and new languages and explore their similarities and differences, a reflection which undoubtedly contributes to a solid understanding of basic grammar and language rules. The integration of foreign languages into the curriculum also provides a medium for cross-curricular links.

## 2. Aims

The aims of teaching and learning a Modern Foreign Language (MFL) at primary level are to ensure 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.

## 3. Delivery of Curriculum

At Marish Academy Trust, we are very fortunate to be able to offer French from in years 4, 5&6 and Spanish in year 3 in both schools. Languages Specialist teachers and native French speaker deliver quality French and Spanish lessons across KS2. Across the Trust, lessons are planned using the commercial scheme called *La Jolie Ronde*. The programme of study of the new national curriculum for KS2 is used to plan sequences of lessons which ensure clear progression. In their weekly MFL lessons which are 45 minutes to an hour long, pupils are taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help;
- read carefully and show understanding of words, phrases and short texts of varying levels of difficulty;

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of bilingual dictionaries;
- Write phrases from memory and adapt these to create new sentences, expressing their ideas clearly;
- Describe people, places, things and actions in speech and in writing.

#### **4. Teaching and Learning Styles**

Listening, responding and speaking skills are essential. Multi- sensory and kinaesthetic approaches are used to reinforce new learning. Lessons are designed to be as enjoyable as possible, with songs, games, role play, action rhymes and films used to motivate pupils. However tentative pupils may be at the beginning of their learning journey, confidence is built through praise.

#### **5. Inclusion**

At Marish Academy Trust we aim to provide equality of opportunity for all pupils whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, MFL teachers work to ensure that our expectations, attitudes and practices enable all pupils to reach their potential.

#### **6. Equal opportunities and EAL**

Language lessons provide all pupils with EAL with opportunities to achieve. When appropriate, activities are differentiated so that all learners can access the curriculum. Pupils with EAL are encouraged to share and celebrate their own language and culture during lessons, and vocalise links they may identify between their first language and the French or English language.

MFL is an excellent means of allowing EAL pupils to shine. Pupils who have already learnt, or who are learning English have excellent skills in picking up, and retaining additional language. This is therefore used as a tool to promoting confidence among EAL learners.

#### **7. Special Educational Needs and Disabilities**

MFL learning should be an enjoyable experience for all pupils. Well prepared, stimulating activities aim to increase motivation, resilience and self-belief. Any pupil with Special Educational Needs and Disability is encouraged to fully participate in lessons through well managed group work, which allows children to collaborate and support each other. MFL teachers are also prepared to adapt activities or give extra help where needed. In many cases the actions necessary to respond to an individual child's requirements for curriculum access will be met through greater differentiation of tasks and learning materials which benefit the whole class.

## **8. Assessment and Record Keeping**

Pupils progress will be tracked every half term against the learning objectives highlighted in the KS2 MFL programme of study of the New National Curriculum. The MFL subject coordinators and senior management are responsible for observing MFL lessons and monitoring the quality and impact of MFL teaching and learning across our Trust.

## **9. Resources**

The school has a developing range of resources to support the teaching of MFL, including two complete Schemes of Work in French and Spanish as well as bilingual dictionaries. These are to be extended as the budget allows.

## **10. ICT**

Whenever appropriate, ICT is used to enhance the teaching and learning of MFL. Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in MFL. They will use the Internet safely and selectively to find information and e-mail to communicate with people in other countries.

## **11. Role of the Subject Coordinators**

- Overseeing the planning, delivering and assessing MFL lessons Trustwide
- Helping and supporting colleagues to develop their interest and confidence in teaching languages.
- Raising an interest in learning MFL across the school

## **12. Governing Body Approval**

This policy is reviewed by the whole staff team trust wide and Strategic Board on their recommendation.

# Appendix

## Revision History

Version	Date	Author	Comments
1.0	February 2015	MFL coordinator	
2.0	February 2017	MFL coordinator	
3.0	February 2019	MFL coordinator	

## Approval History

Version	Approved	Comments
1.0	February 2015	Approved
2.0	February 2017	Approved