

MARISH

ACADEMY TRUST



MFL Policy

2024-25

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1. Introduction

Learning a language can spark interest in far off lands, fire curiosity about different 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 to 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 our pupils either French or Spanish throughout their time in KS2. Languages Specialist teachers deliver quality French and Spanish lessons every week 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.

In addition, both schools purchase an annual subscription to *Linguascope*. This is an interactive language learning platform, where children access a large number of vocabulary recap activities and various games in French and Spanish in order to consolidate their learning, both in school and at home. They also regularly make use of the learning platform *Kahoot!* which increases pupils' engagement and enhances their learning.

4. Teaching and Learning Styles

Listening, responding and speaking skills are essential in the MFL lessons. 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 ICT used to motivate pupils. However tentative pupils may be at the beginning of their learning journey, their 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.

5.1 Equal Opportunities and EAL

Language lessons offer all pupils, including those with EAL, the opportunities to achieve. 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, Spanish or English languages.

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 promote confidence amongst EAL learners.

5.2 Special Educational Needs and Disabilities

MFL learning aims to 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 prepare support materials for written work and 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.

6. Assessment, roles and resources

6.1 Assessments and Record Keeping

The progress of pupils is continually monitored throughout the year against the learning objectives based on 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.

6.2 Resources

The Trust has a developing range of resources to support the teaching and learning of MFL, including two complete Schemes of Work in French and Spanish, iPads, subscription to Linguascope, use of Kahoot and Physical French/ Spanish Phonics as well as bilingual dictionaries. These are to be extended as the budget allows.

6.3 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, access learning remotely and communicate with peers in partner schools abroad using Skype and emails.

6.4 Role of the subject coordinators

The subject coordinators' responsibilities include, but are not limited to:

- 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.

7. Governing Body Approval

This policy is reviewed by the whole staff team Trustwide 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	
4.0	February 2021	MFL coordinator	
5.0	February 2023	MFL coordinators	
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Approval History

Version	Date	Comments
1.0	February 2015	Approved
2.0	February 2017	Approved
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