

# Great Bardfield Primary School



## Modern Foreign Languages Policy March 2023

*'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.'*

*National Curriculum 2014*

Date of re-issue: March 2023

Review date due: March 2025

### **Intent:**

At Great Bardfield Primary School, we believe all children have a right to a rich and deep learning experience that includes the learning of the basics of an additional language. Our aims are to fulfil the requirements of the National Curriculum for Modern Foreign Languages (MFL), which should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language.

The study of MFL prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. Pupils use language to communicate information responsibly and creatively; learning how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures across our school and wider demographic. In addition, understanding a modern foreign language increases a child's understanding of their own language, and the building blocks which form this. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

The aims of teaching Modern Foreign Languages in our school are to:

- Foster an interest in learning other languages.
- Introduce young children to another language in a way that is enjoyable and fun.
- Develop young children awareness that language has a structure, and that the structure differs from one language to another.
- Help children to develop their awareness of cultural differences in other countries.
- Ensure pupils have access to high-quality teaching and learning opportunities.
- Expose pupils to simple commands including day-to-day French language, days, months, numbers and classroom instructions.
- Develop an increased wider cultural understanding through our enriched and varied curriculum to which languages contribute.

We teach a curriculum that enables our Key Stage 2 pupils to become effective users of language, and show an understanding and respect of different cultures in our local, national and global communities. Key Stage 1 pupils are taught less formally through incidental methods, songs and games.

### **Implementation:**

Within their planning time, teachers have access to Rigolo, a comprehensive scheme of work which covers all aspects of the MFL curriculum: speaking, listening, reading, writing and cultural understanding, and progresses these skills and knowledge throughout Key Stage 2. As part of the planning process, teachers need to plan the following:

- A medium-term plan which outlines knowledge and skills (including vocabulary) all children must master.
- A cycle of lessons for each topic, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge and understanding.
- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner.
- Visiting speakers who will enhance the learning experience.
- Opportunities to showcase their work using a variety of presentation styles.

Teachers and pupils may also use French in daily routines, for example, through answering the register and displaying the French date within the classroom.

### **SEND**

Children with SEND are taught within the lessons where support is given as required. Additional support staff may withdraw small groups or individuals to adapt the learning to allow for child-specific needs.

### **Impact:**

Our MFL curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Key Stage 2.

We measure the impact of our curriculum through the following methods:

- Interaction with pupils during discussions and related questioning.
- Day to day observations of children's speaking and listening activities.
- Marking of written work in books.
- Interviewing the pupils about their learning (pupil voice).
- Children applying their knowledge of language to other areas of the curriculum
- Children applying their cultural understanding and tolerance across society and cultures.
- Moderation staff meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for Modern Foreign Languages in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

### **Role of the MFL Leader**

- To take the lead in policy development.
- To support colleagues in the delivery of the Modern Foreign Languages curriculum
- To monitor progress in Modern Foreign Languages – eg leading staff CPD, scrutiny of work, analysis of assessment data.
- To take responsibility for the choice, purchase and organisation of central resources for Modern Foreign Languages, in consultation with colleagues.
- To be familiar with current thinking concerning the teaching of Modern Foreign Languages, and to disseminate information to colleagues.
- The leader will be responsible to the Headteacher and will liaise with the named link Governor.

### **Monitoring and Evaluation**

The subject leader monitors and evaluates the quality and standard of Modern Foreign Languages throughout the school and supports teachers to develop their practice. This includes learning walks, dropping into Modern Foreign Languages sessions, book looks and discussions with both pupils and staff. Opportunities for teachers to review the scheme, policies and other support materials are given during staff meetings. Leaders are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum.

Other relevant documents:

- Marking and feedback policy
- Homework policy
- Early Years Foundation Stage policy
- Assessment policy
- Modern Foreign Languages Skills progression
- Modern Foreign Languages Long Term Plan
- SEND policy
- Educational visits policy
- Health and Safety policy

This policy also should be read alongside the National Curriculum in England (published September 2014) and other documents from the Standards and Testing Agency.

## **Organisation**

Key Stage 2 children have a weekly lesson of modern foreign languages, in order to ensure progression and skills development.

## **Subject Content**

French is the modern foreign language that is taught in our school. The curriculum that is followed in KS2 is based on the guidance given in the revised National Curriculum, using the Rigolo scheme of work as a basis.

Pupils should be given opportunities to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences\*
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.