



## MODERN FOREIGN LANGUAGE POLICY

### POLICY REVIEW

<b>DATE OF POLICY:</b>	January 2024	<b>DATE OF NEXT REVIEW:</b>	January 2027
<b>MONITORED BY:</b>	Curriculum Leaders Teaching and Learning Committee (Governance)		

### VISION

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

### RATIONALE

We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able to access in the future will help them to learn new languages or to improve their competence in an existing language.

Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within our society. This will enable pupils to develop personal qualities, skills, knowledge and understanding, make a major contribution to their communication and literacy skills and raise awareness of other cultures through intercultural understanding.

### AIMS AND OBJECTIVES

#### In our school we aim for:

- All Key Stage 2 children to learn French in a way that is enjoyable and interesting.
- Children should be aware that languages have structure that differs from one language to another.
- For pupils to develop language learning skills and strategies which can be contextually transferable.
- All pupils to have regular opportunities to experience and learn languages other than French.

#### In order to achieve our aims:

Teachers will use the Primary French Project teaching materials for all Key Stage 2. This programme is suitable for all practitioners, including those who have no prior knowledge of the language, and also specialist linguists who are new to teaching children in Key Stage 2. The materials provide the subject knowledge that is needed in order to meet the requirements of the national Curriculum Programme of Study for Languages in Key Stage 2, as well as age-appropriate



language-teaching methodology. Curriculum leaders will further support teaching staff by providing guidance and additional materials to strengthen planning, teaching and assessment processes.

## **TEACHING & LEARNING**

KS2 children will have a minimum of five MFL lessons per half-term, in order to ensure progression and skills development. The lesson may be taught by a specialist French teacher or the class teacher, as our resources dictate.

The children are taught to know and understand how to:

- Ask and answer questions.
- Use correct pronunciation and intonation.
- Memorise words and interpret meaning.
- Understand basic grammar.
- Translate words and sentences.
- Use dictionaries.
- Work in pairs and groups and communicate in French.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of opportunities for speaking and listening.

## **INCLUSION**

All KS2 pupils shall have the opportunity to develop MFL capability. Class teachers are the best placed practitioners to adapt the MFL curriculum to support the needs of children with SEND but curriculum leaders will provide guidance in this area where necessary. As regards children who speak English as an additional language, teachers will use their judgement to determine how best to blend this skillset into MFL lessons. For example, fluent French speakers may be referred to for support in pronunciation, or speakers of other languages may be asked to provide comparisons. Collaborative practice across the BSJT will also afford the children opportunities to experience other languages, such as the visit of Bushey Meads language leaders to deliver sessions in Spanish.

## **ASSESSMENT AND MONITORING**

Effective assessment is formative and will be used to support teaching and learning and inform future planning. Teachers will assess children's progress in French based on their achievement of the learning objectives in lessons and the half-termly assessment criteria, as defined in the year-group's Foundation Assessment Criteria document (FAC).. Written MFL work will be marked in line with the school policy on marking.

Monitoring will be carried out by curriculum leaders through activities such as learning walks, book looks and pupil voice interviews. Curriculum leaders will, in turn, report to senior leaders..