



## Modern Foreign Languages Policy

Our vision, rooted in the words of Jesus (Matthew 19:14), ***“Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these,”*** is to provide a safe, happy and caring environment where all pupils are nurtured and valued within a Christian ethos.

To achieve our vision we:

- provide inspirational and enjoyable learning experiences through a curriculum that is broad, balanced and based on the needs of our children
- work hard to reach our full potential
- share each other’s success
- promote a sense of belonging to our school, local and Church community
- foster high self-esteem and nurture high aspirations
- ensure pupils become more confident independent learners
- provide a safe, warm and welcoming Christian environment within which everyone feels valued and respected
- develop spirituality, a moral ethos and an appreciation for Christian values
- enable everyone to grow and blossom into responsible and successful citizens through the firm Christian foundations we provide and an appreciation of national and global communities.

We are a strong team of proud pupils, parents, staff, governors, the Church and the local community.

Our Christian faith gives rise to our service to God and to the community. Our core principles are friendship, forgiveness, hope, trust and courage. These give rise to justice, wisdom and thankfulness.

## Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Modern Foreign Languages (MFL) entitlement throughout Key Stage 2 and it will form the basis for the development of Languages in the school. It gives guidance on planning, teaching and assessment.

## Rationale

'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.' DfE September 2013

## Aims and Objectives

In our school, we support the view that learning a modern foreign language is an entitlement for all pupils during their time in Key Stage 2. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs.

The aims for the teaching and learning of MFL, in the form of French, are:

- 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.

Within these lessons and other opportunities we aim to ensure that all 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 basic sentences through to detailed paragraphs and more lengthy pieces, using a variety of grammatical structures that they have learnt, in line with progression through school.
- Discover and develop an appreciation of a range of writing in the language studied.

## Curriculum Organisation

French is the Modern Foreign Language that we teach in school, however children may be exposed to other languages through the celebration of other cultures within the wider curriculum.

The school delivers the French Curriculum through a dedicated weekly lesson of 30 minutes (as a minimum) delivered, generally, by a French Specialist. The topics and vocabulary are set for each year group which allows progression in vocabulary, phonics and grammar.

## Approaches to Language Learning

The school believes that pupils learn more effectively if they are enjoying what they are doing. The school endorses the five principles to develop a distinctively primary approach to language learning:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage motivation
- Use games and songs to maximise enjoyment

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- Embed languages in class routines and school life
  - Integrate language learning across the curriculum to connect with learning in other subject areas

### **Assessment**

We assess the children in order to ensure that they make good progress in this subject. We assess the children's progress informally during the lessons and formally at the end of each year evaluating progress against the learning intention for each year group.

### **Modern Foreign Language and Inclusion**

At our school, we teach a modern foreign language to all children in Key Stage 2, irrespective of their ethnicity, religion, attainment, age, disability, gender or background. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Children that have English as an additional language will be encouraged to share their native language with others, as appropriate, and this will be valued both in the classroom and in the whole school setting.

### **Curriculum Management**

The Subject Leader will facilitate the use of Languages in the following ways:

- By updating the policy and scheme of work;
- By ordering/updating resources;
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Languages capability and that progression is taking place;
- By contributing to the School Improvement Plan on an annual basis;
- By management of native speakers, if available;
- By monitoring the curriculum.