



MFL Policy

Date Agreed by Governors: _____

Review Date: _____

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

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."

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

At Sherdley, we believe that:

- Learning a Modern Foreign Language prepares pupils to participate in a rapidly changing globalised world. It helps to give children an idea of themselves as global citizens. As a result, children will develop an understanding that the world is far bigger than just the town that they live in.
- Learning a language and the opportunities that could come from speaking another language will help to raise children's aspirations for what they might be able to do in the future.
- Learning a language increases understanding and acceptance of different cultures and the positive benefits that can be gained from learning about the lives and cultures of others.
- Learning a language increases resilience in staff and children. It is not easy and it is not something that can happen quickly. But the more you try and the more effort you put in, the more you will get out of it.

Aims and objectives for MFL at Sherdley

The aims and objectives of learning French at Sherdley Primary School are:

- To foster an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has a structure, and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To lay the foundations for future study.

Organisation

- The MFL taught at Sherdley is French.
- French is taught across KS2 from year 3 to year 6 for 30 minutes a week.
- French lessons are delivered by class teachers or by PPA cover teachers.
- EYFS and KS1 learn some basic words, phrases and simple songs over the course of the year, when the opportunity arises.
- From 2014 a 'staggered' approach was taken, with all children accessing the year 3 curriculum and objectives.

- From 2019, Sherdley Primary School has been a member of the Primary Languages Network and follows the schemes of work provided.
- The scheme of work is broken into 4 stages, and each year group will work at the stage that best suits the language learning needs of the children.

Management of the Subject

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school has recently become a member of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff when required.

The subject leader is responsible for ensuring that the subject is monitored appropriately through various mediums such as:

- Lesson drop ins
- Pupil Voice
- Staff Voice
- Collecting MFL files and work
- Maintaining accessibility of resources including PLN

Assessment

Currently, assessment is made in relation to the DfE attainment targets, which are used as age related expectations. Progress made towards achieving these targets is monitored throughout KS2.

Assessment is used to support teaching and learning and inform future planning. The class teacher assesses the children's progress in the target language based on their achievement of the Age-Related Expectations for the relevant year group. The teacher is provided with an ARE assessment 'tick' sheet to help with this.

When written MFL work is produced, it is marked in line with the school policy on marking. And when children show evidence of meeting an ARE objective, the ARE is ticked off accordingly.

Special Needs Provision

All KS2 pupils shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources.

Groupings for MFL will generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, and it is also appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.