


Edlington Victoria Academy

Modern Foreign Language Policy

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MODERN FOREIGN LANGUAGES (MFL) POLICY

This policy outlines the purpose, nature and management of MFL at Edlington Victoria Academy.

1. AIMS AND OBJECTIVES

“In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras; they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.”

Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.”

“Academies that are already offering language learning in the primary phase have found that pupils who start language learning earlier are more receptive to learning languages and more motivated. Early language learning can reinforce literacy skills and nurture enthusiasm that is carried on into secondary school.”

“Our vision is clear – we must provide an opportunity for early language learning to harness children’s learning potential and enthusiasm.”

(LANGUAGES FOR ALL – LANGUAGES FOR LIFE (DFES))

At Edlington Victoria Academy, we offer a MFL – French– to all pupils. The teaching of French offers opportunities for children to:

- become increasingly familiar with the sounds and written form of French
- develop language skills and language-learning skills
- understand and communicate in a new language
- make comparisons between the foreign language and English or another language
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities
- foster positive attitudes towards foreign language learning
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing
- form a sound basis for further study at key stage 3 and beyond.

2. STRATEGIES FOR TEACHING

All French lessons are taught by the class teachers or HLTAs (Higher level teaching assistants) in year groups in the classroom.

All classes from Year 3 to Year 6 partake in weekly French lessons. The lessons are between 30-45 minutes long and in these sessions children work on language skills and written language.

As an important part of the curriculum, MFL is visible around the academy through displays in the corridors and in individual classrooms. Children use French vocabulary such as greetings around the academy. Cross-curricular links are made where possible and practicable.

3. CURRICULUM PLANNING

MFL teaching on a weekly basis became a statutory National Curriculum requirement for KS2 children from September 2014. We will use the KS2 National Curriculum to guide us on curriculum content and **Language Angels Scheme of Learning** as the basis for implementing the requirements of the programme of study for MFL. The scheme of work assumes no previous knowledge of the language although it is planned for progression as pupils go through the academy, ensuring a basic knowledge of a wide variety of topics by entry into Key Stage 3 and offering tasks of increasing complexity as pupils grow.

Staff use the Language Angel French scheme for their weekly lesson. Plans will consist of detailed individual lessons with a recap, main teaching input, independent/group task and plenary. As well as this, planning will document any resources required and key vocabulary.

4. TEACHING AND LEARNING STYLES

At Edlington Victoria Academy, we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Pupils learn in many ways and to accommodate this, a variety of learning styles are used including song, games, pictures, video and audio material, and ICT etc. Work is mainly oral, but an increasing number of tasks are included. Their learning is recorded in power point form, 1 slide per lesson. They will include photographic evidence of written work, QR codes of speaking and listening tasks, pupil voice around vocabulary work.

5. MFL AND INCLUSION

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. In our academy, we will teach MFL to all children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. This is achieved by, for example,

- setting common tasks which are open ended and can have a variety of responses.
- providing resources of different complexities matched to the ability of the child.
- using additional resources to support the work of individual children / groups of children.

- using peer support by partnering pupils of disparate ability to complete tasks.

6. LINKS WITH OTHER AREAS OF THE CURRICULUM

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences;
- **Reading:** vocabulary origins, spellings of words of French origins.
- **ICT:** use of e-mail, materials from the internet, video and audio, presentation of data, word-processing skills, recording of speaking and making QR codes
- **Citizenship:** knowledge of other countries and cultures
- **Mathematics:** counting, calculations, the time and the date, money
- **Geography:** work relating to the study of other countries, points of the compass, weather
- **Science:** work on parts of the body, animal
- **Music:** rhyming, rhythm, singing, composition, world music;
- **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs
- **History:** work relating to the study of other countries, family trees of famous people
- **Art:** descriptions of paintings
- **PE:** physical responses to the teacher's instructions issued in the language being learnt.

7. ASSESSMENT FOR LEARNING

Pupils' work is assessed informally on the basis of observations during the lesson. This is particularly important for oral work. At the end of a piece of learning recorded **on worksheets**, pupils may check each other's answers, particularly for a listening or reading activity, but the teacher will always mark and comment (if required) on the learning taking place. Where comments are required, very simple comments are made in the target language such as Bien, Bon effort, Fantastique, Sobresaliente etc, and any longer comments (if needed) in English. Verbal feedback is also given with examples of good practice shared to encourage and motivate.

Teachers use medium-term assessments at the end of each unit to measure progress against the key assessment criteria identified from the Exceed Learning Partnership Assessment Document. Teachers make long-term assessments towards the end of the school year and these are reported to parents on the children's end of term report as below

age-related expectation, in line with age-related expectation or above age-related expectation.

8. RESOURCES

There are numerous MFL resources on the Language Angels platform, these include worksheets, games and songs. As well as individual logins for children to practise at home.

9. MONITORING AND REVIEW

MFL is taught by class teachers and HLTA's who are responsible for monitoring the pupils' work and maintaining standards. The subject leader is responsible for overseeing MFL in the academy and will conduct reviews of the subject termly.

10. DEVELOPMENT PLAN

The MFL Coordinator writes an action plan each year, which is reviewed by the Principal/Curriculum Lead. It outlines specific targets for the development of MFL at Edlington Victoria Academy on a yearly basis.