



Fladbury
Church of England First School

Modern Foreign Language Policy

Governor Committee Responsible:	Curriculum and Standards
Status:	Statutory / Non-statutory
Review Cycle:	Every 4 years
Staff Lead:	E Rice
Date of Approval:	
Review date:	

OUR VISION

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

John 10:10, "I came that you may have life and have it to the full."

Purpose

As part of a new primary National Curriculum, learning French has become a requirement for children within KS2. Fladbury has already taught French and other languages informally for several years before this within classes. At Fladbury we focus on French as a key language for pupils to study. However, we believe that the children should also have access to a range of language experiences, which the school will provide across the curriculum where appropriate.

Aims

- to become increasingly familiar with the sounds and written form of a Modern Foreign Language;
- to develop language skills and language-learning skills;
- to understand and communicate in a new language;
- to make comparisons between the foreign language and English or another language;
- to increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- to foster positive attitudes towards foreign language learning;
- to use their knowledge and growing confidence and competence to understand what they hear and read, and to express themselves in speech and writing;

Teaching and Learning

Teaching is in line with the recommendations of the National Curriculum, with modifications in place, which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children.

French is taught in a whole-class setting, by the class teacher. The lessons are designed to motivate children from the first moment and are mainly practical in focus.

They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping.

Each KS2 class has a timetabled lesson however topics can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximize enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work in French books.

Teaching strategies

Fladbury teachers use a variety of techniques to engage all types of learner. These techniques include:

- A multi-sensory and kinaesthetic approach / games / role play / mime / rhymes / songs
- Variety of resources – flashcards / cartoons / books / stories / videoclips / ICT
- Whole-class, group, paired and individual work
- ICT
- Modern Foreign Languages are embedded into the curriculum and the life of the school through topic work, celebrations etc.
- Making lessons enjoyable to develop a positive attitude towards MFL.

Assessment

Informal assessment of progress is made by the class teacher during lessons through questioning and oral feedback.

Any written work or recordings made by the children should be marked by the teacher in French. For example, 'Bravo!', 'Tres bien!' This is consistently used throughout the school.

Leadership and Monitoring

The quality of the teaching and learning will be monitored by the subject leader.

This will include:

- learning observations and learning walks (to include pupils and governors)
- Pupil interviews/ questionnaires

The MFL subject leader, as well as other leaders in the school, are responsible for developing and supporting colleagues in the teaching of MFL.

The MFL subject leader is responsible for keeping staff informed about current developments in the subject and for providing strategic lead and direction for the subject in the school.

The contribution of MFL to teaching in other curriculum areas

MFL brought into life of the school by using:

- Assemblies / concerts / special celebrations
- Playground games – traditional games from other countries
- Signs / labels / posters in the classroom / around school
- Displays
- Reading areas – monolingual / bilingual books / traditional and well-known stories
- International days / weeks
- Bringing in the wider community – parents who speak other languages

- In subjects, maths games can incorporate the use of French numbers/operations; in art, French colours can be used; in English, children can see the links between words and compare their roots/origins and rhymes (*matin, lapin, jardin*); in geography, languages of the world can be discussed, and ICT can be used to research other countries using the Internet.

Spiritual, Moral, Social and Cultural Development

Spiritual development in MFL

Children are taught to accept and embrace other languages and cultures through the teaching of MFL. They are encouraged to be empathetic to the cultures, beliefs and traditions of others.

Moral development in MFL

Children are encouraged to show empathy and understanding to others. Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL schemes of learning identify and explore many moral issues in a global society context.

Social development in MFL

Students are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Students are encouraged to experiment with language and learn from their mistakes. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities, rather than as failures.

Cultural development in MFL

Cultural development and cultural awareness are fundamental in language learning. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant.