



MFL Policy

DEFINITION

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.

National Curriculum 2014

AIMS

The national curriculum for languages aims 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 at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

TEACHING OBJECTIVES

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

CURRICULUM OVERVIEW

A separate overview for the delivery of MFL are available on the school website. These detail the topics through which the curriculum content, knowledge and skills are delivered. **For further details of a KS2 approach please see the Intent and Implementation document.**

PLANNING

Teachers plan to ensure full coverage of the skills relating to the MFL curriculum for that year group throughout the year. The particular skills and knowledge to be taught will be taken from the National Curriculum, and the curriculum overview provided by the subject lead will ensure clear progression over time. We use a CGP scheme to support our pupils' learning.

RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils in the class floor books, as well as levels of achievement of the work in the form of measurable success criteria. Videos and audio recordings are also a useful tool to keep as a reminder of pupil achievements.

Formative assessment is used to guide the progress of individual pupils in MFL. It involves identifying each pupil's progress in each aspect of the curriculum, determining what each pupil has learned and therefore what the next step in their learning should be. Formative assessment is ongoing and carried out informally by the teachers in the course of their teaching as well as through the highlighting of a success criteria for each pupil at the end of every lesson.

As for the recording of summative assessment, the MFL assessment tool developed by the subject leader should be used at the end of a taught unit and will identify the pupils that are working below, working at and working above age related expectations.

MONITORING

Teaching and Learning in MFL is monitored regularly by the subject leader. This includes the following:

- Medium term plans are reviewed and annotated prior to being used in order to support teachers planning and ensure learning opportunities are maximised
- Floor books are scrutinised to ensure curriculum coverage is being followed and consistency across cohorts is visible
- Pupil voice gives the pupils the opportunity to discuss and demonstrate their learning

INCLUSION

At Alexandra Junior School, it is our belief that all pupils have an equal right to a broad and balanced curriculum, which enables them to reach their full potential. Through our 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 who are deemed more-able and talented; and those who are learning English as an additional language. We make all reasonable adjustments to achieve this. For further details, see the relevant separate policies: Special Educational Needs; SEND Information Report; Equality Policy and Scheme; Able and Talented; English as an Additional Language (EAL).

We strive to ensure that all pupils, staff and members of our school community are treated fairly and equally. All pupils have equal rights to access all areas of the curriculum regardless of race, gender, religious beliefs, sexual orientation and/or disability. Within this subject area, the senior leadership team (SLT) and all staff endeavour to provide the appropriate provision for this to be able to occur. This policy follows the guidelines and practices that are stated and outlined in the Equality Scheme. Please see this policy for further detail.

EQUAL OPPORTUNITIES

We aim to excite, inspire and engage all pupils in positive and inclusive learning opportunities. We believe that pupils should be actively involved in authentic, exciting lessons which strive for excellence and innovation. Where appropriate, we hand over the reins and give pupils ownership of their learning, whilst ensuring that all learning is progressive and purposeful, and accessible to all pupils.

HEALTH AND SAFETY

Pupils should always work in a safe environment, both inside and outside of the classroom. All staff are responsible for checking that equipment and resources used within lessons are safe, as well as ensuring the environment is safe and purposeful for learning.

Learning Recovery (KS2)

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

Updated September 2020 (MFL Subject Lead – Mr. D Obada)

Date for Review: June 2021