



Roman Road Primary School

Policy for Modern Foreign Languages (MFL)

Reviewed

Feb 2021

Next Review

March 2023

POLICY FOR MODERN FOREIGN LANGUAGES

Rationale for Design and Technology

At Roman Road Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

The policy should be read in conjunction with the scheme of work, which can be used as a springboard to develop the individual teacher's ideas in a personal way, knowing they are within the school's guidelines. This should enable teachers to design a programme of activities which is responsive to their own, and children's, skills and needs.

Audience

This document is intended for:

- all members of teaching staff
- the school governors
- parents
- LEA advisers and inspectors
- Inspection teams.

This policy document, having been presented to and agreed upon by the staff and governing body, is distributed to all individual members of the teaching staff and school governing body.

Such distribution ensures accessibility of the document to visiting teachers, outreach and support staff and parents.

Roman Road Primary School believes it is important to help parents to understand the curriculum and become involved in children's learning. Therefore a copy is available for parents in the foyer.

Subject Aims and Objectives

- To develop our children's linguistic competence, extend their knowledge of how languages work and explore differences and similarities between other languages and English.
- To enhance our pupils' self-esteem and English ability through learning, in many cases, a third language. Children can learn much about English by learning the structure of other languages. Common vocabulary also helps children learn the meaning of new words in English.
- To stimulate our pupils' creativity through taking an active part in language lessons and experimenting creatively with language.
- To raise awareness of the multilingual and multicultural world that we live in, giving them an insight into their own culture and those of others.
- To create a platform through the teaching of modern languages for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

- Encourage children to be aware that language has structure and that the structure differs from one language to another.
- To utilise a comprehensive bank of resources both tactile and online, to assist children with achieving the highest quality of teaching

Our key objectives are;

- To train relevant staff on the appropriate use of the *National Curriculum*, the school's scheme of work and Assessment Scheme as well as effective MFL teaching strategies through the delivery of INSETs
- To develop our children's speaking, listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- To listen to and read stories in order to gain awareness of the structure of a different language and begin to learn the grapheme-phonetic relationships.
- To copy write basic expressions and simple sentences e.g. expressing likes and dislikes, descriptions and orders etc.

Curriculum and School Organisation

The teaching of Modern Foreign Languages (French) is tailored in line with the recommendations of the National Curriculum, implementing modifications which allow for individuals and differentiated needs of children. The schemes of work takes into account the different experiences, strengths and interests of the children whilst complying with the requirements and guidance on inclusion.

- Learning a foreign language should be fun for all children. All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability.
- Positive images of languages being spoken by people of both genders will be promoted.
- Teachers plan for children to individually, in groups and as a whole class in MFL as considered appropriate for the lesson being taught.

It is the responsibility of the Head teacher and Governing Body to ensure that all pupils receive their 'entitlement' with MFL.

Each year 5 and 6 class has a timetabled session of at least 45minutes per week to deliver MFL (French). French can also be revisited in short session throughout the week, to consolidate knowledge and ensure new language is retained. Lessons focus primarily on speaking and listening (oracy) to promote recognition of phonemes and graphemes. However, when appropriate, children record written work informally in books in Year 5 and Year6. The subject co-ordinator will facilitate the development of MFL in the following ways:

- By managing the implementation of the MFL policy;
- By updating the policy and Scheme of Work;
- By ordering/updating/allocating resources;
- By identifying needs and arranging INSET so that all relevant staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in delivering engaging and well-pitched lessons
- By supporting staff in developing pupils' capability;
- By contributing to the School Development Plan on a regular basis as it is reviewed and revised.

Class Organisation and Teaching Style

By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the 'present, practise, produce' model when learning vocabulary. We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. These include games, role-play and songs (particularly action songs).

- We emphasise the listening and speaking skills, but also introduce pupils to the reading and writing skills from an early age.
- We provide a variety of sources to model language, such as the use of games and songs to maximise enjoyment and make as many connections to real life situations as possible through role-play.
- We make the lessons as interactive, entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.
- We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

Equal Opportunities, Special Needs & Providing for Children with English as an Additional Language

All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, language group, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in history in order to make the maximum progress.

We aim to do this by:

- taking the individual needs of children into account,
- using language which is appropriate to each child's ability,
- avoiding the negative use of written, spoken and body language,
- choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid stereotypes,
- choosing resources which are user friendly and easily accessible to all,
- showing in our planning how tasks are differentiated and targeted for children of differing abilities,
- Ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

Inclusion Statement

We believe that all children at ROMAN ROAD PRIMARY SCHOOL should have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in order to make the maximum progress and demonstrate achievement irrespective of ability (including Gifted and Talented) or special educational needs, gender, ethnicity, language group, disability, religious beliefs or social circumstances.

Where pupils have special educational needs which are not identified as being learning difficulties, but requires other special provision(e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.

We aim to do this by:

- ☐ taking the individual needs of children into account using language which is appropriate to each child's ability
- ☐ avoiding the negative use of written, spoken and body language
- ☐ choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes
- ☐ choosing resources which are user friendly and easily accessible to all children
- ☐ showing in our planning how tasks are differentiated and targeted for children of differing abilities
- ☐ ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

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