

---

## OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL MODERN FOREIGN LANGUAGES (MFL) POLICY

---

### *Vision*

Language is all around us. We experience it every day, with every human interaction. It is a vital means of communication with the world.

At Our Lady Immaculate Catholic Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for all pupils in our care. Pupils develop communication and skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular learning and for the reinforcement of knowledge, skills and understanding developed in other subjects.

The National Curriculum 2014 states that:

*'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.'*

This is at the heart of the teaching and learning of MFL in our school and underpins our aims and objectives.

### *Aims and objectives*

Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help both staff and children to:

- Develop a positive, enthusiastic attitude to MFL learning within a secure and supportive environment.
- To foster an interest in learning another language.
- Learn a new language in a way that is enjoyable, interactive and fun.
- Develop awareness of language structure and to understand that the structure differs from one language to another.
- Build on their speaking and listening skills, responding to and communicating in a new language.
- Use their knowledge of foreign language to express themselves in both speech and writing.
- Acquire firm foundations for further study – at secondary level and beyond.
- Raise staff awareness of and competence in the MFL.

### *Teaching and Learning*

We recognise that language learning in its broadest sense has 3 core strands:

- Learning to communicate (with the emphasis on oracy, i.e. speaking, listening and interacting).
- Learning about language (using literacy i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language).
- Learning about and comparing different cultures (developing inter-cultural understanding).
  
- We base teaching on the 2014 National Curriculum programme of study for MFL for Key Stage Two. We have adapted this to include Foundation Stage and Key Stage One children, as we believe that the early acquisition of another language.
- We use a variety of techniques to encourage the children to engage actively in learning a modern foreign language: these include games, role-play and action songs and rhymes. We often use puppets and soft toys to demonstrate the language with the younger children and where possible we invite native speakers into the classroom or listen to videos and recordings in order to expose the children to more than one voice in the foreign language.
- We emphasise speaking and listening skills in the Foundation Stage and Key Stage One, continuing these in Key Stage Two, with the addition of reading then writing skills by the end of Year Six.
- We use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for all contributions they make during lessons.

*We allow for differentiation through:*

- Peer support – using mixed ability pairings when appropriate.
- Setting common tasks which are open ended and can have a variety of outcomes – therefore differentiating through outcome.
- Providing resources of different complexities – matched to pupil ability – therefore differentiating through support.

### **Organisation**

We teach MFL to children across the school, from Foundation Stage to Year Six. As MFL is a statutory requirement in Key Stage Two, We have a Foreign Language Assistant from School Improvement Liverpool who delivers weekly 30 minute lessons to all Key Stage Two classes. The Foreign Language Assistant also delivers weekly 30 minute lessons in Year Two, preparing them for the compulsory lessons from Year Three. Teachers in these year groups are now expected to deliver informal follow up activities each week, based on the content of that week's session and using the booklets now provided each half term.

In Foundation Stage and Year One, MFL teaching is informal, delivered by class teachers and is usually delivered in short sessions ranging from approximately 5 – 15 minutes in length. These are based on curriculum guidance from the Subject Leader and School Improvement Liverpool. Their purpose is to introduce some basic vocabulary to the children before they begin formal sessions in Year Two and to embed that early love of language.

### **The Curriculum**

Spanish is the modern foreign language that we teach in our school. The curriculum that we follow is based on the 2014 National Curriculum programme of study for MFL in Key Stage Two. We adjust this in order to meet the needs of all of our children in conjunction with School Improvement Liverpool.

As we believe in the early acquisition of language we take elements of this curriculum and with Local Authority Support have devised plans for Foundation Stage and Year 1 to introduce MFL as soon as children join our school.

### *Planning and assessment*

The Foreign Language Assistant follows plans from School Improvement Liverpool and delivers the lessons following the 2014 National Curriculum programme of Study. School Improvement Liverpool provide a yearly overview for Year Two to Year Six at the beginning of the academic year. They then produce half termly plans for each of the year groups, which are sent to the Subject Leader and distributed to class teachers at the beginning of each half term.

Class teachers are then expected to annotate/date these plans to show any follow up activities delivered through the week.

Children are assessed against age related expectations for their year group by the class teacher. We believe that effective assessment provides information to improve teaching and learning. We give learners regular verbal feedback on their learning so that they understand what it is that they need to do better. This allows us to amend planning alongside our Foreign Language Assistant based on a sound knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

We assess MFL Spanish half termly. We work alongside our Foreign Language Assistant to maintain tracking systems, which will allow us to assess children's progress accurately in all areas of the curriculum.

Our school statement needs to be read in conjunction with our Assessment, Marking and Feedback and Teaching and Learning policies.

### *Resources*

We use a wide variety of resources, many of which are already used in school in other parts of the curriculum, e.g. dice. Many of the other lesson and display resources are provided by our Foreign Language Assistant. The SMART boards, flashcards and other artefacts are already used for many aspects of teaching MFL.

### *Cross Curricular Links*

*Literacy*

The learning of a modern foreign language naturally contributes to the development of our children's speaking and listening skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the role of different word types in sentence structure.

### *Numeracy*

Children reinforce their number, counting and calculation skills through many of the games in Spanish. The sessions also expand their understanding of date and time.

### *PSHE*

One of the main benefits to the children of learning a modern foreign language at primary school level is the social aspect. Those children who have difficulty reading and writing, but have good aural skills, will often develop great confidence, which increases their self-esteem and thus a more positive attitude to school life.

### *Spiritual, moral, social and cultural education*

By teaching a modern foreign language, we contribute to the children's culture education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which Spanish is spoken. We also give them the chance to hear stories set in the foreign culture.

### *Geography*

Learning a modern foreign language gives the children an opportunity learn about the climate of countries that speak Spanish. We ask children to do research, finding countries on a map or globe.

### *Music*

We teach children song in the modern foreign language - both traditional and modern, which of course helps them develop a sense of rhythm. We also play music for them from Spanish speaking countries.

### *Monitoring and review*

We monitor teaching and learning in the same way as we do all the other subjects that we teach. The co-ordination of the curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in MFL and providing a strategic lead and direct for this subject.
- Gives the head teacher an annual summary report in which the strengths and weaknesses in MFL are evaluated and areas for further development are identified/indicated.

The quality of teaching and learning in MFL is monitored and evaluated by the Subject Leader as part of the agreed cycle of monitoring and evaluation.

The Head teacher reports to the governing body on the progress of children in Spanish, in the same way as for progress in any other subject. The Governors curriculum committee has the responsibility of monitoring the success of our Spanish teaching.

Approved by the governing body: Spring 2020  
Date of next review: Spring 2022

This policy will be reviewed at least every two years.