

Our Lady Immaculate Catholic Primary School

Modern Foreign Languages (MFL) Policy



1. 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 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 literacy 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.

2. 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 other languages.
- 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.

3. 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 is of vital importance.

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 we invite native speakers into the classroom or listen to recordings, in order to expose the

children to more than one voice in the foreign language. We use mime to accompany new vocabulary in the foreign language, as this teaches the language, as this teaches the language without the need for translation. 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 any contribution they make however tentative.

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.

4. Organisation

We teach MFL to children from Year Two to Year Six. As MFL is a statutory requirement in Key Stage Two, We have a Foreign Language Assistant (FLA) from School Improvement Liverpool who delivers weekly 30 minute lessons to all Key Stage Two classes. The FLA also delivers fortnightly 30-minute lessons across Year Two, preparing them for the compulsory lessons from Year Three. Teachers across Key Stage Two then follow up these sessions using activity booklets produced by School Improvement Liverpool, which allow the children to apply the language and skills acquired during the lessons.

5. 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 follow the School Improvement Liverpool scheme of work, which - in conjunction with our FLA - we adjust in order to meet the needs of all of our children.

As we believe in the early acquisition of language we take elements of this curriculum and with Local Authority support (School Improvement Liverpool) have devised long term plans for Key Stage One and Foundation Stage to introduce MFL as soon as children join our school.

6. Planning and assessment

School Improvement Liverpool provide a detailed yearly overview for Year Two to Year Six at the beginning of the academic year, as well as half termly plans for each of the year groups. These are sent to the Subject Leader and distributed to class teachers at the beginning of each half term. These plans are broken down week-by-week.

Children are assessed against age related expectations by the class teacher across Key Stage Two, with support from our FLA.

7. 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 Spanish Assistant. The SMART boards, flashcards and other artefacts are already used for many aspects of teaching MFL.

8. 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.

9. 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 is 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 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.

This policy will be reviewed at least every two years.

Signed:

Date:

