

MFL POLICY 2016

Purpose of Study

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.

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.

Organisation

We teach a foreign language to children across school for 30 minutes to one hour once every two weeks. One teacher in each year group has the required amount of subject knowledge and confidence to deliver the chosen language to every class in that year group on a rota system. Also, we have a native Spanish speaker who will work with each year group once a week for 9 weeks to develop teacher's knowledge of Spanish and confidence in teaching the language. Once she has worked with each class teacher, it is expected that they will continue the teaching with their own class.

The curriculum

Spanish is the modern foreign language that we teach in our school. The curriculum that we follow is based on the guidance given in the new National Curriculum for Primary Schools and the Primary Languages Framework. We teach the children to know and understand how to:

- ask and answer questions;
- sing songs; read stories and poems
- use correct pronunciation and grammar;
- memorise words;

- interpret meaning;
- understand basic grammar;
- work in pairs and groups and communicate in a foreign language;
- explore things from another's perspective, giving insight into the people, lives and traditions of other cultures.
- ICT is used to support the children's learning.

Teaching and learning style

We base the teaching on the guidance material in the Jolie Ronde scheme of work for Spanish. We adapt this to the context of our school and the abilities of our children, differentiating appropriately to support all abilities and develop a depth and mastery of the subject.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language, and these include; games, role play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language.

A multisensory and kinaesthetic approach to teaching and learning is implemented, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as 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.

Mime is frequently used to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. To begin with we emphasise the listening and speaking skills over the reading and writing skills, but these are developed gradually, and with increasing emphasis, over the four years.

Inclusion

At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom, for example, a playground game in a modern foreign language, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Every child at Sitwell Junior School will be assessed to ensure continuity, progression and achievement in MFL. Formative assessment will be ongoing via observations and dialogue with the children and next steps are negotiated. A summative assessment of each child's progress in MFL over the year will be provided in their end of year report. Children's achievement in MFL will be matched against the National Curriculum end of Key Stage expectations. Class teachers will plan appropriate work for their children, ensuring this provides them with the opportunity to acquire new, and develop their existing, skills and reach the relevant milestones. On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning.

Role of Subject Leader

The subject leader is responsible for coordinating MFL through the school. This includes:

- oversee the development of MFL in the school;
- provide guidance to colleagues where necessary;
- keep up to date with local and national developments in MFL and pass on relevant information to colleagues;
- be responsible for the organisation of and maintenance of resources;
- review and monitor the success and progress of the planned scheme of work.