

The Royal Borough of Kingston upon Thames

Malden Parochial C of E Primary School



MODERN FOREIGN LANGUAGES (MFL) POLICY

Agreed: Autumn Term 2021
Review: Autumn Term 2022



Ethos Statement

This is a Church of England Primary School. As such, its ethos derives from the Christian Gospel. In all that it does or aspires to achieve, the school is informed and strengthened by Christian belief and practice.

At the heart of the school's ethos is the conviction that God loves each person: that God desires the best for each person; that God longs for each person to develop their potential as human beings.

Mission Statement

In accordance with the Ethos Statement, our school will aim to provide high quality education to the children of the local community within a safe, happy and stimulating environment

Love, Learn, Live!

Vision Statement

At Malden Parochial, our vision is that, through learning French, our children will not only develop their language learning skills but also gain an understanding and empathy for other cultures. In a modern Britain which is in a period of change and searching for identity as we leave the European Union, learning a foreign language provides an opportunity to encourage our children to be open-minded and adventurous in their outlook; to be prepared for a future of a Britain connected to worldwide cultures and languages. We intend that through learning French, we will enable our pupils to develop an increased awareness of cultural differences as well as to develop tolerance of diversity in the community and world in which they live.

Intent

At Malden Parochial, we are committed to providing all children with learning opportunities to engage in French. It should provide opportunities for children to develop their communication skills including key skills of speaking and listening, extending 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.

Children at Malden Parochial are timetabled to receive French teaching each week in Years 3-6. The scheme of work that we follow is called Language Angels. The scheme is divided into six topics per year, it is clear and progressive, introducing new vocabulary at an age and ability appropriate level that is then revisited at a later stage, so that children can build on their knowledge, skills and vocabulary from previous years. Our French topics can be found in our curriculum mapping.

See Appendix A –

Further details of our MFL curriculum can be found in the following documents.

Curriculum Mapping

Curriculum Coverage

MFL Scheme of Work

Skills and Progression Documents

MFL Knowledge Based Questions

MFL KPIs

Through our MFL curriculum at Malden Parochial, our aim is to foster children's curiosity and deepen their understanding of the world through our languages education. At Malden Parochial, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Through our MFL curriculum, children at Malden Parochial will:

- Foster an interest in learning another language;
- Become aware that language has a structure, and that this structure differs from one language to another;
- Develop speaking and listening skills;
- Gain enjoyment, pride and a sense of achievement;
- Explore and apply strategies to improve their learning;
- Explore their own cultural identities and those of others.

Implementation

'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)

Roles and Responsibilities

The Subject Leader for MFL is responsible for:

- Action planning
- Termly updates for staff
- Organising/leading CPD
- Reporting to the governors’ Curriculum Committee
- Supporting arts projects and planning themed days (such as French day),
- Auditing and ordering new resources
- Leading assessment and analysing data
- Monitoring the standard of children’s work and the quality of teaching in MFL
- Supporting colleagues in the planning and teaching of MFL
- Being informed about current development in the subject
- Providing a strategic lead and direction for the subject in the school.

Equal Opportunities

- At Malden Parochial, we value the individuality of all of our children. We are committed to giving our children every opportunity to achieve at the highest of standards.
- We offer a broad and balanced curriculum, and have high expectations of all children.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We value each pupil’s worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- The achievements, attitudes and well-being of all our children matter.

Health and Safety

The general teaching requirement for health and safety applies in this subject.

Planning

At Malden Parochial, MFL planning follows the units of work within the programme Language Angels which is a school scheme for specialists and non-specialists. The scheme supports all the requirements of the National Curriculum. Each half term plan has a focused unit with weekly lessons for each year group that provide clear progression. Each year group will also study at least one topic which is cross-curricular and links to a topic in either History, Geography or Science.

Teaching

A variety of techniques are used to encourage the children to have an active engagement with the Modern Foreign Language, including games, role play and action songs. Puppets and soft toys may be used to demonstrate and present the foreign language. Flashcards or other pictorial representations are used too.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children through the use of different strategies. Pupils are encouraged to share their experiences of other languages and cultures, and find things out for themselves. Pupils work individually, in pairs, small groups and in whole class situations according to the activity. Work is mainly oral, but an increasing number of reading and writing tasks are included as pupils move through Key Stage 2.

Organisation

In Key Stage 2, all pupils are timetabled to receive a weekly 45-minute French lesson, taught by a class teacher based on a scheme of work called Language Angels to support teaching and learning.

Homework

Children are set homework that adheres to the school's Homework Policy (see school website). The main task varies from subject to subject, but due to the cross-curricular nature of our long term planning, may link to French. Children have a login for Language Angels and may be set a computer-based activity.

Resources

There are a wide range of resources to support the teaching of MFL available across the school. Resources such as songbooks, CDs, maps, storybooks, activity booklets and flashcards are kept centrally.

Impact

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

Assessment is carried out through:

- Questioning
- Marking
- Mini-plenaries
- TA feedback
- Self-assessment
- Formal assessment

The school's Assessment and Marking Policies ensure that high quality feedback is given to pupils through next step marking, to which pupils are expected to respond.

Children are also encouraged to reflect on their own work, evaluating and assessing, showing achievement and identifying what they need to improve through the use of a traffic lighting system against given success criteria in every lesson.

At the end of each unit in all foundation subjects, children are formally assessed by class teachers against KPIs to ensure that progress is being made, identifying key children who are working above and below the expectations for their year group. There are four key areas that children are assessed in for MFL: reading, writing, listening and speaking. These assessments are submitted to the Headteacher and Subject Leader so that progress can be clearly tracked and monitored.

Monitoring and Evaluation

Monitoring takes place regularly through sampling children's work, audit of teacher planning, book scrutinies and lesson observations.

Monitoring the standards of children's work and the quality of teaching in MFL is the responsibility of the Subject Leader and Leadership Team. The Subject Leader is also responsible for supporting colleagues in the planning and teaching of MFL, for being informed, and informing members of staff of any current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review

The Subject Leader and Headteacher will review this policy and amend as appropriate in consultation with the Governors.

In conclusion

Consultation

At the end of each academic year, the coordinator, Headteacher and staff review and evaluate the MFL taught. Evaluation should consider:

- Implementation of the National Curriculum. This will include discussion of the lesson structure, progress of the children in line with key objectives, planning issues and staff needs as regards training and support.
- Pupil achievement, both in formal assessment and by ongoing teacher assessment.
- Coverage of curriculum.
- Analysis of children's books.
- Staff development.
- Any issues arising from teaching, regards common problems or difficulties.
- Children who have not reached the age-related expectations

Links to other policies and documents

- [Assessment policy](#)
- Marking policy
- Homework policy
- SEND policy
- Inclusion policy

Acronyms

MFL – Modern Foreign Languages

KPIs – Key Performance Indicators

KS - Key Stage

CPD – Continuing Professional Development

TA – Teaching Assistant

SEND – Special Educational Needs and Disabilities