



Southfields Primary School

Modern Foreign Languages (MFL) Policy

At Southfields we would like our linguists to develop a love and appreciation for languages. They will be able to immerse themselves in the cultures the languages are tied to, as well as develop confidence to use languages in a range of contexts, in school and beyond.

Person responsible: Naz Akhtar

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To be reviewed: At least every 2 years

1 Aims and objectives

1.1 At Southfields Primary school a foreign language is taught to all children in Key Stage 2 as part of the normal school curriculum for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, the earlier a child is exposed to a foreign language, the faster the language in question is acquired. Finally, it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development which will set a good foundation for their Key Stage 3 language learning.

1.2 The main objective of teaching a modern foreign language in Southfields primary school is to promote the early development of a child's linguistic competence. Teachers do this by:

- fostering an interest in learning other languages;
- introducing young children to another language in a way that is enjoyable;
- making young children aware that language has structure, and that the structuring differs from one language to another;
- helping children develop their awareness of cultural differences in other countries;
- developing their speaking and listening skills;
- laying the foundations for future study.
- Increasing personal application.

2 Implementation

2.1 The MFL Curriculum is divided by topics for each half term. 'Cultural Capital' is a key topic for each year group that is fundamental in developing children's awareness of cultural differences in other countries as well as understanding how widely spread languages are. Physical Phonics is introduced early on in Year 3 to embed key sounds and their pronunciation which lays the foundation for the 4 key skills of language learning (Reading, Writing, Speaking & Listening).

Thereafter, for each year group, one topic is taught each half term. All four language skills (Reading, Writing, Speaking & Listening) are covered in each topic. For each topic, children will develop a 'Core Knowledge' consisting of key vocabulary; 'Core Skills' application of learnt vocabulary; 'Reasoning' an understanding of the core knowledge and skills.

2.2 Key Spanish vocabulary and sentences for each topic are taught using chunking as the use of repetition for small chunks of words develops manageable language structures for children. Using chunking allows children to create building blocks for the language being learnt and this will benefit present and future language learning.

3 Teaching and learning style

3.1 A variety of techniques are used to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

3.2 Listening and speaking skills are emphasised over the reading and writing skills. A multi-sensory and kinaesthetic approach to teaching, i.e. introducing a physical element into some of the games, as this serves to reinforce memory.

3.3 Teachers make the lessons as entertaining and enjoyable as possible, as this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. Children's confidence is built through constant praise for any contribution they make in the foreign language, however tentative.

4 Organisation

4.1 A foreign language is taught to children in Key Stage 2 once a week throughout the year.

5 The curriculum

5.1 In order to expose children to a language and foster an interest in learning other languages, Spanish is taught in Key Stage 2.

Guidance for language teaching has been drawn from the National Curriculum 2014 and Chris Quigley Ed. From Chris Quigley Ed, we have created the Southfields Modern Foreign Languages Milestones. The Southfields Modern Foreign Languages Milestones have been arranged into expectations by year group in the following three areas:

- Speaking & Listening
- Reading
- Writing

Equal weighting is not given to each of these skills in each unit taught. In the initial stages of teaching particular emphasis is placed on speaking and listening.

5.2 The children are taught to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs, and groups to communicate in the other language;
- look at life in another culture.

6 Modern foreign languages and ICT

6.1 Children use iPads in order to record performances of songs, role-plays or mini dramas. They also have access to Virtual Reality (VR) headsets through which children 'travel' to different countries or locations.

7 Modern foreign languages and inclusion

7.1 Each class in Southfields contains children from a wide range of abilities and we seek to provide purposeful learning environments for them all by matching the challenge of the task to the ability of the child. This means that, where appropriate, written work will be differentiated according to ability. MFL, however, a highly inclusive subject and although the principle aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. MFL is taught to all KS2 children, whatever their ability and individual needs. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language (EAL) and we take all reasonable steps to achieve this.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

7.3 Pupils 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, playing a playground game in a modern foreign language). A risk assessment is carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

8.1 Children are assessed in order to ensure that they make good progress in this subject. By the end of the lesson teachers log names of the children who achieved a particular skill which was focussed on in the lesson. This can be done informally during the lessons, by a pupil's self-assessment or at the end of a lesson. There are no national key stage tests, but we do praise and celebrate the children's achievements in class. By saying it is being done we will get consistency – it is not just an expectation, it is the policy that will be followed.

9 Resources

9.1 At Southfields we have a range of resources for each language e.g. books, dictionaries, games and puppets. We have subscriptions to useful language websites which also support the planning of Modern Foreign Languages.

10 Monitoring and review

10.1 MFL teaching and learning is monitored in the same way as all the other subjects that are taught in the school. The Headteacher and Curriculum Lead also report to the governing body on the progress of children in Modern Foreign Languages at quality and standards committee meetings as a part of their monitoring of the success of our teaching of Modern Foreign Languages.

10.2 The school also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

11 Links to British Values and GARK

11.1 This policy reflects British values through the Southfields GARK values of Good learning, Acceptance, Respect and Kindness. Teachers encourage acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

13 Links to SMSC

13.1 Teachers ensure children's' Spiritual, Moral, Social and Cultural development is woven through the MFL curriculum.

Spiritual

MFL supports spiritual development by engaging children with a range of texts and through cultural capital topics. Spiritual development is shown by their: sense of enjoyment and fascination in learning about themselves, others and the world around them.

Teachers encourage the use of imagination and creativity in their learning and willingness to reflect on their experiences through speaking and listening, drama and writing.

Moral

MFL supports moral development by enabling children to investigate and offer reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social

The MFL curriculum supports social development by helping children use of a range of social skills in different contexts. Children develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

MFL supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident in learning Spanish. Teachers develop children's understanding and appreciation of the wide range of cultural influences that have shaped the Spanish heritage and of those who speak Spanish around the wider world. Teachers develop children's understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

14 Role of the MFL Subject Leader

14.1 The MFL Subject Leader maintains a culture of high expectations for all children and staff and leads by good example. There is a consistent focus on improving outcomes in MFL for all children, and especially for those who are disadvantaged. Effective and regular monitoring takes place, to identify and spread good practice across the school. An evaluation of aspects of MFL teaching is carried out, whether in the form of lesson observations, speaking to children or scrutiny of work to ensure effective delivery, differentiation and progression towards targets set. An understanding of the school's effectiveness of MFL provision is also informed by what pupils, parents and governors think. Stakeholder feedback is actively sought.

The MFL Subject Leader engages supportively with colleagues, managing them and their workload in realistic and constructive ways. There is also a focus on improving their own and colleagues' subject knowledge in MFL.

Through professional dialogue and monitoring activities, the MFL Subject Leader can recognise any difficulties staff may have in delivering the curriculum and will determine any additional subject leader support or whole school INSET which may be required.

15 This policy will be reviewed at least every two years.

Signed:

Date: October 2020