



Faith, Family and Fascination

Modern Foreign Language Policy

Boutcher C.E. Primary School

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Modern Foreign Languages Policy

“Every child should have the opportunity throughout Key Stage Two to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning.”
National Languages Strategy *Language for all: Languages for Life*, 2002

Rationale:

In our school, we ensure that all children in Key Stage 2 have an opportunity to learn a foreign language. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a second language, the faster the language in question is acquired. We also believe that 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 in their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. Moreover, learning another language raises awareness of the multilingual and multicultural world in which they live and gives an insight into their own culture and those of others. An understanding of others is an integral part of our Christian beliefs and helps foster an ethos of care and consideration for others

Aims and Objectives:

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- Foster an interest in learning other languages;
- Introduce young children to another language in a way that is enjoyable and fun;
- Stimulate and encourage children’s curiosity about language;
- Encourage children to be aware that language has a structure and that the structure differs from one language to another;
- Explore differences and similarities between other languages and English;
- Help the children develop their awareness of cultural differences in other countries;
- Develop their speaking and listening skills;
- Lay the foundations for future study.

Organisation:

The role of the MFL Co-ordinator is to:

- Be up to date with curriculum requirements and developments.
- Write school policy.
- Devise schemes of work according to school policy, to include:
 - Progression
 - Resources
 - Assessment by teacher
 - Self-assessment
 - Cross-curricular links
- Plan and support implementation of MFL curriculum including staffing and time allocation.
- Guide, lead and support by example in practice.
- Assess staff development needs and organise training.
- Liaise with others: eg. LEA advisors.

Spanish is taught regularly to ensure progress and skills development. Other languages are taught on suitable occasions to ensure the linguistic expertise of all staff and children is used. Children are taught specific skills, concepts and vocabulary in a weekly dedicated Spanish lesson of 30 minutes with the subject leader. Class teachers will be present and the content of these sessions is reinforced by the class teacher during the week, in short 10 minute slots.

Furthermore, each class teacher may use basic Spanish classroom vocabulary throughout the day and should expect the pupils to do the same.

Teaching and Learning:

Curriculum

In our school, we teach Spanish to all Key Stage Two children. The curriculum that we follow is based on the Key Stage Two Framework for Languages. This is split into three core strands of Oracy, Literacy and Intercultural Understanding, providing for progression over four years. There are also two cross cutting strands: Knowledge about Language and Language Learning Strategies. These provide the children with the skills and tools they need for language learning. Units of work

incorporate most or all of these objectives. They are based around a topic e.g. Introducing Ourselves; Food, and allow progression in vocabulary and sentence structures. Lessons include a variety of techniques to encourage the children to have an active engagement in language learning: these include games, role-play, songs, puppets, mimes, actions, stories. The emphasis is on enjoyment so that children develop a positive attitude towards language learning and grow in confidence.

Cross Curricular Links

Teachers exploit cross curricular links wherever possible e.g. geography, ICT, Maths and PE. Children write the date in Spanish every day, greet each other in the morning and afternoon in Spanish and count every day in Spanish. Children further carry out different classroom instructions in Spanish during the day.

Embedding of the Language

Teachers are encouraged to use Spanish whenever possible within normal classroom environment and routines. This will often be in the form of displays, taking the register or giving instructions. We also try and incorporate Spanish and other languages into other school activities such as assemblies, services, and community afternoons. Children are also given opportunities to learn other languages in after school clubs.

Inclusion:

We believe that all pupils have the ability to learn MFL. In our experience, children with SEN respond very enthusiastically to learning a foreign language. We reinforce this positive attitude by teaching every lesson in a lively and interactive manner. As set out in the *Framework for Languages*, we make sure MFL is accessible to all pupils by:

- setting suitable learning objectives.
- responding to the variety of learning styles.
- overcoming potential barriers of individuals and groups.

We also promote a positive image of bilingual children and we celebrate the languages that EAL children speak at home.

Resources

A variety of resources are available for teachers. These include: puppets, bilingual books, other reference books and flashcards. In terms of ICT we use a number of websites.

Assessment, Record keeping and Reporting:

At present most assessment is formative and used to support teaching and learning and to inform planning. Teachers record their observations and assess the children's progress in Spanish based on their achievement of the learning outcomes in lessons. These informal assessments are used to identify gifted linguists and those requiring extra support. Written work completed by the children is marked in line with the school policy on marking.

We are still in the early stages of assessment and record keeping. Systems still need to be put in place or refined.

Spreadsheets are kept after each lesson where teachers and the MFL coordinator track children's progress.