



Abacus Primary School

Modern Foreign Languages (MFL) Policy

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MODERN FOREIGN LANGUAGES POLICY

Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Abacus Primary School has adopted a whole school approach to the teaching of French to all KS2 pupils.

Intent:

At Abacus Primary School we want children learning MFL (French) to become interculturally competent, to participate in a rapidly changing world and to feel confident in speaking another language. We want our children to be able to speak and write in a foreign language by learning together and from each other through the use of dialogue. We aim for pupils to enjoy and engage in learning a foreign language, to eventually becoming creative using the skills they have learnt.

We help them to achieve this by teaching through the use of songs, rhymes, drama, and using Kagan Structure learning styles that require the children to engage in conversation and to be attentive listeners. We also provide the children with an independent choice to attend Spanish Club where they can broaden their knowledge of another language. They can then use these skills independently out of school and when travelling overseas.

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French.

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

The Purpose of this policy

The purpose of this policy is to outline the expectations of learning MFL at Abacus Primary School. This policy will support staff in meeting these expectations so that the goals we are working towards in this subject can be reached. This policy will be followed by all staff to ensure consistency in learning, teaching, planning and work produced.

Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.

- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Displays of the topics being taught in French will feature on the MFL school board.

Roles and responsibilities

Subject leader:

- Monitor the learning to ensure that the children are given the opportunity to learn a foreign language consistently and that teachers are planning/teaching with a focus on our curriculum drivers
- Provide teachers with written/verbal feedback and targets after monitoring
- To ensure teachers are following the school scheme and progression map when planning lessons
- To attend courses to keep knowledge up to date and feedback to staff upon return
- To provide extra opportunities for the children to learn additional languages (Language Club)
- To check that learning objectives have been met and assessed on Language Angels assessment tool
- To organise theme days to celebrate other cultures' festivals and celebrations
- To organise school assemblies to celebrate foreign languages and share new vocabulary
- To provide teachers with resources for displays
- To update the MFL school display regularly to show what has been learnt throughout the year

Class teachers:

- To teach French consistently every week including revision of Phonics
- To follow the school scheme and curriculum map when planning lessons
- To recap and revise previous taught vocabulary so that children feel confident speaking French
- To assess children's progress half termly using the Language Angels assessment tool
- To focus on the curriculum drivers when teaching French lessons

How the subject is taught across the school

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/ groups and communicate in French
- Have an insight of life in another culture

Kagan structures will be used during MFL lessons to encourage active learning, conversations between pupils and to practise listening skills. Singing assemblies will also involve singing songs of other cultures and languages.

We encourage children to use the opportunity to speak in another language as frequent and natural as possible such as greeting each other during the school day or answering to their name during the register. We aim to have theme days to celebrate other cultures' festivals and celebrations.

During French sessions, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. MFL lessons will involve lots of interaction with visual, auditory and kinaesthetic prompts. Children will learn French by doing activities such as singing, acting, speaking, participating in fun games, listening and writing.

Organisation & Delivery

French is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Inclusion:

All KS2 pupils shall have the opportunity to develop MFL capability. Abacus Primary school promotes equal opportunities and fairness. Children who speak English as an additional language or have special educational needs will also access the MFL curriculum.

Groupings for MFL will generally follow the same pattern. Lessons will be planned to have peer tutors for lessons where the objectives allow the more able user to learn by specifically teaching as well as support those children who would benefit from peer support. Kagan structures used regularly in lessons, will support children of all abilities. Children who have special educational needs (SEN) will learn through conversation, repetition, props and visuals. Children who have SEN will not miss French lessons in order to attend interventions and will have the equal opportunities to learn a foreign language as others do.

* **Core Vocabulary** lessons cover; Classroom Commands; Colours; Days Of The Week; Months Of The Year; Numbers 1 – 100 and Maths Calculations.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in French to a centralised secure file store on their Tracking & Progression Tool.

All of this information along with the pupil's individual Learning & Progression Timeline and skills progress reports can be forwarded to their secondary school at time of transition.

Assessment of Pupil Learning & Progression

At the end of each half term when a unit is completed, the children will completed an assessment to assess their speaking, reading, writing and listening skills. This data will be logged on the Language Angels assessment tool.

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The Subject Leader will encourage, where appropriate, class assemblies and presentations in French. They will also encourage cross-curricular topics be taught in French to knit together various areas of the curriculum.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate.

Policy review:

This policy will be reviewed by the subject leader in 2024.

Other policies to be read in conjunction with this policy:

This policy should be read in conjunction with the National Curriculum Programme of Study for Modern Foreign Languages introduced in September 2014.