



Modern Foreign Languages (MFL) Policy

Rationale

The learning of a foreign language at The Whiteoak Academies promotes a valuable educational, social and cultural experience for all pupils. The statutory obligation from the National Curriculum 2014 is solely for Key Stage 2 children and therefore only applicable to the curriculum at Grove Junior School. However, we encourage appropriate opportunities for our Hannah More Infant pupils to be exposed to foreign languages from as early an age as possible in an informal, interesting and exciting way aimed at inspiring an interest in new or different languages.

Across The Whiteoak Academies, pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. The learning of a foreign language at Key Stage 2 provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects.

“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.” National Curriculum 2014

Aims

Through the teaching of **French** at The Whiteoak Academies (predominantly Key Stage 2 – Grove Junior School) we aim to:

- Develop an enthusiastic and positive attitude to other languages and language learning;
- Develop language skills and language learning skills;
- Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
- Become aware that language has a structure, and that this structure differs from one language to another;
- Become increasingly familiar with the sounds and written form of a modern foreign language;
- Gain enjoyment, pride and a sense of achievement;
- Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions;
- Increase cultural understanding by learning about different countries and their people, communicating with children from other countries and working with written materials from those countries and communities;
- Explore and apply strategies to improve their learning;
- Form a sound basis for further language learning at Key Stage 3 and beyond.

The National Curriculum

For every pupil in Key Stage 2, Foreign Languages is a statutory foundation subject.

The 12 Attainment Targets outlined in the Programme of Study for Languages relate to: listening and speaking skills; reading and writing skills and knowledge about grammar. For the purpose of this Policy document the Attainment Targets have been categorised and the italicised statements fall within more than one category.

Speaking and Listening:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words.
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present ideas and information orally to a range of audiences.
- *Appreciate stories, songs, poems and rhymes in the language.*

Reading and Writing:

- *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.*
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.
- Describe people, places, things and actions orally and in writing.
- Write words from memory and adapt these to create new sentences, to express ideas clearly.

Grammar:

- *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.*

Organisation

- Children are taught French by their class teacher for an average of 45minutes per week, either in one complete session or spread out over the five days.
- The school has purchased a Scheme of Work – “*SALUT!*” which is used as a basis for planning and delivering the teaching and learning of MFL. The scheme has clear progression across the Year Groups and builds upon knowledge and skills from Year 3 to Year 6 (referred to in the scheme as Stages 1-4).
- The licence for “*SALUT!*” is up for renewal on 29th October 2022 when the MFL Co-ordinator will need to evaluate the new product available from CGP or liaise with Lighthouse Schools Partnership (LSP) as to whether there is a preferred scheme for use across the Multi Academy Trust.
- Resources to support the teaching and learning of French will be purchased and organised by the MFL co-ordinator and are stored in the practical area outside of MAPLE class.
- Staff training and professional development is led by the MFL co-ordinator and supported by SSE’s Advisory Teacher (AST) for MFL and other language experts linked with the school e.g. Our Secondary Colleagues from Nailsea or Backwell Secondary Schools.
- Children will be encouraged to develop their language learning through cross-curricular links such as a geography based “France Day” and celebrating National European Day for Languages on (or as close to) 26th September, annually. Other languages are also visited during the school’s International Creative Arts Transition Week in July.

Special Needs and Classroom Support (Inclusion)

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment.

At The Whiteoak Academies, we will teach MFL to all KS2 children, whatever their ability and individual needs.

MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. 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. Some children are removed from MFL classes on a regular basis, in order to make time for other needs: IEPs, focused learning, nurture groups, music lessons, Reading Plus etc.

Monitoring and reporting

- Pupil progress is recorded, monitored and assessed in line with the National Curriculum 2014.
- The class teacher keeps records for each child's progress with reference to the attainment targets in the Programme of Study for Languages. By the end of each year, the stages which have been achieved for each attainment target will be recorded on a monitoring sheet that is linked directly to the Scheme of Work and can either be recorded digitally on Excel or by hand on the printed proforma.
- Assessment is based on class observations of listening and speaking activities as well as written evidence in the children's French book. These regular informal assessments are used to ensure that planning takes account of the children's understanding, their way of thinking and their language skills development.
- The MFL Co-ordinator produces an annual monitoring report which is shared with the Head Teacher at the end of each academic year. Within the report areas for development for the following academic year are set.
- The MFL Co-ordinator is responsible for monitoring the teaching and learning within MFL across an academic year and the methods and approaches for this will be set out in the annual monitoring report.

Equality Statement

The Whiteoak Academies are committed to considering the impact of this 'Modern Foreign Languages' policy on equality and the possible implications for pupils and staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Conclusion

The study of Languages at The Whiteoak Academies prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly, creatively and without discrimination. Our minds become more challenged, active and broadened through learning a new language. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society.

Date adopted by Governing Body: 8th December 2020

Date to be reviewed by the Governing Body: Dec 2023