

MFL Policy



The Valley Community School

Reviewed: July 2023

**Reviewed by: Linked Governor and
M.Oomer**

To be reviewed: July 2024

The Valley Community School

OUR VISION

“A world class centre of outstanding learning”

OUR MISSION

“Together we’re better”

Founding principles that underpin our philosophy of
being truly inclusive

We aspire in all we do to ensure we create a culture of:

High Equity:

Narrowing the gaps between pupils in different socio-economic groups

High Achievement:

For all through rigorous challenge, adaptation and reflection

High Inclusion and Engagement:

Adapting and supporting narrowing and bridging gaps in achievement

High Expectations:

Of ourselves, our pupils and our families in effective partnerships

Our core values:

Acceptance

Fairness

Trust

Equality

Respect

MFL Policy

The school feels strongly that there is a need to develop both global citizenship and, where possible, teach the fundamental principles of British Citizenship.

This encompasses:

- a sense of fair play
- tolerance
- duty and remembrance
- respect
- values
- ethics
- belonging
- contributing to and supporting all our local communities
- perseverance

Aims and Objectives

Modern Foreign Languages promote an interest and curiosity about the wider world and a sense of European/International Identity. Languages raise children's awareness of being a global citizen.

The aims of Modern Foreign Language teaching are to enable all children to:

- Motivate children of all levels to learn an additional language
- Improve and develop self-confidence and promote a sense of achievement in a new area of experience.
- Promote the notion that learning French is fun and foster positive attitudes to language learning.
- develop an enthusiasm for learning languages and to become aware of the benefits of understanding and speaking different languages;
- develop the children's communication and literacy skills that lay the foundation for future language learning.
- develop the four language skills, particularly listening, speaking and reading in order that they may understand what they hear and read and express themselves in speech and writing.
- respect and understand other cultures, heritage and multilingualism;

- promote the importance of foreign language learning in a rapidly changing world.
- To form a sound basis for further study at Key Stage 3 and beyond.

Teaching and Learning Style

At The Valley School we make Modern Foreign Languages an enjoyable learning experience.

In KS2, children will develop their language skills in weekly French lessons. By year 6 we hope they will be able to communicate in French by speaking, reading and writing. Teaching and learning will involve repetition of languages using a variety of methods, including games and role play. The use of ICT is an integral part of Modern Foreign Language teaching, the use of CD ROMs (from Eurostars), the internet and our international links provide children with a direct insight into other cultures and provides a method of communicating with other countries.

Modern Foreign Language Curriculum Planning

Our school uses the Rising Stars Scheme, Eurostars' New primary French for its curriculum planning. This scheme ensures that the topics that the children study in modern foreign languages build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each lesson, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. Teachers may initially feel that they need to access work from a previous year group's Eurostars, so that basic vocabulary and sentence structure is covered.

Progression

The three areas of the curriculum which are vital to ensure progression are phonics, vocabulary and grammar.

Progression in phonics

There is a carefully sequenced plan for the teaching and learning of phonics in French. Pupils practice this until it is automatic. Effective teaching includes regularly reviewing phonic knowledge and teaching about the differences between English and French pronunciation.

Progression in vocabulary

There is a strong correlation between vocabulary knowledge and reading ability. It is estimated that the 2000 most frequent words in a language comprise about 80% of written and spoken language. Careful consideration is given to the vocabulary which children are

taught, which can be used in a variety of contexts.

Progression in grammar

Progression in grammar is planned so that over time, children learn increasingly complex structures and concepts. Once pupils have learned a new component of grammar, they are given opportunities for practice so that they can embed it in their long term memory.

Planning for progression

The scheme of work enables teachers to guide children's progression in the following areas.

Oracy

In the early stages of language learning, children spend much of their time listening and speaking. It is particularly important that they have regular and frequent opportunities to listen to a good model of pronunciation because most do not hear the language outside the classroom. Children listen to the teacher, native speakers and recordings, and they learn to recognise familiar and unfamiliar sounds. They reproduce these sounds, create phrases and sentences, and engage in simple conversations.

Literacy

Reading and writing skills are supported by, and reinforce, the development of oracy. Children become familiar with the relationship between phonemes and graphemes. They apply this knowledge in their reading and spelling. Children understand, read and enjoy different forms of paper and electronic texts, such as stories, poems and messages. They write simple sentences and short texts, often using a frame or model. They develop a basic knowledge of the writing system, spelling and structure of the language.

Intercultural understanding

Language learning brings children into contact with the people and culture of other countries. This may be real contact through links with other schools. It enables them to explore the lives of others and provides them with a context for understanding their own lives. They become aware of the similarities and differences between peoples, and discuss the danger of stereotyping. Intercultural understanding objectives can be integrated into language lessons and taught through other subjects.

Knowledge about language

Children increase their understanding of how language works, and this reinforces their understanding of their own language. They become aware of the rules or patterns in language and apply this knowledge when generating new language. They learn about the importance of pronunciation and intonation, and formal and informal use of language.

Language-learning skills

Children have regular opportunities to think about the best way for them to learn a new language, and they employ a range of strategies to help them do this. These can be applied to any language that they might learn later.

Progression in MFL

- Encouraging accurate pronunciation and intonation
- Teaching children how to listen carefully
- Using a variety of authentic listening texts
- Showing children how new language can be integrated into previously learned language in a range of different contexts.
- Increasing the length of sentences and texts that children hear
- Linking the sound with the spelling of the new vocabulary
- Consolidating new vocabulary regularly
- Identifying narrative forms in a different language
- Promoting use of language beyond the classroom
- Encouraging comparisons with English or another language
- Learning and applying simple grammatical rules

Cross Curricular Links

Modern Foreign Languages compliment the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children's understanding of English can be enhanced by comparing similarities and differences between English and other languages.

ICT is widely used during the teaching of Modern Foreign Languages. The school uses a variety of software and the internet, together with audio recordings..

The teaching of Modern Foreign Languages links with other Foundation subjects. Geographical links can be made when considering the location of countries and comparisons

can be made with them and our country. PE lessons can be used to practise vocabulary and by using languages to play simple games. Children develop their language skills through songs and rhyme providing links with music. Cultural links can also be made through the teaching of Art and Design, Design and Technology.

The experience of learning a Modern Foreign Language can help develop children's social skills by enabling them to communicate effectively with others. It promotes an understanding and respect for the way in which other cultures are different or the same as ours. This experience compliments the issues raised during the teaching of PSHE in our school. It develops the children's awareness of multiculturalism, both in our country and in the world as a whole.

Teaching Modern Foreign Languages to Children with Special Educational Needs

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as gifted and talented.

Resources

Resources are available throughout KS2, the central store is on the gallery. Many resources can be accessed electronically, all cohorts have their own copy of their year group's Eurostars.

Monitoring and review

For additional information regarding monitoring and review please refer to the school's 'Curriculum Policy'.

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using hands on drama, making and the arts, rather than defaulting to reading/written content only
- Using ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility"

Assessment, recording and reporting procedures

The EYFS:

All our subjects begin life the EYFS, where pupils work towards understanding the foundational aspects of the national curriculum subjects. Whilst subjects may not be studied as discreet subjects, key elements and the foundations for subject learning are taught to secure effective transition to Year 1

Reporting to Parents

Completed via Parents' Evenings, termly reporting procedures and ongoing discussions where necessary to support home learning and maximise impact,

Adaptations and reasonable adjustments:

How we make suitable adaptations to support the learning of pupils with special educational needs

- Pupils identified as having Special Educational Needs generally study the same curriculum "scope" as their peers unless there is specific cognitive reason that makes this impossible, or pupils are working at a level significantly below their peers with large gaps in learning.
- Our teachers have the same level of ambition for all pupils. They use specialist advice to adapt their teaching approaches where necessary.
- Our staff are well briefed in the subject knowledge aspects to be studied and learnt and the approaches taken.
- Teachers and specialists, including the SENCO, support pupils in their role.
- Classroom resources and learning outside the classroom are adjusted, and where necessary risk assessed, as required, to ensure that all pupils are active learners.
- Adaptive practices within the lesson itself are used ensure exceptional progress

Our Inclusion practices may also include:

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Larger elements broken down into smaller components
- Cross curricular consolidation
- Pre-teaching key concepts and language

- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using hands on activities, rather than defaulting to reading/written content only
- Using Visual prompts and stimuli, ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility
- Overlearning key concepts that build towards longer term aims and ambition

Assessment adaptations-examples

- These may include a focus on discussion and observation
- Small incremental assessments
- Increased time for pupils to process information, respond and recall information
- The need for some pupils to reactivate knowledge with visual prompts

Assessment in general

Staff will need to ensure that during lessons they observe children as they are working with them. This is in order to make assessments that support the next step in learning and so that progress is monitored. Components of objectives achieved build towards specific elements/blocks recorded on Educater, the schools' tracking system.

This is completed at least once per term but ongoing formative assessment takes place all the time.

Progress is judged "within the curriculum" as pupils build their cumulative knowledge towards longer term larger curriculum aims:

- In the lesson
- Across a range of lessons
- Across the Year (SCIENCE/ENGLISH/MATHEMATICS)
- Across the phase KS1 LKS2 UKS2 (Foundation Subjects)
- Preparation for next phase of learning REC/KS1/KS2/Y7

Metacognition and harnessing the learning narrative:

To support learning, vocabulary will always be examined and discussed by pupils in each new lesson.

This approach reduces cognitive load (CLT) and allows pupils to easily reactivate prior learning. Strong links will be made with previous and future learning and pupils will explicitly see themselves on a “Learning Pathway” or journey.

Previous learning will be reactivated via discussion and books and sketch books will support a sense of a visible learning pathway.

This will be achieved using photographs and strong visual and language reminders for pupils of previous learning. This approach is most important for our lowest achieving 20% of pupils who often have communication, language delay, this can be most complicated by pupils presenting as being on the Autistic Spectrum Conditions (ASC).

Whilst the curriculum remains constant the pedagogy used to access the curriculum will differ, some pupils will need additional processing time to “over learn” concepts and consolidate learning. Other pupils may need a variety of taught and sequenced strategies to support longer term progress in the curriculum.

Long and short term planning and sequencing

Long, medium and short term planning is the responsibility of individual teachers who take account of the needs of the children in a particular class; the topic area they are covering and the progression guidance then plan accordingly, building components towards long, medium and short term aims of the curriculum.

Related policies

- Assessment Policy
- Teaching and Learning Policy
- Curriculum Policy

Systemic documents

Key documents held in house and maintained by subject leaders that promote, monitor and support this subject development.

- Position statement
- Action and/or development plan
- External and/or Internal Data Profiles
- Impact statement
- Monitoring plan

- Documents that support exemplification of standards

Equal Duties/ Opportunities and Inclusion statement

The school is committed to ensuring every child irrespective of race, gender, ability and disability, culture and religion achieves their absolute maximum potential.(please refer to the 9 protected characteristics)

Community Cohesion

The school sees community cohesion as being implicit in everything that the school does in developing well rounded and knowledgeable individuals who not only tolerate the views of others but value the importance of diversity.

Role of Subject leader

- To lead development of subject in school
- provide guidance to individual staff members and professional development
- regularly update staff
- review and monitor the success of the planned units of work, components and learning sequencing
- be responsible for the organisation and maintenance of resourcing
- Support staff in appropriate and manageable assessment
- Support staff, alongside the SENCO in making reasonable adjustments and adaptations
- Monitor impact, plan and review
- Keep up to date knowledge of all association and “body” recommendations including research information