



## St Mary's C of E Primary School MFL Policy – Autumn 2017

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### Introduction

In our school we teach a foreign language to all our children in KS2 as part of our school curriculum.

We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

### 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;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has a structure, and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To lay the foundations for future study.

### Organisation

In line with the guidance from the National Curriculum (September 2014) children have a regular sixty minutes lesson of French a week, in order to ensure progression and skills development plus other opportunities throughout the week to practice what they have learnt. The lesson may be taught throughout the week or as one hour slot.

### The Curriculum

French is the modern foreign language that is taught in our school.

The curriculum that is followed is based on the guidance given in the revised National Curriculum.

The school has its own scheme of work that has been created by the MFL co-ordinator.

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 will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the present, practise, produce model when learning vocabulary

### Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified.

Groupings for MFL will generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability.

### Assessment, Record Keeping, Reporting



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Most assessment is formative and is used to support teaching and learning and inform future planning. The class teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons.

If any written MFL work is produced, it is marked in line with the school policy on marking.

For reporting purposes, a level of each pupil's MFL capability is given and reported to parents on the Annual Report.

### **Monitoring**

Monitoring is carried out by the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Work sampling

### **Evaluation / Review**

The MFL coordinator will review this policy in lines with the guidelines set by the School Governors.

Policy written by: Chloe Howard (MFL Co-ordinator)

Next review due: Autumn 2018