



**DDAT**  
Derby Diocesan Academy Trust

# Modern Foreign Languages (MFL) Policy

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## **1 Rationale for Teaching Languages at KS2**

**1.1** Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

**1.2** Language learning stimulates children's creativity. Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

**1.3** Language learning supports oracy and literacy. Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

**1.4** Language learning leads to gains across the curriculum. Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning, they are also learning how to learn.

Language learning supports and celebrates the international dimension. Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

## **2 Our aims of teaching MFL are for children to:**

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

## **3 Teaching and learning styles and procedures**

3.1 At St. George's, we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen language is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources.

3.3 Recommended resources are available on the scheme's website (Mr French) and the subject leader will direct staff to the appropriate resources.

### 3.4 Lesson Content:

The French lessons are to include:

- learning French vocabulary
- asking and answering questions
- teaching of basic phonics, French grammar and spelling patterns
- playing games and learning songs
- using language that has been taught in role play situations
- researching and learning about life in France
- beginning to write phrases and sentences

## **4 MFL curriculum planning**

4.1 Teaching MFL became a statutory National Curriculum requirement for KS2 children from September 2014. We will use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL. We will also use the Mr French scheme of work to support us in the planning of weekly French lessons. See:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum\\_-\\_Languages.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)

4.2 We will carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term). The Mr French scheme of work is based on the KS2 Languages Framework and outlines what we teach in the long-term.

## **5 EYFS Curriculum and KS1**

A whole school approach to MFL is desirable, so languages will be optional for the Foundation Stage and KS1 at St. George's. Our Infant children may receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. Infants may take part in any activities – and in any languages - at this stage. Language songs, games and activities are highly enjoyable, motivating and inclusive and develop other literacy skills.

## **6 Adaptations for SEN**

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 our school, 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. Through our MFL teaching, we provide learning opportunities that enable all pupils to make good progress. 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. For further details see separate S.E.N. policy.

## **7 Links outside school**

7.1 Through our St. George's promise, we will enable all pupils to have access to the full range of activities involved in learning MFL; Theatre trip, visitors in school, links with a French school. Where children are to participate in activities outside the classroom (a theatre trip or visit to an MFL department in a secondary school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment for learning**

8.1 Teachers assess children's work in MFL in three phases. The short-term assessments that teachers make as part of every lesson, help them to adjust their weekly/fortnightly plans. The assessments are written on their feedback sheets. These are then closely matched to the teaching objectives and help to inform of next steps in learning. Verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

8.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. The French scheme of work, St. George's, will be used to help teachers assess students after each half-termly unit. These assessments will include quizzes and knowledge catchers based on the unit previously taught.

8.3 Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

8.4 Assessments are based on the Learning Objectives from the Key Stage 2 Framework for languages. These are divided into three main areas: Oracy, Literacy and Intercultural Understanding.

## **9 Resources**

There are a range of resources to support the teaching of MFL across the School. These are available from the website of our French scheme of work, Kapow. Each teacher will have a login to Kapow and will therefore have access to the available French resources.

## **10 Monitoring and review**

10.1 Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader, supported by the headteacher and colleagues from the LA. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school. The leader may have specially- allocated regular management time in which to review samples of the children's work and to undertake lesson observations of MFL teaching across the school. The named governor responsible for MFL meets regularly with the subject leader in order to review progress.

10.2 This policy will be reviewed at least every three years.

