



# Modern Foreign Languages Policy

**Policy Lead:** April Bell  
**Date written:** September 2022  
**Review date:** September 2023

**Approval status:** **Approved**

**Date Agreed:** October 2022

**Principal:** *G Rizzo*



## Contents

1. Policy Aims .....	3
2. Teaching & Learning .....	3
3. Planning.....	3
4. Assessment .....	4
5. Equal Opportunity & SEN.....	4
6. MFL in the wider Curriculum.....	5/6
7. Resources .....	7
8. Links with other policies .....	8

## 1. Policy Aims

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. We aim to provide a high-quality languages education that will foster pupils' curiosity and deepen their understanding of the world. Our teaching will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We will provide opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read literature in the original language. Our language teaching aims to provide the foundation for learning further languages that will be further studied at secondary school.

*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 discover and develop an appreciation of a range of writing in the language studied.
- 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 writing in the language studied.

## 2. Teaching & Learning

Languages are taught once a week in a whole class setting across Key Stage 2, and are delivered by a language specialist – Mrs Bell. The lessons are planned and designed to motivate children from the first moment and are mainly practical in focus; this is done through a scheme of work adapted by the MFL coordinator with some links to the scheme 'La Jolie Ronde'. Children have clear, achievable objectives, which are set out at the start of each unit of work. These incorporate different learning styles but include all 4 linguistic skills (listening, reading, writing and speaking). SEN children have access to the curriculum through variation of task, grouping or support from an adult. Language learning is very much differentiated by the outcome of the child.

Each class has a timetabled lesson of at least thirty minutes per week. Language lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on all skill areas. Children are required to complete a variety of tasks throughout each term of learning and will produce written Spanish or French in each lesson. Children will be able to produce a short sentence (paragraph) by the end of the block of work, which will demonstrate a variety of language structures - including the use of verbs, adjectives, nouns and some connectives.

For 2022-23, FS2 & Y1 children will receive 10-20mins a week of Spanish, with Year 3 & 4 receiving 30mins a week, Year 5 40mins and Year 6 an hour of French per week. The languages specialist Mrs Bell will deliver all sessions – with the exception of Y3. Mr Welham (Y3 class teacher) will deliver Spanish to those children under the supervision of Mrs Bell. Each session will be planned and prepared accordingly.

## 3. Planning

Mrs Bell is the MFL coordinator here at St. John's C of E Academy. She has a wealth of knowledge of language learning – having been a teacher of MFL at Secondary school level for 19 years. Mrs Bell has planned creatively to cover all objectives from the National Curriculum, through self-made resources, which fall in-line with the National Curriculum and draw some ideas from 'La Jolie Ronde'. Planning is adapted, where necessary, so that the topics that the children study builds on prior learning and – at times – incorporates a knowledge also linked to their school learning topic area (mini beats for example). While there are opportunities for children of all abilities to develop their skills and knowledge each term, the planned progression means that the children are increasingly challenged.

## 4. Assessment

Teachers assess children's work in Modern Foreign Languages by making informal judgements (and through discussions with the MFL coordinator), as they observe the children during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of the child and we pass the information on to the next teacher at the end of the year. Samples of work and progression can be witnessed in the exercise books of the children in each class.

## 5. Equal Opportunity & SEN

We are committed to providing an effective teaching environment. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

We teach Modern Foreign Languages to all children, whatever their ability, in accordance with the school, curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in Modern Foreign Languages takes into account the targets set for individual children in their Personal Passports.

This year at St John's, languages are also being delivered throughout the week to incorporate a link to the wider world and our St John's community. As a school, we have a vast community of families from a variety of countries and we are starting to look at basic greetings and the school values in: Polish, French, Spanish, Russian and Italian. This will be delivered in registration time, where children are shown and modelled (briefly) how to greet each other, order lunch and learn the school value for the week all in a new foreign tongue. Our aim being to create a feeling of inclusion for all of our EAL children and families.

## 6. MFL in the wider Curriculum

Modern Foreign Languages contribute significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through learning the grammatical structure of sentences, which can be closely related to English.

links directly to design and technology.  
processed.

## 7. Resources

There are sufficient resources for all Modern Foreign Languages teaching in the school. All KS2 classrooms have class sets of Spanish/French dictionaries and other resources are stored centrally in the drawers in the corridor and in the MFL coordinator's room. The library also contains a supply of topic books to support children's individual research.

## 8. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Equal Opportunity policy
- › SEN policy
- › SNMAT Assessment policy
- › National Curriculum for Language Learning