

# Drew Primary School MODERN FOREIGN LANGUAGES POLICY



***'Learning today for tomorrow's world'***

Agreed at Governing Body Meeting on \_\_\_\_\_

Signed Headteacher: \_\_\_\_\_

Signed Chair of Governors: \_\_\_\_\_



## **Introduction**

In our school we teach a foreign language to all our KS2 children as part of our normal 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**

KS2 children have a regular thirty minutes lesson of modern foreign language a week, in order to ensure progression and skills development plus other opportunities throughout the week to practice what they have learnt.

The lessons are taught by the MFL/EAL teacher.

If appropriate, some of the children who find learning a language difficult may be taught in very small groups, so that they are better able to access the aims and objectives.

## **The curriculum**

Spanish 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 children are taught to know and understand how to:

- Ask and answer questions;

- Use correct pronunciation and intonation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Use dictionaries;
- Work in pairs and groups (Kagan) and communicate in Spanish;
- Look at life in another culture.

During Spanish sessions children are given the opportunity to work as a class, as individuals and as part of a group using the Kagan cooperative learning structure. By its nature 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. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. 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 mix ability pairs. Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

### **Assessment, Record Keeping, Reporting**

Most assessment is formative and is used to support teaching and learning and inform future planning. The MFL teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. The teacher is provided with an assessment 'tick' chart to help with this.

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.

### **Monitoring**

Monitoring is carried out by mentor assistant head inclusion manager and the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of MFL displays
- Work sampling

- Classroom observation

### **Evaluation/review**

There is a biannual review of this policy by the MFL coordinator

The Headteacher will report to the governing body on the progress of the children in Spanish. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in Spanish.

The Upper Key Stage Co-ordinator will liaise with the local high school, so that they are aware of the modern foreign language experience of the children when they move to the next phase of their education