



*Providing the keys to success for every child*

## **Whole School Policy on:**

# **MODERN FOREIGN LANGUAGES**

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**Kent County Council**

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## **1 Introduction and Rationale**

**Member of staff with responsibility for the MFL Policy: Mr M Booth.**

From September 2014, Modern Foreign Languages (MFL) will be a compulsory part of the primary curriculum in England and at Palm Bay school we will continue to teach French at Key Stage 1 and Key Stage 2 and also through an after-school club. It is envisaged that children learning MFL should progress from listening to speaking to reading to writing, in that order. It would seem more appropriate to encourage children to do these four aspects in 'chunks' of two. Listening and speaking go hand in hand as the initial step throughout Key Stage 1, with BOTH reading and writing following in Key Stage 2.

The learning of a MFL in primary school provides a valuable educational, social and cultural experience for the children. They develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. They may discover the root language of some of our own vocabulary.

Learning another language raises awareness of the multi-lingual and multi-cultural world we live in and introduces an international dimension to children's learning, giving them an insight into their own culture and those of others. The learning of a MFL provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

## **2 Considerations**

When planning to introduce a MFL, we needed to carefully consider:

- The aims and objectives for teaching a MFL.
- The choice of MFL.
- The age at which the language is to be introduced.
- The availability of trained, confident teachers able to participate.
- The amount and frequency of teaching time, including the number of weeks taught in the school year.
- The continuity and progression from class to class and from primary to secondary school.
- For these reasons we have chosen to continue to deliver French.



### **3 Aims and Objectives**

The primary aim is to raise language awareness to support and foster interest in and the development of positive attitudes towards language learning.

Through the implementation of this policy, the school aims to:

- Introduce young children to another language in a way that is enjoyable and fun.
- Stimulate and encourage children's curiosity about language.
- Encourage children to be aware that language has structure and that the structure differs from one language to another.
- Help the children to develop their awareness of cultural differences in other countries.
- Develop their speaking and listening skills.
- Lay the foundations for future study.
- Extend language teaching beyond mother tongue learning.

### **4 Principles of Teaching and Learning**

- Teaching will be of a multi-sensory and kinaesthetic approach, particularly in KS1. Emphasis will be placed upon using a variety of techniques that encourage the children to have an active engagement with the MFL.
- The main focus will be the teaching and learning of listening and speaking skills.
- Further development of MFL learning in the school will include the invitation of native speakers to the school to provide a model for the children in learning about the culture of other countries.
- The establishment of links with local secondary schools that have MFL specialist status for staff training and workshops as well as to come into school to work with the children.
- MFL will be delivered by class teachers, who as non-specialists will require support and CPD (Continuing Professional Development).

#### **4.1 The Role of the Co-ordinator**

Mr M Booth is the designated MFL Co-ordinator.

##### **4.1.1 The Role of the MFL Co-ordinator**

The MFL Co-ordinator will:

- Be available to advise and support colleagues on any aspect relating to the effective delivery of MFL teaching.
- Monitor the implementation of the policy.



- Arrange and conduct the review of the policy.
- Plan for the continuing development of the subject.
- Keep up to date with national developments and initiatives, ensuring the development of MFL here at Palm Bay.
- Attend courses, meetings and seminars on MFL as and when appropriate.
- Negotiate and ensure an appropriate level of resourcing to enable effective delivery of MFL.
- Effectively manage the resources.
- Manage any departmental budget.
- Oversee and arrange, where and when appropriate, extra-curricular and creative activities and visits that will enable the development of MFL.
- Inform the Head teacher and Staff Development Co-ordinator of the training needs of the staff and through monitoring inform them and the SLT of the on-going development of MFL throughout the school.

#### 4.1.2 The Role of the Class Teacher

According to the task set, teachers will endeavour to:

- Prepare, lead and appraise.
- Participate in and share MFL experiences.
- Manage individual, paired, small group and whole class activities.
- Use available resources appropriately.

With reference to the children, the teacher will endeavour to:

- Encourage, inspire, direct and encourage independence.
- Observe, help, advise and instruct.
- Develop strengths and nurture gifts.

The children need to be taught how to:

- Ask and answer questions.
- Use correct pronunciation and intonation.
- Build up a bank of vocabulary.
- Memorise vocabulary, even phrases.
- Interpret meaning.
- Understand basic grammar.
- Not only listen to and speak the MFL but also attempt to write and read it.
- Use dictionaries.



- Work in pairs and groups and communicate in French (or whatever language is being studied).
- Look at life in another culture.

## **4.2 Special Educational Needs and Differentiation**

All children, irrespective of ability or needs, have equal access to the MFL curriculum, to the opportunities it offers and to extra-curricular activities.

The study of a MFL engages children in a range of activities matched to their age, key stage, ability and special needs. Through differentiation, teachers allow for the different pace needed to support individuals in their progress, whilst recognising their preferred learning style.

## **4.3 Cross-curricular Skills and Links**

MFL learning makes a major contribution to listening, speaking and response skills. The style of teaching through which the MFL curriculum is delivered supports the acquisition and development of a range of social skills, in addition to developing an awareness of other cultures and people.

The key resources supporting the delivery of MFL teaching provides clear opportunities for the teaching and acquisition of ICT skills. Also, MFL learning naturally provides links to the geography curriculum and connects strongly with numeracy and literacy.

## **4.4 Organisation and Time Allocation**

The school has adopted a non-specialist approach to the teaching of MFL, where the class teacher is the teacher of the foreign language. An integrated approach to MFL learning is taken, allowing for the teacher to also develop their learning, skills and confidence on a little and often basis.

In KS1, MFL will be taught to children for 30 minutes a week. In KS2, this time will gradually extend to between 30 minutes and one hour a week, including opportune times like calling registers and greeting each other.

There will also be opportunities to use MFL in a range of daily routines, such as:

- answering the attendance register
- answering the dinner register
- counting when standing in line for assembly
- greeting someone
- P.E. lessons (such as Cyber Coach)
- through classroom instructions such as: sit down, stand up, silence, listen, look.



## **4.5 Planning**

Fundamentally, teachers will follow the PILOTE programme of study through the Tout Le Monde programme.

## **4.6 Assessment and Reporting**

Teachers will informally assess children's progress during lessons, evaluating progress against the national attainment targets of:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing

## **4.7 Monitoring**

The MFL Co-ordinator will monitor the effectiveness of the implementation of the curriculum and policy. The Co-ordinator will regularly report to the Head teacher on practice and progress. The Head teacher will report to the Governing Body on progress in teaching and learning, particularly through the Curriculum Committee.

## **4.8 Resources**

The school's main resource for the teaching of MFL is the Tout Le Monde programme & resources. Additionally, the BBC has an excellent interactive web-site supporting the teaching of French at primary level. The MFL Co-ordinator is responsible for developing the resources available in school, including any displays, promotions or parent information for their notice-board.

## **4.9 The Development of MFL at Palm Bay**

The school will develop the teaching of MFL through:

- Appropriate INSET for individual teachers as well as for the staff as a whole.
- Development of appropriate resources.
- Taking opportunities to raise the profile of MFL.
- Establishing links with other schools, particularly specialist status secondary schools.
- Establishing 'taster' courses for Year 6 in the summer term at secondary schools.
- Careful monitoring of the policy and introduction of MFL into the curriculum.

# **5 Policy Review**

This policy will be reviewed bi-annually (every even year) during Spring Term 3.

The next review of this policy is due: Spring Term 3, 2016.