



Pioneer Schools MFL Policy

At St Mary the Virgin, Chiddingly and East Hoathly Primary Schools, we believe the study of modern foreign languages provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.

The teaching should 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

Within the Pioneer schools, we aim to:

- * 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.
- * 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.
- * To foster an interest in learning about other languages and cultures and to lay the foundations for studying languages in the future.

KS1

The Department for Education (DfE) has published statutory guidance on the National Curriculum in England for Key Stage (KS) 1 to KS4, which illustrates that languages are not a compulsory subject in maintained schools at KS1.

KS2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Pupils should be taught to:

- * Listen attentively to spoken language and show understanding by joining in and responding.
- * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- * Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- * Present ideas and information orally to a range of audiences.
- * Read carefully and show understanding of words, phrases and simple writing.
- * Appreciate stories, songs, poems and rhymes in the language.
- * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- * Describe people, places, things and actions orally* and in writing.
- * Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Organisation

KS2 children have a regular forty-five minute lesson of modern foreign language a week, in order to ensure progression and skills development. These sessions can consist of speaking and listening activities, writing activities, computing activities and more creative activities, such as art, role-play and games.

Planning and Resources

The MFL subject leader provides schemes of work for all staff to use, including language they will need to learn for various sessions, and any resources will be available to print and photocopy as needed. A list of websites is available for staff to use to help with their own language knowledge, or any extra sessions/activities that they may wish to include.

Inclusion

In line with our Equal Opportunities and Inclusion Policies, we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

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

Monitoring

Monitoring is carried out by the headteacher, a member of senior management or the MFL coordinator, in the following ways:

- * Pupil voice with children
- * Feedback/questionnaires with staff
- * Planning scrutinies
- * Work sampling
- * Classroom observation