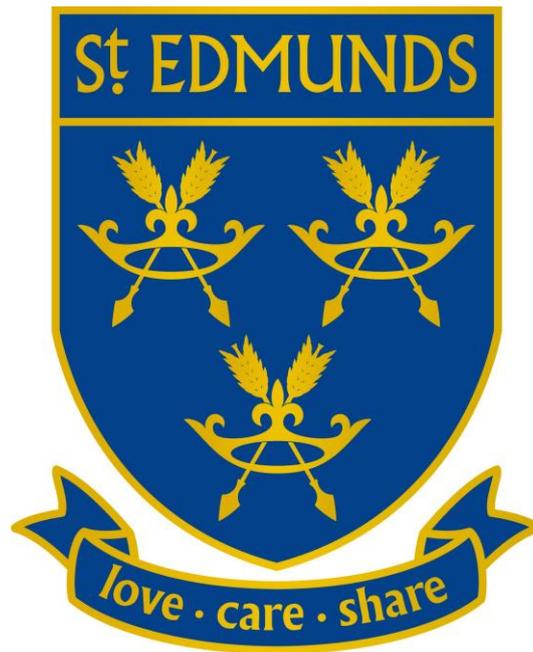


St Edmund's Catholic Primary School



MFL Policy

March 2021

The policy below has been reviewed in light of the Covid-19 pandemic. Amendments will be numbered and listed at the bottom of the document.

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Introduction and aims

At St. Edmund's Catholic Primary School we believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. Learning a foreign language is an entitlement and part of the National Curriculum.

The focus language taught in our school is French and we provide age-appropriate Primary Languages learning opportunities for all children in Years 3 to 6.

We aim to

- foster an interest in language learning by introducing children to another language in a way that is enjoyable and accessible to all pupils
- stimulate and encourage children's curiosity about language and creativity in experimenting with it
- make children aware that language has structure, and that the structure differs from one language to another;
- develop speaking and listening skills
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils
- give an extra dimension to teaching and learning across the curriculum.

Legislative requirements and non-statutory guidance

This policy is written with reference to:

National Curriculum Primary programmes of Study for KS1 and KS2.

Roles and responsibilities

Subject Leader

S. Lovett

The Head teacher and Senior Leadership Team (SLT)

The Head teacher and SLT will review all curriculum policies every two years and through monitoring and assessment procedures will look at the strategic overview of how this policy is being implemented.

The governing board

Curriculum governors will review this policy in conjunction with the Head teacher and monitor the policy's effectiveness.

Teachers

Teachers will ensure that their planning and teaching reflects the practice and procedures outlined within this policy, having regard also to the progression of skills map.

Curriculum planning

Key Stage Two

French is taught once a week in KS2 by the class teacher in a whole class setting. The 'Language Angels' scheme of work provides a wealth of ideas to support teachers

The curriculum that we follow is based on the guidance given in the revised National Curriculum 2014. We teach the children to know, and understand how 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.

Teaching and Learning

- We use a variety of techniques to encourage the children to have an active participation in French: these include games, role-play and songs (particularly action songs).
- We emphasise listening and speaking skills in particular we also use a multi-sensory and kinaesthetic approach to teaching, (i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce linguistic memory).
- We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children.
- We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative it may be.

Assessment

- We assess the children informally in lessons in order to ensure that they make good progress in this subject.

Inclusion and Equal Opportunities

All pupils, regardless of race, gender or ability, shall have the opportunity to develop MFL capabilities as part of a broad and balanced curriculum. Through exciting and innovative language lessons, we provide learning opportunities and set suitable challenges that enable all pupils to make progress.

Additional opportunities and Community Links

We celebrate an annual 'French Day' with our Year 3 children, where children become familiar with French Culture.

Monitoring and Evaluation

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinises, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice.

The Head teacher and SLT will meet with subject leaders termly to evaluate the impact of this policy and identifying actions to remedy any problems arising or address any changes in practice.

This policy is to be reviewed March 2023