



Ridgeway Primary School

MFL Policy

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Introduction

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language. We at Ridgeway have decided to teach French as our MFL subject across the school.

Vision & Aims

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. Our MFL provision will promote an enjoyment of learning a language and provide opportunities for pupils to participate in a variety of engaging and stimulating MFL lessons. Our aims include.

- Children to foster an interest in learning another language;
- Children to develop speaking and listening skills.
- Children to gain enjoyment, pride and a sense of achievement;
- Children to explore their own cultural identities and those of others.
- Staff to develop confidence and competence to use Languages and teach them effectively.

Organisation of the Curriculum

At Ridgeway Primary School we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we aim enable language learning to fit in with our current topics. This fits in with our cross-curricular teaching approach, encouraging children to use and apply their learning in other areas of the curriculum. Below is the topic overview used by KS2.

Curriculum Progression

Year 3	Basic Greetings (Meeting friends)	Food (role play shop mom/ child)	Pets (pet shop)
Year 4	Weather (weather forecasters)	Body Parts (scientists creating alien)	School items (teacher role play)
Year 5	Animals (jungle) (safari explorers)	Local area/ Directions (role play I'm lost)	On the beach (travel agent)
Year 6	Menus /food (restaurant)	Family (famous interview)	

MFL does not currently have an entitlement within EYFS and KS1 and therefore remains optional for the time being. Our infant children will receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. Infants may take part in any activities – and in any languages - at this stage. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills. Also as our whole school approach to MFL is strong, every year group takes part in language a focus days across the year groups. We are aiming for by the end of KS1 children know primary colours and numbers to ten in French.

Planning and Teaching

KS2 children are entitled to one hour of MFL teaching a week. The split of teaching time is flexible, so the lessons could cover one full hour, five short daily lessons or any combination of lesson length, providing that one full hour of MFL is taught a week. Teaching will follow the objectives set out by KS2 Framework for Languages using the school scheme (for French) written and created by Miss Askew. Lesson plans are already completed and resources readily available for staff to teach invigorating and enjoyable French lessons weekly.

In addition, teachers should seek opportunities during the week to enable pupils to use their newly acquired language skills, e.g. carrying out classroom routines, answering register.

The lessons are to be delivered by the class teacher, higher level teaching assistant or PPA cover teacher, with support from the MFL Subject Leader.

Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. For further details see separate S.E.N. policy.

Cross-curricular opportunities

Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

Assessment & Recording

Teachers assess children's work in MFL in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work.

We ask that staff record at least 6 pieces of evidence for every child across the year using their Tapestry app. All teachers also create French enrichment pages which details the opportunities their class have had and how they tackled it.

Reporting

Once the Tapestry app has been updated detailing a child's progress during their French lesson a notification will be sent to the parent/ carer who are then able to access the information. Teachers will also comment on French attainment in end of year reports and parents evenings if necessary.

Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments they are able to set targets for the next school year, and to summarize the progress of each child before reporting it to child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

The role of the co-ordinator

Monitoring the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader, supported by the head teacher and colleagues from the LA. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school.

Prevent statement

At Ridgeway Primary School we aim to prepare our students to become good citizens of the future. Through our curriculum we teach pupils British values and how to celebrate diversity. We aim to raise their awareness of radicalisation and extremist views, whatever the source. We have adopted the principles and advice found in 'Keeping Children Safe in Education 2016' and the 2011 'Prevent Strategy'. These are incorporated into our school policy on tackling extremism. For more information please read the School Policy on [Preventing Extremism and Radicalisation](#)

Document History:

December 2014	Policy in line with the 2014 NC. Presented to Autumn Term 2014 Curriculum Committee for approval
June 2019	Reviewed and updated presented to Teaching & Learning Committee 27 th June 2019 for approval.

This policy is due for renewal in 2022