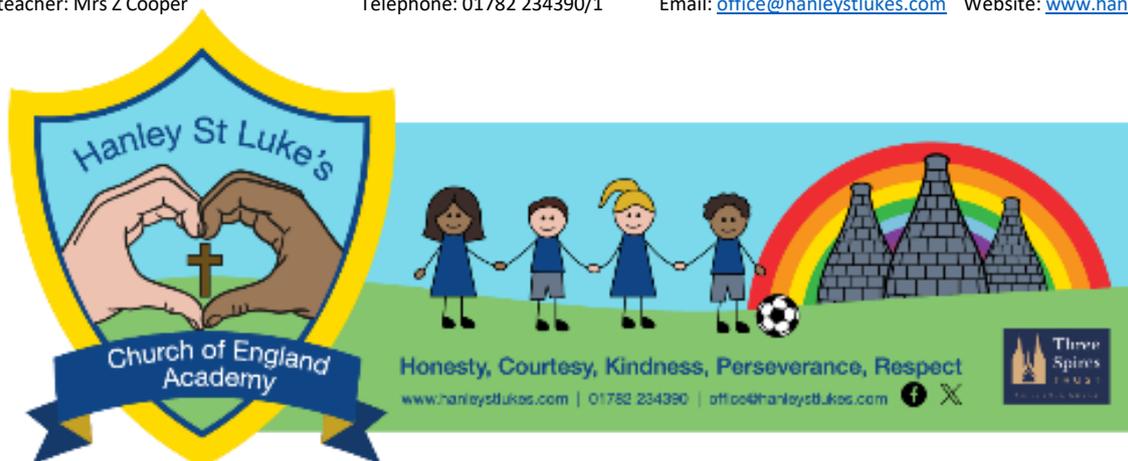


Hanley St Luke's Church of England Academy

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MFL POLICY

Date adopted	September 24
Date last reviewed	September 25
Next review date	September 26
Subject lead	Jenny McNulty
Governor/Committee (where applicable)	Julie Salisbury

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

This policy outlines the teaching, learning, organisation and management of Modern Foreign Language at Hanley St Luke's C of E Primary Academy.

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

Introduction

Modern foreign languages is a foundation subject within the National Curriculum. This policy outlines the teaching, organisation and management of Modern foreign languages taught and learnt at our school. The implementation of this policy is the responsibility of all teaching staff.

Aims and objectives

In teaching Modern Foreign Languages we aim to:

- Fulfil the requirements of the National Curriculum.
- Provide children with experiences of Modern foreign languages which are valid, stimulating and enjoyable.
- Develop children's knowledge, skills and understanding that are laid down in the National Curriculum.
- Develop a sense of awareness of the rich diversity of other cultures.
- Explore their own cultural identities and those of others.
- Help children understand society and the values on which it is based; and their place within it so that they develop a sense of cultural heritage.
- Foster an interest in learning another language.
- Develop speaking and listening skills.
- Gain enjoyment, pride and a sense of achievement.

At Hanley St. Luke's C of E Aided Primary School we recognise that learning a language enriches the curriculum, providing excitement, enjoyment and challenges for children, 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 oral and literacy development and to the understanding of their own cultures and others.

Teaching and Learning

At Hanley St. Luke's we use a variety of teaching and learning styles and strategies in Modern foreign languages 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.

In Key Stage 2 pupils follow a clear scheme of work with a set progression. The scheme of work that we use is Language Angels. The lessons incorporate listening, reading, oral and writing activities. Our chosen language is Spanish.

Children are taught Modern foreign languages in their classes. We recognise the fact that in all classes there are children of widely-different abilities in Modern foreign languages and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Providing resources of different complexity depending on the ability of the child;

In learning Modern Foreign Languages pupils will use a range of sources such as people, photographs, artefacts, written materials, ICT based materials, data, TV / video extracts and the internet.

Children will work in a variety of contexts - individually, mixed ability pairs, in groups and as a whole class. As part of our Modern Foreign Languages curriculum, the children will be given opportunities to present their knowledge and understanding in a variety of ways.

When teaching Modern Foreign Languages we explain what we want pupils to know, understand and be able to do through the Modern Foreign Languages they are about to do. Teachers will often use a key question to direct pupils' thinking / enquiry about the past. Teachers will vary the resources and activities.

Teachers encourage the children in their class to be reflective learners and to self-assess their own understanding and knowledge through questioning, class and small group discussion.

Modern foreign languages curriculum planning

We use a scheme of work for Modern foreign languages as the basis for our curriculum planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Modern foreign languages and the wider curriculum

The Modern foreign languages curriculum also enhances other subjects. 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 art. This can lead to deeper learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge.

Teaching Modern Foreign Languages to children with special educational needs

MFL is a highly inclusive subject. At our school we teach Modern Foreign Languages to all children, whatever their ability. Modern Foreign Languages forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Modern Foreign Languages teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Assessment and monitoring

We assess children's work in Modern foreign languages by making informal judgements as we observe them

during each Modern foreign languages lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. Verbal comments are given to children during lessons. Next steps are provided to further their knowledge.

The work of the Modern foreign languages subject leader also involves supporting colleagues in the teaching of Modern foreign languages, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Modern foreign languages co-ordinator will consult with the headteacher as appropriate regarding the strengths and weaknesses in the subject and indicate areas for further improvement. This usually forms part of the co-ordinator's Personal Development Interview.

Resources

There are sufficient resources for all Modern foreign languages teaching units in the school but resources are added to each year as appropriate and subject to school budgets. Class teachers are consulted regarding their wishes for resources to enhance Modern foreign languages in each classroom. Many of the resources are online, such as Espresso, BBC and Oak National Academy.

Monitoring and Review of Policy

This policy will be reviewed by the Modern foreign languages co-ordinator every year. Should any changes need to be made, consultation with staff and governors will take place prior to any changes. Staff will inform the co-ordinator at any time during the year of any necessary changes that are needed to be made to the policy.

