

## Modern Foreign Language Policy

### Introduction

The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly and creatively. They learn how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures. In addition, understanding a modern foreign language increases a child’s understanding of their own language. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

**The aims of MFL teaching**

To enable children to:

Ensure every child has the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations.

•         Ensure pupils’ learning is enriched in a broad curriculum to which languages contribute.

•         Ensure pupils have access to high quality teaching and learning opportunities, making use of native speakers from the Language Angels scheme of work.

•         Provide language teaching informed by the 5 ECM outcomes – Listening, Speaking, Reading, Writing and Cultural Understanding.

•         Help teachers to develop the confidence and competence to teach Languages effectively.

Intent

At Roebuck Academy, we teach a foreign language to all children in Key Stage 2 as part of the school curriculum. The current focus language is French.

Children at Roebuck Academy really enjoy learning to speak in another language. We believe that the earlier a child is exposed to a foreign language, the faster the language is acquired as children tend to be less self-conscious about speaking aloud at this stage of their development. The learning of another language also has a direct positive impact on literacy skills in English. The study of languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English.

**Implementation**

All classes will have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2 which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Teachers are encouraged to use French informally, during the day when appropriate (greetings, register, instructions, praise etc.). As a school we have introduced a ‘phrase of the week’ to improve the use of incidental language throughout the day. The phrase is shared with the children at the beginning of the week and is used regularly during the school day by both teachers and pupils.

**Impact**

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the **long-term planning** documents provided in the form of **Language Angels unit planners** to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each 6-week unit) and **individual lesson plans** laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

The MFL co-ordinators are responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

**Monitoring and Review**

It is the responsibility of the MFL subject leaders to monitor the standards of children’s work and the quality of teaching in MFL. The MFL subject leaders are also responsible for supporting colleagues in the teaching of French, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The MFL subject leaders give the Senior Leadership Team an annual summary report in which the strengths in the subject are evaluated and areas for further improvement are indicated. The MFL subject leaders have specially allocated time for fulfilling the vital task of scrutinising planning, analysing samples of children’s work and visiting classes to observe teaching in the subject.

#### Date: Spring 2021

#### Review Date: Spring 2022