



Sheep Dip Lane
Academy



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Modern Foreign Languages Policy: Sheep Dip Lane Academy



Responsible Governing Board	Local Governing Board
Responsible Persons	Principal
Date of last review	January 2022
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Version Control

Version	Revision Date	Revised by	Section Revised
V1			All sections – revised document

Sheep Dip Lane Academy **Modern Foreign Languages**

Rationale

Children grow up in a complex and ever faster changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the ‘first time educators’ of their children, schools work in partnership with them, in developing children personally and emotionally, and as young citizens.

Aims and Objectives

The aims and objectives of learning a modern foreign language in our school are:

- To give children a positive, enthusiastic attitude to MFL learning within a secure and supportive environment.
- To develop an interest in learning other languages.
- To introduce young children to another language in a way that is enjoyable and fun.
- To stimulate and encourage children’s curiosity about language.
- To encourage children to be aware that language has structure, and that the structure differs from one language to another.
- To help the children develop their awareness of cultural differences in other countries.
- To develop their speaking and listening skills.
- To lay the foundation for future study.
- To raise staff awareness of and competence in the MFL.

Teaching and Learning

We teach MFL in KS2. Teachers can choose to teach their MFL sessions in block weeks each half term or 30 minute sessions every week. Key dates are researched and these then become the themed days to teach and learn about MFL and other countries. KS1 and Foundation stage also join in with these events. The themed days are completed a minimum of two times per year. It is the individual class teacher’s responsibility to ensure that MFL sessions are included into the timetable and completed to ensure children have had the opportunity to achieve and learn a new language.

The class teacher uses MFL resources to support teaching of MFL. These include ‘Little Languages’ and ‘Primary French’ for KS2. In addition, greetings, registers, classroom routines and praise words can be used throughout the week. Some language teaching takes place in KS1 and the Foundation Stage, although this is not compulsory. The children also have the opportunity to listen to and learn simple songs and rhymes in another language. KS1 and Foundation stage also join in with block days and complete a series of activities linked to their curriculum. E.G making garlic bread, studying the Eiffel Tower etc.

The Curriculum

KS2 staff use the Primary French resources to support their teaching and link this into the daily timetable on MFL days. If this is too difficult the little languages document is used first giving children the skills to use MFL in sessions.

Alongside both of these resources staff ensure all activities are linked to MFL on key dates.

Some of the sessions focus on:

- Ask and answer questions
- Use correct pronunciation and grammar
- Memorise words
- Interpret meaning
- Look at life in another culture
- Listening and responding
- Speaking
- Reading and responding
- Writing

Tasks and activities will:

- Have clear and achievable objectives
- Be carefully planned and structured
- Be practical, active and varied
- Involve the use of ICT where appropriate
- Include whole class, small group and pair work
- Promote success and self-esteem

Teaching and learning style

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and action songs. We emphasise listening, responding and speaking skills in the Foundation Stage and Key Stage 1 and then continue these in Key Stage 2 with the addition of simple reading and writing skills.

We use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs, as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of the modern foreign languages. We build the children's confidence through praise for any contribution they make however tentative.

Foundation Stage

We also teach MFL in the Foundation Stage through stories, songs and rhymes.

Where necessary staff will use the 'Little Languages' programme to support planning and appropriate activities.

Inclusion

At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language 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.

Assessment, Recording and Reporting

School is starting to build up a portfolio of work, reflecting work from different ability ranges in each age range. Subject Leaders and staff will use this as a monitoring tool to reflect on continuity, progression and expectations within school. Class assessment records will be kept in key Stage 2 by the class teacher on given MFL KPIs. Assessment grids are distributed to staff with the MFL KPIs to support assessment. It is the individual teacher's responsibility to ensure that these assessment grids are completed and passed to the subject leader by the end of each half term and in completion by the end of the year. These will then be used by the subject leader to assess and monitor progression in MFL.

Health and Safety

Provision for MFL in the curriculum needs to be consistent with school and LA policies on guidance and care of children, behaviour and discipline, and health and safety.

Equal Opportunities

The way the lessons and scheme of work are planned takes into account the differences in interests between boys and girls. We avoid gender stereotyping when organising into groups and assigning activities. We take into account the differences of religions and cultural beliefs by highlighting the different religious festivals in the target language countries. Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes towards cultural diversity.

Safeguarding

The health, safety and well-being of every child remains a priority at all times. All visiting practitioners must have up to date CRB checks before they are able to work in school. Class teachers or members of the Leadership Team always support all visitors and practitioners.

All school staff (e.g. teachers, curriculum support staff, parents etc.) receives training regarding child protection and safeguarding in line with model protocol.

Partnership with Parents and Carers

The school enjoys close co-operation with parents and carers. It is our intention that modern foreign languages will be supported by parents and carers through homework where applicable and letters about events in school. On occasions parents are invited into school for workshops with their child to enjoy quality learning experiences for them.

Curriculum Intent

The intention of the French curriculum at Sheep Dip Lane Academy is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and we strive to stimulate and encourage children's curiosity about language through our interactive and engaging themed days. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts.

Date of Policy: January 2022

To be reviewed: January 2025

Signed: Principal



Signed: Governor / Chair of Governors

