

# **Balfour Junior Academy**

## **Policy for Modern Foreign Languages**

## **Document Purpose**

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. It will form the basis for the development of MFL in the school over the next four years. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the **Languages Programmes of Study: Key Stage 2** and the **Scheme of Work** for MFL, which give details of what pupils in each age group will cover. This policy was developed by the MFL coordinator.

## **Audience**

This policy document, once presented to and agreed upon by the whole staff and Governing Body, is to be distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. Further copies of this policy will be available in the staff room and general office. Such distribution will ensure the availability of the document to visiting teachers and to parents.

## **The significance of Modern Foreign Languages**

*"We interpret the term Modern Foreign Language' to include the use of any living language to communicate ideas and receive information."*

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop: skills which they will be able to access in the future, to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

## **Subject Aims**

The overall aim for Modern Foreign Languages is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to teach MFL and use MFL effectively in their teaching of other subjects. However, this aim can be further broken down.

### ***General***

- To increase children's linguistic competence through regular timetabled MFL sessions.
- To exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities.

- To develop listening skills and phonological awareness (with particular emphasis in Y3/4).

### ***Speaking and Listening***

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities at their own levels
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.

### ***Reading***

The children will be given opportunities to:

- Read stories for enjoyment and to practise vocabulary.
- Read stories to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships.

### ***Writing***

The children will be given opportunities to:

- Copy write high frequency words in Key Stage 2 e.g. days, months, name, age etc
- Use writing frames to produce sentences and paragraphs to express facts, ideas and opinions

## **Curriculum and School Organisation**

French is taught regularly to ensure progression and skills development but other languages are taught on suitable occasions to ensure that the linguistic expertise of all staff is used. Christmas carols, festivals, geography project work all contain foreign language elements.

Although MFL is a cross-curricular subject, children are taught specific skills, concepts and vocabulary in a weekly dedicated French lesson with the designated teacher. The content of these sessions is reinforced by the class teacher during the week.

Balfour Junior School aims to deliver the requirements of the KS2 MFL programme of study by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised. The Scheme of Work for French outlines which topics are covered in each year group. MFL is also part of the school day and, as such, is ongoing throughout all of children's learning.

MFL provides opportunities for teaching the following cross-curricular themes:

- ~Citizenship;
- ~European Awareness;
- ~Personal and Social Education.

As a curriculum area, MFL has a co-ordinator who acts as a consultant for all MFL activities in the school (see curriculum management below).

## **Curriculum Management**

The subject leader/co-ordinator will facilitate the development of MFL in the following ways:

- ~By managing the implementation of the MFL policy;
- ~By updating the policy and scheme of work;
- ~By ordering/updating/allocating resources;
- ~By identifying need and arranging INSET so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- ~By keeping staff abreast of new developments;
- ~By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- ~By supporting staff in developing pupils' capability;
- ~By attending appropriate courses to update knowledge of current developments and by keeping links with the Advisory Team for MFL;
- ~By contributing to the School Integrated Development Plan on an annual basis;
- ~By management of the native speaker if available;
- ~By liaising with feeder and or receiving schools;

It is the responsibility of the head teacher to ensure that statutory requirements are being met (entitlement).

## **Inclusion**

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified.

Groupings for MFL should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able linguist always guide a less able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

## **Time Allocation**

The hour a week entitlement has been included within each Year Group's timetable. The hour will be comprised of a dedicated 'lead lesson' by the teacher, with planned reinforcement activities carried out. These may be part of other lessons.

## **Planning**

All planning is undertaken by the MFL co-ordinator, who adapts plans provided by the LEA, the MFL subject leaders' network or those taken from on-line framework support. All weekly plans will be created using an agreed planning format.

## **Class Organisation and Teaching Style**

Class teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the school. During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the present, practise, produce model when learning vocabulary.

## **Progression**

Progression takes the form of increasingly demanding grammatical structures, based around the principle of hubs around simple verbs. For example,

single nouns and adjectives	stylo/rouge	pen/red
nouns with appropriate adjective	un stylo rouge	a red pen
verbs in the first person	j'ai un stylo	I have a pen
verbs in the third person	il/elle a un stylo	he/she has a pen
verbs with nouns and adjectives.	Il/elle a un stylo rouge	he/she has a red pen

The children are gradually asked to respond to longer pieces of French. Only oral French is presented at first, with oral responses required. When the children begin to show an interest in the written word, text is introduced in the form of classroom labels and big books, which shall be used for shared reading. No writing is required until the pupils are ready, when copy writing is introduced.

### **Scheme of work**

This is continually updated by the MFL co-ordinator as the pupils' MFL experience develops and as new plans are received from local and national sources.

### **Assessment, Record Keeping, Reporting**

Most assessment is formative and is used to support teaching and learning and inform future planning. As the class teacher works through the scheme of work they record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. This information is shared with the next class teacher.

If any written MFL work is produced, it is marked in line with the school policy on marking.

For reporting purposes, an attainment grade and comment are given at the end of each year, as for the other foundation subjects taught in school.

### **Monitoring**

Monitoring is carried out by the headteacher, a member of senior management or the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of MFL displays
- Collection of MFL planning
- Looking at the work in individual learner files or notebooks
- Classroom observation

### **Resources and Accommodation**

It is intended that a variety of resources are available in school. Ideally these should include children's reference books, teachers' resources, books, big books, CD ROMs, realia and audio/visual materials. Resources are maintained/allocated centrally by the MFL co-ordinator.

Ideally each classroom will have a French/English dictionary, labels for most classroom objects and posters detailing the days of the week and months of the year. Eventually there should be a section in the non-fiction library for read-alone dual language books.

The MFL co-ordinator is 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. The amount of this budget reflects the degree of priority given to MFL in the School Integrated Development Plan.

### **INSET Provision**

The MFL coordinator will attend subject leader meetings and trust INSET to support their work in school and cascade any relevant information to staff during staff meetings or on staff development days.

### **Embedding MFL in the curriculum & exploiting opportunities**

As staff become more aware of MFL teaching methodology, MFL will be increasingly embedded in the curriculum. The MFL coordinator will highlight opportunities in medium term planning and provide the necessary resources. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. All staff in the school are responsible for ensuring this.

### **Evaluation/review**

There is an annual review of this policy by the MFL coordinator

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