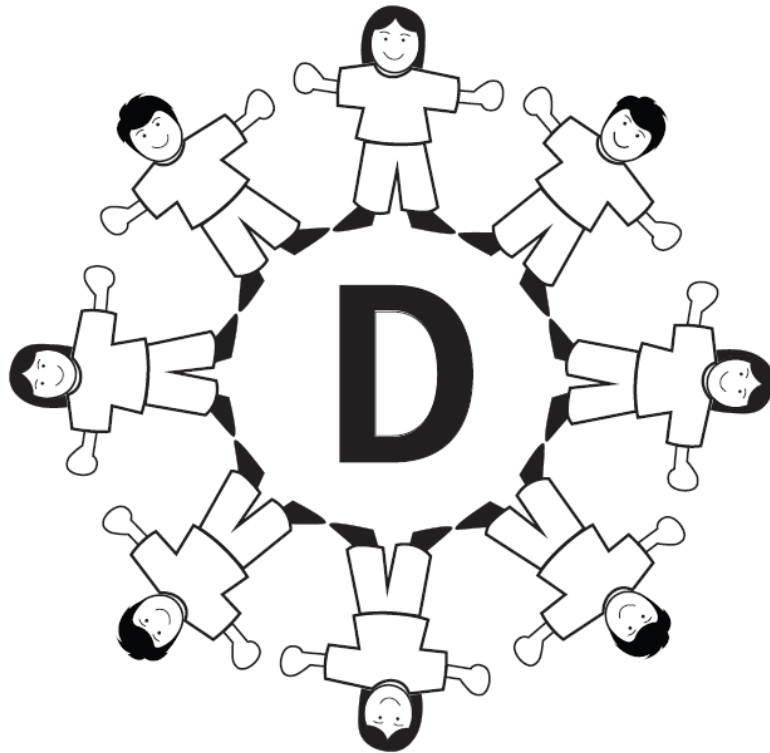


Dalestorth Primary and Nursery School



Modern Foreign Languages Policy November 2024

MFL Intent

At Dalestorth Primary School, we aim to give the children in our care as wide a range of opportunities and experiences as possible. We acknowledge the influence that the wider world has on our lives and 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.

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 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

At Dalestorth Primary School, we believe that children enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

The aims of our MFL curriculum are to:

- Foster an interest in learning other languages;
- Introduce young children to another language in a way that is enjoyable and fun;
- Make young children aware that language has structure, and that the structure differs from one language to another;
- Help children develop their awareness of cultural differences in other countries;
- Develop their speaking and listening skills;
- Lay the foundations for future study.

To develop our pupils as modern foreign linguists we:

- Teach French as block sessions where possible and weekly where not possible,
- Ensure that children understand that they are learning French through quality teaching and enjoyment.
- Use displays to support the understanding of each topic, referring to new vocabulary throughout lessons.
- Ensure there is a progression in skills in line with the MFL progression overview.
- Ensure children have sufficient time to apply their skills and show their understanding of French.
- Use questioning to challenge children, allowing opportunities for children to pose their own questions and show a meaningful understanding of other cultures.
- Use a range of resources used including visual and auditory.
- Ensure the lesson learning objective is clear so that children understand what they are learning about.
- Include a variety of French evidence, not just written examples. This may include photos, art work and drawings.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced reading curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

SEND

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. Level of challenge should not be altered, rather that we change the tools we give to the children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate. See SEND policy for further details.

Curriculum Organisation

Foundation Stage and Key Stage 1

In Foundation and Key Stage 1, foreign language experiences are provided through creative learning experiences and a cross-curricular approach.

Key Stage 2

We teach a Modern Foreign Language to children in Key Stage 2 for 30 minute sessions each week half termly. These sessions could also be blocked.

French is the main modern foreign language that we teach in our school in Key Stage 2, but where possible we use a creative approach to expose children to a range of languages. We take the needs of the class into account when planning for and teaching MFL, and class teachers may choose to teach an alternative language for a period of time, for example German, if there are native speakers in the class.

We are currently following the Twinkl scheme of work, which complements our French teaching.

As a whole school, we raise the profile of other languages and cultures through school events, such as days of learning and new experiences based on alternative cultures, as well as songs, poems, events, celebrations and assemblies.

See the subject expectations document for more information.

Assessment

We assess the children in order to ensure that they make good progress in MFL. This is done informally during the lessons in order to evaluate what the children have learned. Assessment is in four key areas:

- Speaking and listening
- Stories, songs and rhymes
- Reading and writing
- Grammar

See the Whole School Teaching and Learning Policy and subject expectations for more information.

Teaching and learning

When staff are planning and delivering MFL sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a linguist, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in MFL to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen. It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the

writing policy and to seek clarification from SLT if unclear.
The policy will be evaluated and reviewed with staff having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the MFL policy will be directed to the school's website.
The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by T. Carter

Policy adopted: February 2021

Policy reviewed by E. Plumb November 2024

Policy due to reviewed: November 2026