



MFL Policy

MFL Policy

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. DfE 2013

Intent

At Southglade Primary we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, particularly in speaking and listening but also reading and writing. It extends their knowledge of how language works and reinforces their understanding of English grammar. Learning another language gives children a new perspective on the world, encouraging them to understand their own culture and traditions while finding out about others.

The focus language taught in our school is Spanish. It is taught to Lower Key Stage 2 children weekly, for half an hour, and Upper key Stage two children fortnightly, for an hour.

The aims of MFL teaching at Southglade Primary are to:

- Foster an interest in language learning by introducing children to other languages that are enjoyable and accessible to all pupils.
- Stimulate and encourage children's curiosity about language and creativity in experimenting in it.
- Support oracy and literacy, in particular developing speaking and listening skills.
- Help children develop their awareness of cultural similarities and differences.
- Lay the foundation for future language study by pupils.
- Provide an added perspective on first language teaching and learning.
- Give an extra dimension to teaching and learning across the curriculum.

By the end of Key Stage 2, children will be able to understand simple spoken and written language, to speak aloud and take part in a short conversation, and to write simple sentences. They will also understand about different cultures and have an idea about how languages work and how to learn them. In short, they will be becoming confident users and learners of a new language.

Implementation

Subject pedagogy

"Pupils need to gain early knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. And they need to reinforce this knowledge with extensive planned practice and use in order to build the skills needed for communication." Modern Foreign Languages Review, 2016, Teaching Schools Council.

The curriculum that we follow is based on guidance given in the new revised National Curriculum, the QCA Scheme of Work for Spanish at Key Stage 2 and the 'Lightbulb Languages' Scheme of work.

In Key Stage 2 children will have the opportunities to:

- Ask and answer questions
- Use correct pronunciation
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use dictionaries
- Work in pairs and groups and communicate in Spanish
- Look at life in another culture.

Classroom teaching and learning procedures

At Southglade Primary we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem solving approach, giving children opportunities to work out language for themselves in a supportive context where risk-taking and creativity are encouraged. There is always an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts where language teaching and learning takes place:-

1. Language lessons
2. Languages embedded into other lessons
3. 'Incidental' language

Roles and responsibilities

The language subject leader will:

- Teach all MFL lessons in year groups in the class's room.
- Manage the implementation of the school policy, updating the policy and scheme of work.
- Order, update and allocate resources
- Keep abreast of new developments and communicate to staff.
- Take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place.
- Support staff in developing pupils' capability.
- Attend appropriate courses and maintain a link with the advisory team for MFL.
- Assess the work and progress of pupils.

Class Teachers will:

- Facilitate the learning of Spanish in their class.
- Provide opportunities for children to practice the Spanish they have learned in lessons.

MFL Curriculum Planning

The curriculum that we follow is based upon the guidance given in the new revised National Curriculum, the QCA Scheme of Work for Spanish at Key Stage 2 and the 'Lightbulb Languages' Scheme of work. The main objectives being:

- to speak competently and creatively for different purpose;
- to understand, recall and respond to speech;
- to participate in conversation;
- to explore ideas through role play;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups and communicate in Spanish;
- to look at life in another culture.

We carry out curriculum planning in three phases: long-term, medium-term and unit plans. The plans are sequenced in such a way to maximise opportunity for consolidation of language understanding, skills and concepts through making connections between blocks of learning. Plans are kept and reviewed by the subject leader and Head teacher.

As part of a sequence of lessons, the MFL teacher completes a plan or a Smartboard note book file for each Spanish lesson. These list the specific learning objectives and detailed steps on how to achieve them.

We plan the activities in MFL so that they build on the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding in all strands of the subject.

Contribution of MFL to teaching in other curriculum areas

English

The teaching of another language contributes significantly to children's understanding of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, children explore, develop and sustain ideas through talk in both languages.

When listening and speaking children are asked to understand, recall and respond to speakers' meanings, skills that are developed in both subjects.

When reading a text in a foreign language the skill of understanding and interpreting a text, learnt in English lessons, is fundamental.

Both subjects require children to think about word structure, spelling and word recognition so that they can understand how words are segmented, spell words accurately, build up a store of words that are instantly recognisable and develop a range of approaches to learn and spell irregular words.

Once they have used these phonetic skills to build a vocabulary the children go on to utilize these words in both written and spoken sentences, using and adapting a range of forms for meaning and impact.

Spiritual, moral, social and cultural development

At Southglade, we believe that through MFL curriculum, we are offering experiences that are both challenging and inspiring of the highest possible standards. These experiences are designed to ensure breadth, depth and relevance, as well as progression irrespective of gender, ethnic background, aptitude and ability.

MFL supports spiritual development by encouraging children to reflect on their lives and ask questions in Spanish. Through MFL, we encourage children to relish and enjoy challenge, and show resilience and persistence.

MFL lessons develop self-confidence and self-esteem, encouraging children to respect themselves and others. MFL supports moral development by encouraging children to express themselves with confidence in another language. MFL provides opportunities to explore and respect other cultures and discuss the moral issues of those cultures, such as bullfighting.

Social development is supported by encouraging children to cooperate and work well together, respectfully exchanging opinions with others in Spanish. We expect children to show excellent behaviour, and we aim to develop their understanding of the positive impact of learning a different language.

By exploring festivals and lifestyles of Spain and Spanish speaking countries in South and Central America in MFL we respect traditions of other cultures and learn about similarities and differences between our cultures.

Geography and History

Intercultural Understanding of the countries which speak Spanish is vital to our MFL learning at Southglade. We begin our learning journey by finding out which countries around the world speak Spanish.

Following on from this, each year group is given one of the countries to study throughout the year. Year 3 begin with Spain, Mexico in Year 2, Argentina in Year 5 and the Year 6s study Colombia.

Throughout the year there are lessons aimed at finding out about the country's population and Geography and their subsequent effects on the culture.

Historical events are often the basis for 'fiestas', which the children study connected to their country every term.

Spanish and Inclusion

At Southglade we teach a modern foreign language to all children, whatever their ability. 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 using the Key Stage 2 Framework for languages allows us to consider each child's attainment and progress against expected levels.

Assessment for Learning

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons through observation, questioning and self-assessment using "I can" statements. This helps the practitioner to note what the children can do and what they need to do next.

The Spanish teacher uses five objectives to evaluate the progress of each child in:

- speaking;
- listening and responding;
- roleplay;
- reading;
- writing.

The teacher then decides whether children are working at, above or below the expected level. This information is shared with class teachers and the Senior Leadership Team. Any written work is marked according to a specific language marking policy, which the children respond to in the following lesson.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in Spanish is the responsibility of the subject leader. The subject leader writes the action plans annually. Children are targeted according to ability and then tracked throughout the year to ensure teaching is appropriate for children of every ability.

Impact

We measure impact through learning walks, work scrutiny, formative and summative assessment, and pupil/parent/teacher voice.

The impact of our MFL curriculum is that Southglade language learners:

- see the value in learning a foreign language, its social and cultural experiences
- develop communication skills, particularly in reading and writing

- have a better knowledge of how language works
- understand their own culture and traditions while learning about others

MFL books will show that our children:

- complete a variety of tasks and activities involving reading, writing, phonics, speaking and listening
- can interpret meaning and memorise words
- are competent in using dictionaries
- understand basic grammar