



Kirkstall St. Stephen's

*Modern Foreign Languages
(French) Policy*

April 2020

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's Primary School

MFL Policy

CONTENTS

Mission statement

Our vision

Our ethos statement

Rationale

Objectives

Equal opportunities

Special Educational Needs

Provision

Assessment and reporting

Role of Governors

Resources

Cross-curricular links

Staff responsibilities

Monitoring, evaluation and review

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KSS School Mission Statement

We are cherished, we are challenged, we are children of God

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected. We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience. We are children of God – we recognise the value of each and every individual, encouraging everyone’s unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children’s growth as a tree planted firmly into God’s sustaining love and rooted in our school values of trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:3: “They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do. “

Rationale

At Kirkstall St Stephen’s C of E Primary School, we believe that learning a foreign language is a valuable educational, social and cultural experience for the pupils. Pupils will develop communication and literacy skills that lay the foundation for future language learning. They extend their knowledge of how language works and explore similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils’ learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding in other subjects.

Objectives

At Kirkstall St Stephens we have created a learning culture throughout school and into the wider community because we recognise how different factors interact to create supportive conditions for learning. We will ensure that the children fulfil the requirements of the National Curriculum and that they aim to;

- develop communication, social and literacy skills that lay the foundation for future language learning
- extend language learning beyond that of pupils’ mother tongue

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- encourage awareness that language has a structure and that the structure differs from one language to another
 - help pupils develop their awareness of cultural differences
 - increase motivation and independence
 - develop creative thinking, self-awareness and empathy
 - stimulate and encourage pupils' curiosity about language
 - introduce pupils to another language in a way that is enjoyable and fun
 - link what they are doing to other experiences
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- work with others or on their own depending on the task
 - be guided, taught or helped in appropriate ways at appropriate times
 - practice and apply their learning in both familiar and new contexts
 - persevere when learning is hard and manage their emotions when things are not going well

Equal Opportunities

MFL will be taught using the principles of equality, as it is the philosophy of the school that this leads to good teaching.

We believe that it is our responsibility to encourage equal opportunity in all areas of MFL. Equal Opportunities is a cross curricular theme that permeates all subjects and there are many ways in which this will happen in school through MFL. Every opportunity will be taken to encourage **all** children to consider themselves and other people as individuals not categories with shared goals, attributes and abilities.

All pupils will be given equal opportunity to fulfil their potential within MFL lessons regardless of ethnicity, culture, class, sex and gender and special needs (ability and disability).

Special Educational Needs

When teaching MFL, we ensure that we provide learning opportunities matched to the needs of the children with learning difficulties. We also take into account the targets set for individual children in their Individual Education Plans (IEPs).

Children with special needs will be included in MFL activities. All children will be encouraged to participate as fully as possible and lessons will be taught using the principles of equality so that individuals regardless of their ability or disability can participate and achieve.

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Children for whom English is a second or additional language are greatly encouraged and supported by language lessons.

Children working at greater depth in MFL are provided with differentiated tasks and challenges in order to test their skills and enable them to fulfil their potential in this subject.

Provision

Pupils in Key Stage 2 are given clear, differentiated learning objectives and success criteria which are based on the attainment targets of the National Curriculum. They evaluate their work and build a learning dialogue which helps to accelerate progress.

Through training and guidance, we maximize the effectiveness of Teaching Assistants in order to accelerate the progress of the children. They work with groups and individual children and are able to familiarise themselves with planned learning objectives and activities before the weekly lesson.

Assessment and reporting

The prime purpose of assessment is to identify what each pupil can do in order to plan the next stage in learning and so enable a child to progress at his/her optimum rate. Consequently, ongoing assessment should be included in planning for MFL and Assessment for Learning should be a natural part of every lesson.

Teachers continuously assess children's performance through observation of work, questioning and discussion. This assessment is linked to learning objectives and key skills for units of work.

Parents in Key Stage 2 will be kept informed of their child's progress in French by;

- Receiving an annual report in which effort and achievements grades are given
- Attend parent's evenings where progress can be discussed
- Attending class assemblies
- Encouraged to be involved in their children's home learning.

Role of Governors

The Governing Body is responsible for formulating, agreeing and adopting the policy.

Governors will then on an on-going basis:

- Support, monitor and review this policy.
- Ensure there is effective allocation of resources.
- Ensure that the school premises support the policy.

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- Monitors the effectiveness of teaching and learning in terms of raising pupil attainment.
- Ensure that staff development and performance management promote good quality teaching and learning.
- Monitors the effectiveness of the policy through the school's self-review process.

Resources

MFL resources are kept in the Teachers Workroom with foreign language storybooks and dictionaries kept in the library. Teachers will control and monitor the use of resources during their lessons, but where possible and appropriate will encourage the children to be independent in the choice and management of the resources.

The Subject Leader will ensure that resources are complete, up to date and ready for use at all times. To assist in this, teachers are responsible for alerting the Subject Leader to any problems with resources so that they can be remedied quickly.

The Subject Leader will take an annual inventory and use this to update and replace resources when ordering stock. A long-term view of resources will be taken so that money can be spent wisely in building up resources to enable the school to offer a broad range of activities.

The Subject Leader will provide an updated resource list to all staff responsible for MFL teaching.

Cross Curricular Links

In MFL lessons, cross curricular links will be made naturally and without being contrived. Opportunities include:

- Communication through speaking, listening reading, exploring and recording ideas in pictorial and written forms for a range of audiences
- Understanding of basic grammar in English and another language
- Problem solving – manipulating, responding, adapting their thinking, ideas, feelings and meanings.
- Application of number through understanding and using data and information in the modern foreign language
- ICT – using the internet to investigate and research other countries and cultures and software to reinforce language learning

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- Consideration of Global Education in study of the similarities and differences in the geography and culture of other countries
- Providing opportunities for Spiritual, Moral, Social and Cultural aspects of learning
- Appreciation of songs, stories and poetry in another language
- Working with others through collaboration on projects, negotiating ideas, tasks and evaluations.
- Leading their own learning – discussion and critically questioning visual and other information including starting points, evaluating and planning ways to develop their work further.

Staff Responsibilities

The Subject Leader will:

- ensure all staff responsible for the teaching of MFL are aware of the National Curriculum requirements and are equipped in resources and ideas to deliver it
- give advice and support- practically and through the collation of resources for teachers to use
- manage and maintain resources
- monitor, evaluate, record and report the progress of MFL
- review and update the MFL policy every two years
- be an exemplar by showing good practice in MFL lessons
- develop an informed and in-depth knowledge of the subject area, new initiatives, latest research, available teaching materials etc. that may be of interest or help to the school's MFL provision
- raise the awareness of the importance of MFL amongst staff, children and parents
- help staff assess their training needs and make arrangements to address these.

The staff will ensure that each child receives their full entitlement to MFL and will follow the agreed MFL policy. MFL is an essential part of the National Curriculum and should be accorded the same commitment as any other foundation subject by both teachers and pupils alike. This also involves:

- returning resources and ensuring the careful storage
- reporting damaged/ stolen equipment
- updating own knowledge of the subject area

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Monitoring, evaluation and review

The MFL policy will be reviewed every two years. The following questions will be considered by looking at the School Development Plan, Curriculum planning and Subject Monitoring through lesson observations, work scrutiny and pupil interviews.

- Do pupils enjoy lessons and activities?
- Are we making the best use of resources and do they need to be replaced or updated?
- Is there a broad and balanced delivery of the curriculum?
- Has there been an improvement in standards in the subject?
- How much progress is being made by pupils of all abilities?
- What are the strengths and weaknesses of MFL in school at the present?
- What are staff development needs?

J.Pickard April 2020

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MFL Resources at September 2020

“La Jolie Ronde” Scheme of Work Packs Years 3-4 and Years 5-6
(PDFs also on Staff Share of the school ICT network)

“SKOLDO” Elementary French Software program on ICT Network

“Babelzone” website subscription for teachers IWB(See subject leader for password)

“Early Start” Pack 1
David Hicks Songpack and CD

Flashcards

Fiction texts in modern foreign languages (in school library)

French dictionaries (in school library)