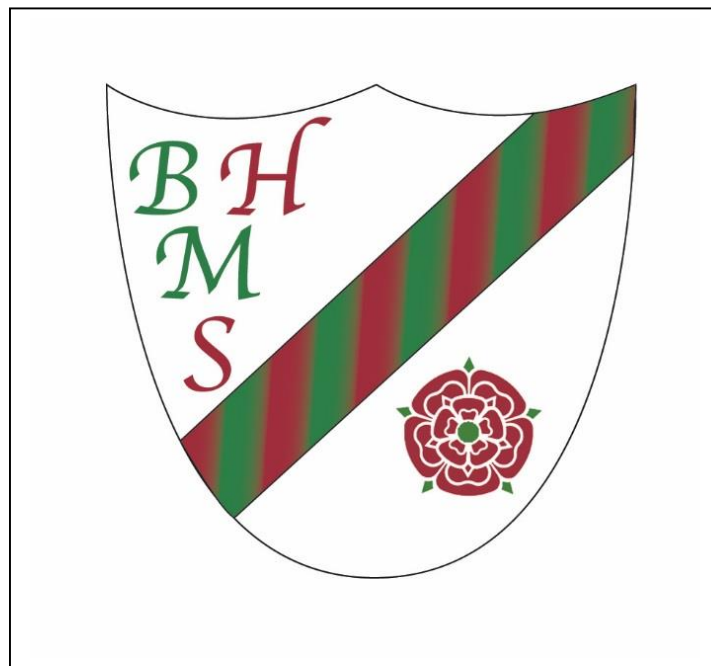


Bedford Hall Methodist Primary School Modern Foreign Languages Policy



Written by:	Mrs L Edwards
Date agreed:	September 2021
Next Review Date:	September 2023
Chairs Signature	

Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential.

To achieve this we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Safeguarding Statement

At the Bedford Hall Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

Modern Foreign Language Policy

This policy outlines the guiding principles by which this school will implement science in the National Curriculum. It is reviewed periodically.

Our Rationale for Teaching Modern Foreign Language

At Bedford Hall children from Year 3 to Year 6 have the opportunity to benefit from, learn about and use Modern Foreign Languages in all relevant areas of the curriculum in order to develop a wider understanding of the world and different cultures. This policy sets out the means to ensure that each child receives their entitlement during their time at this school. We will strive to ensure that teachers have the most up-to-date resources and on-going training to fulfil this pledge. The Headteacher and MFL Subject Leader will monitor planning, teaching and learning to ensure that high standards are met. This policy should also be read in conjunction with the school's Teaching and Learning Policy and Assessment Policy. This policy is also intended to be used in conjunction with the KS2 MFL Framework and the school's Scheme of Work for MFL.

Aims for the teaching of Modern Foreign Languages

The overall aim for Modern Foreign Languages is to enrich language 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.

1. To increase children's linguistic competence through weekly timetabled MFL sessions.
2. To exploit cultural links and experiences when opportunities arise.
3. To promote positive attitudes and enthusiasm towards language learning through a range of learning activities.
4. To develop listening skills and phonological awareness.

Guidelines

Teachers will effectively plan their lessons to meet the needs of all pupils using the whole school Scheme of Work (Twinkl for French/Primary Languages Network for Spanish).

1. Teachers ensure that a range of new skills are taught to the children throughout the year using a range of teaching and learning styles.
2. Teachers will provide a learning environment to motivate pupils and support their learning as well as celebrating their achievements.
3. Teachers also ensure that previous skills are revisited with the children in order to consolidate learning.
4. Teachers use MFL to enhance the other areas of the curriculum, for example in Geography and Citizenship.
5. Each class will have a 30-45 min MFL lesson per week from Year 3 to Year 6.

6. The Headteacher and MFL Subject Leader will strive to ensure that there are relevant resources and expertise in place to teach the MFL scheme of work and keep up with new developments.
7. The Headteacher and MFL Subject Leader will regularly review staff development in terms of MFL and provide opportunities for the relevant training.
8. All staff take an active and positive role in their own personal development in the use of MFL alongside that provided by the school, as part of the ongoing programme of staff development.
9. Teachers will assess the children's work in accordance with the Assessment Policy. Children's summative records are kept on a central database.
10. The Headteacher and MFL Subject Leader are responsible for any outside agencies who are brought in to teach/assist in the delivery of MFL sessions. They will also be responsible for over-seeing that the delivery of such sessions meets the school's high standards.

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 practice vocabulary.
- Read stories to gain awareness of the structure of the written language 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

The Role of the Modern Foreign Leader is to:

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.

- Support colleagues in their implementation of the scheme of work, assessment and record keeping activities.
- Take responsibility for the purchase and organisation of central resources.
- Take appropriate steps to keep up-to-date with developments and pass on information to colleagues as appropriate.
- Complete regular book scrutinies and learning walks.
- Ensure new members of staff have a firm knowledge of how science is taught at our school.
- Provide regular training for staff to ensure good quality science teaching remains through the school.

Time Allocation

In Years 3 to 6, all children are allocated a 30-45 minute lesson per week. The lessons are delivered by the class teacher, supported by the teaching assistant when available. Wherever possible, staff with a higher level of expertise will be used to lead the sessions.

Teaching and Planning

All planning is undertaken by the year group teachers following 'Twinkl' scheme of work for French and 'Primary Languages Network' for Spanish. In 2020, the decision was made by the school to transition to Spanish across the whole of KS2. This is due to the high number of high schools teaching Spanish in our area. Through child and parent discussions, it is felt Spanish would be more beneficial to our pupils. This plan will be rolled out over the next 4 years to ensure progression of the language in each year group. The roll out plan is as follows:

Autumn 2020 – Spanish to be introduced to Y3. Y4-6 to continue with French.

Autumn 2021 – Spanish to be taught in Y3-4. French to continue in Y5-6

Autumn 2022 – Spanish Y3-5. Y6 to continue with French

Autumn 2023 – All KS2 to be taught Spanish. French will no longer be taught at Bedford Hall.

Both scheme schemes are adapted to meet the needs of the pupils at Bedford Hall. Both schemes are accessed online, using the school's login details.

At our school, 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 language 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.

Curriculum links in Modern Foreign Languages.

Languages are taught regularly to ensure progression and skills development. Geography project work contains foreign language elements and the languages week enables all pupils to experience a variety of languages each afternoon.

Children are taught specific skills, concepts and vocabulary in a weekly dedicated MFL lesson with the class.

Teacher/Subject Leader/Year group designated MFL teacher/Languages teacher. The school aims to deliver the requirements of the KS2 MFL framework by linking planning to the

framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practiced. The Scheme of Work for MFL outlines which topics are covered in each year group and when each topic should be covered. Detailed topic plans can be found on both websites for each language.

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

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

As a curriculum area, MFL has a Subject Leader, who is responsible for the overall leadership of MFL in school. They are to monitor planning, teaching and assessment across the school. They are also responsible for, along with the Headteacher, the outside agencies who come in to teach the languages (if applicable).

Assessments

Most assessment is formative and is used to support teaching and learning and to 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. At the end of the academic year, children will be assessed as to whether they are working at the expected level, working above or below for their age. This data will be stored and used by the next class teacher and the MFL Subject Leader

If any written MFL work is produced, it is marked in line with the school's policy for marking. Pupils' vocabulary books and folders containing written work are passed up to the next class.

Conclusions

This will result in a school which will:

- Produce pupils that are confident and competent in using a new language on its own or in terms of the wider curriculum.
- Provide the children with the best resources and expertise it can in order to enhance their learning of languages.
- Continually strive to further develop the staff's ability to use MFL confidently at a personal level.

- Have a staff that is able to appreciate the importance of MFL and are confident in incorporating it into the curriculum, which in turn will improve the delivery of lessons, motivate pupils and raise standards.

Equal Opportunities

We believe that a broad and balanced modern foreign languages education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability. Our full 'Equal Opportunities' and 'Inclusion' policies can be found in our policy file. We are aware of how important differentiation is in order to allow all children access to the curriculum. We take account of 'Individual Education Plans' for those children who may have special educational needs and disabilities.

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. 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. 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 specific teaching.

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

Health and Safety

It is important that care should be taken at all times when carrying out investigations. The classroom should be well organised and children should be guided to work safely and sensitively.