



ELSTON HALL
Primary School

Elston Hall Primary School

MFL Policy

Policy created / reviewed by:	Mrs G Mitchell
Approved by:	Mrs L Dollery
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Purpose of study

Languages

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. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Subject content

Key stage 2: Foreign languages

Teaching may be of any modern language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication to support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Timetabling

It is our policy and expectation that French will be taught throughout the school. Within Nursery, Early Years and KS1, French will be taught on a 'drip-feed' basis as part of the school day where appropriate. We will encourage pupils whose first language is not English to be proud of their languages and to share them within school.

In KS2, year groups are required to timetable at least a thirty minute slot for the discrete teaching of French or two fifteen minute sessions, if this is more appropriate and manageable.

Assessment and MFL evidence

Pupils in Y4-6 have an MFL book to record their learning. This book will be passed from year to year to show pupil progress.

Evidence of speaking, listening and reading is available in the form of sound files which are saved in year group folders on the Cloud.

Teachers assess pupil progress informally during lessons using the ARE from 2014. Three target pupils are chosen each year from each class and teachers assess their progress more formally, using a copy of these ARE sheets as a guide. These sheets will be highlighted to show progress and then these three pupils act as a benchmark when assessing all pupils' levels within the class.

Resources and Planning

For Early Years and KS1, staff use the scheme Little Languages as a basis for pupils' learning.

For KS 2, staff use the scheme La Jolie Ronde as a basis for pupils' learning.

These will provide staff with a progressive scheme for French learning which includes and more than meets all the requirements of the new National Curriculum. It also provides a great deal of support for non-specialist teachers with a variety of media, including sound files of authentic French speakers, video clips, phonic details and ideas for games, tasks and activities.

Additional resources are also available online and many existing resources from previous years are saved on the school's T Drive.

Supplementary resources: Twinkle.

Using a published scheme provides a great support for planning, so school planning will consist of that provided with the schemes we are following.

Monitoring of Teaching and Learning in MFL

Monitoring of teaching and learning in MFL consists of the following:

- ❖ Planning reviews
- ❖ Learning climate reviews (display, resources, procedures, learning prompts, etc.)
- ❖ Sampling of books – book trawls
- ❖ Discussions in staff and year group teams – on-going professional dialogue. Staff questionnaires.
- ❖ Lesson observations
- ❖ Talking to pupils – pupil interviews and questionnaires

Inclusion

Setting suitable challenges.

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

English as an additional language

Although there is not a significant number of pupils at Elston Hall for whom English is an additional language, teachers must take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Teachers and support staff

Through the School Governors, the Headteacher and the Subject Leader for MFL, class teachers and support staff should strive to help our children to achieve their best.

They should:

Put policy into practice

Have high expectations

Encourage pupils to use, manage and respect our resources

Ensure that each child receives their entitlement

INSET will be provided by the MFL Subject Leader each school year.

International School Award

Elston Hall Primary School is proud to have achieved the ISA for the third time in 2016. We strongly believe that learning another language is a vital skill for all pupils to learn and we foster pupils' enthusiasm for learning other languages and about other countries and cultures. Learning languages has always been an integral part of our curriculum even prior to the new National Curriculum in 2014. We are currently in the process of applying for reaccreditation of the ISA award to ensure that we receive continuous accreditation.

Assessment, Reporting and Recording

(National curriculum attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study).

Teachers will assess learning throughout lessons and adjust their teaching plans as necessary. National curriculum guidelines, ARE (age-related expectations for each year group) will help to ensure children are taught skills at the correct level, and planning will be annotated with reference to children's acquisition of knowledge and development of

skills. Three pupils of above average, average and below average level of attainment will be assessed during/at the end of each termly unit of work (using the age related assessment sheets for guidance). This assessment will then help with teacher's assessment of all pupils. A monitoring timetable will include learning walks, book trawls, planning trawls and observations. Coverage of National Curriculum objectives will be monitored by the subject leader.

Health and Safety

All staff work in accordance with Health and Safety Guidelines. All visits will follow organisational procedures.

The role of the MFL Leader

Primary Purpose:

To be a Curriculum Leader; fulfil a curriculum and teaching role in accordance with the directions given by the Head teacher and Governing Body.

Directly Responsible to:

The Head teacher: Mrs L Dollery/Mr K Grayson

The MFL/International Link Governor:

Principle responsibilities:

To carry out the duties of a Subject Leader as outlined within this job description and with regard to Teacher's Pay and Conditions Document.

Professional Responsibilities as a class teacher:

Outlined in SPCD Professional Duties and Professional Standards, to particularly include:

- Assist in the delivery of school curriculum guidelines and policies
- Be responsible for lesson planning; meeting the needs of pupils within an variety of teaching groups
- Monitor and assess pupils' progress, ensuring appropriate records have been kept. Use performance data and assessment to inform individual, group and class targets, lesson planning and the preparation of differentiated work which meets children's needs and which challenges all.
- Participate in arrangements for Performance Management within agreed frameworks
- Contribute to the effective deployment of support staff and resources, including effective use of the school's ICT capability
- Comply with school policies and procedures including reporting, planning, staff meetings, assemblies, registration, playground supervision and participation in parental events

- Dress in a professional and appropriate manner, that will further support the school's policy on uniform
- Participate in further training and professional development as appropriate
- Be committed to supporting the school's extra-curricular activity program
- Ensure good order and discipline that result in high standards of behaviour
- Safeguard pupils' health and safety

Curriculum and Whole School Responsibilities

- Act as leader for MFL leading and coordinating the learning and teaching within the subject
- Contribute to the school's programme of monitoring and self-evaluation to ensure high standards attained by pupils in history
- Support colleagues as part of self-review process encouraging the evaluation and sharing of good practice, report outcomes of monitoring activity to Curriculum Leader
- From evidence of monitoring and self-review activities contribute objectives to the School Improvement Plan and its termly review
- Establish resource priorities and monitor the effectiveness of resource usage and spending
- Help in creating reports and action plans for a range of audiences; Governors etc...
- Maintain a sound knowledge of statutory curriculum requirements and the procedures for assessment, recording and reporting of pupil progress to a range of audiences.
- Ensure staff have access to information and guidance relating to History and liaise with professional development coordinator to ensure staff and school offer subject coverage and balance.
- Have total support of the school aims and ethos and the leadership drive to ensure them.
- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Headteacher
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.

Future Actions

- develop language links with our partner school within the Teaching Alliance
- develop language links with local secondary schools
- embed international links
- for details see ISA application 2019
- develop school's ambassadorial role within the city and support other schools within the MAT with their Foundation ISA.

Documents to be read in conjunction with this policy:

National Curriculum for MFL 2014

Teaching and Learning policy

School marking policy

Teacher support notes and guidance within La Jolie Ronde Scheme

Assessment sheet for MFL (ARE)

International School Award portfolios from 2013,2010, 2016 and reaccreditation application for 2019.



INTERNATIONAL
SCHOOL AWARD
2016–2019