

Hill Top Academy



'Every child, Every chance, Every day!'

Modern Foreign Languages (MFL) Policy

Hill Top Academy

Compiled by Mrs Kara Adams : September 2018

This policy was reviewed by Governors on 10/01/2017 and agreed that it be reviewed 3 yearly

To be reviewed:

September 2021

MODERN FOREIGN LANGUAGES (MFL) POLICY

This policy outlines the proposed, nature and management of MFL at Hill Top Academy.

AIMS AND OBJECTIVES

“In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras; they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.”

Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.”

“Academys already offering language learning in the primary phase have found that pupils who start language learning earlier are more receptive to learning languages and more motivated. Early language learning can reinforce literacy skills and nurture enthusiasm that is carried on into secondary school.”

“Our vision is clear – we must provide an opportunity for early language learning to harness children’s learning potential and enthusiasm.”

(LANGUAGES FOR ALL – LANGUAGES FOR LIFE (DFES))

At Hill Top Academy, we offer one MFL – French– to all pupils. The teaching of MFL offers opportunities for children to:

- become increasingly familiar with the sounds and written form of a modern foreign language;
- develop language skills and language-learning skills;
- understand and communicate in a new language;
- make comparisons between the foreign language and English or another language;
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- foster positive attitudes towards foreign language learning;
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- form a sound basis for further study at key stage 3 and beyond

STRATEGIES FOR TEACHING

All MFL lessons are taught by the class teachers or HLTAs (Higher level teaching assistants) in year groups in the classroom.

All classes – from nursery to Year 6 partake in weekly French lessons.

- Nursery and Reception participate in 20 minutes of activities, this can delivered as one session or split into smaller sessions of 5 or 10 minutes. During these sessions basic vocabulary such as parts of the body, numbers, animals, greetings, songs and games are taught.
- Years 1 through to 4 have a 30 minute lesson. In these lessons children work on language skills and written language.

- Years 5 and 6 do likewise, but with 30- 60 minute lessons allowing for greater development of the topics and in depth learning of skills.

As an important part of the curriculum, MFL is visible around academy through displays in the corridors and in individual classrooms. Cross-curricular links are made where possible and practicable.

CURRICULUM PLANNING

The Scheme of Work for Nursery and Reception is La Jolie Ronde, in Years 1 and 2 the Ridgewood scheme is followed. Years 3-6 are based around the La Jolie Ronde scheme of work.

As French has now been running in academy over 3 years progression should be clear through all year groups. Teachers should now be adapting planning and schemes of work where possible to suit the needs of pupils in their class.

Curriculum planning is carried out by the class teacher responsible on a half termly basis, in line with the Scheme of Work if needed. In the medium term, planning is completed for each new topic to be covered, and then further planning is completed on a lesson-by-lesson basis. This will be checked periodically by the Principal and MFL Coordinator.

The scheme of work assumes no previous knowledge of the language although it is planned for progression as pupils go through the academy, ensuring a basic knowledge of a wide variety of topics by entry into Key Stage 3 and offering tasks of increasing complexity as pupils grow.

TEACHING AND LEARNING STYLES.

The scheme of work takes account children's skills in Literacy and consolidates and builds on this work where appropriate. Children are encouraged to increase their knowledge of how language works and to explore differences and similarities between the new language and English. Pupils learn in many ways and to accommodate this, a variety of learning styles are used including song, games, pictures, video and audio material, and ICT etc.

Pupils are encouraged to share their experiences of other languages and cultures, and find things out for themselves. Pupils work individually, in pairs, small groups and in whole class situations according to the activity. Work is mainly oral, but an increasingly number of reading and writing tasks are included as pupils enter Key Stage 2. Pupils work/ evidence from sheets etc. are stored in folders for ease of reference.

DIFFERENTIATION

We are aware that pupils bring to academy different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively.

The schemes of work are designed to cater for pupils working at differing levels. They are also designed to be challenging and raise expectations. We recognise that all classes have children of widely differing abilities.

Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by, for example,

- setting common tasks which are open ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all pupils complete all tasks);
- grouping pupils according to ability in the room and setting different tasks for each group;
- providing resources of different complexities. matched to the ability of the child;
- using additional resources to support the work of individual children / groups of children;
- using peer support by partnering pupils of disparate ability to complete tasks.

TEACHING MFL TO PUPILS WITH SPECIAL NEEDS

All pupils at Hill Top Academy are taught MFL, whatever their ability. It forms part of the academy's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support given, taking into account the targets identified on IEPs.

LINKS WITH OTHER AREAS OF THE CURRICULUM.

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences;
- **ICT:** use of e-mail with academys abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing;
- **Citizenship:** the multilingual society, knowledge of other countries and cultures;
- **Mathematics:** counting, calculations, the time and the date, money;
- **geography:** work relating to the study of other countries, points of the compass, weather;
- **Science:** work on parts of the body, animals;
- **Music:** rhyming, rhythm, singing, composition, world music;

- **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- **History:** work relating to the study of other countries, family trees of famous people;
- **Art:** descriptions of paintings;
- **PE:** physical responses to the teacher's instructions issued in the language being learnt.

ASSESSMENT AND RECORDING.

Pupils' work is assessed informally on the basis of observations during the lesson. This is particularly important for oral work. At the end of a piece of learning, pupils may check each others answers. Particularly for a listening or reading activity, but the teacher will always mark and comment on the learning taking place. Very simple comments are made in the target language such as Bien, Bon effort, Fantastique, Sobresaliente etc, and longer comments in English. Verbal feedback is also given with examples of good practice shared to encourage and motivate.

In Key Stage 1 teachers track language skill acquisition using the teacher monitoring sheets, these list the skills which are broken down into Speaking, Reading , Writing and Cultural Understanding.

In Key Stage 2 Language Booklets are used to track children's progress in Speaking, Reading, Writing and Cultural Understanding these are filled in by the children and teachers are able to track and amend learning. These are passed to the next year group at the end of a academy year, so teachers are able to track individual children and full any gaps in learning.

For other year groups a tracking system is used to track the areas of learning. See appendix

There are four attainment targets in MFL :

- Attainment target 1: [Listening and responding](#)
- Attainment target 2: [Speaking](#)
- Attainment target 3: [Reading and responding](#)
- Attainment target 4: [Writing](#)

Whilst there are no levels specifically for Key Stage 1, the assessment criteria grids can be used to monitor progress and inform planning. They may also be used when transferring information on children's competencies from class to class.

For each topic, there is an assessed piece of learning/ oral assessment, where the teacher uses teacher judgment.

As well as teacher assessment, pupils are encouraged to reflect on their progress by use of I CAN. Statements in the Key Stage Two assessment booklets.

REPORTING

Full written reports for Key Stage 1 and 2 are produced for parents at the end of the year. These give a short written comment on each pupil's effort, participation and progress over the preceding period as well as setting targets for the next half year.

RESOURCES.

There are numerous MFL resources, Key Stages have their own schemes of work and additional supporting materials like the Euro Star disks.

Additional resources can be obtained from Mrs Kara Adams.

It is hoped that resources will be updated and increased in the next few years.

MONITORING AND REVIEW

MFL is taught by class teachers and HLTA's who are responsible for monitoring the pupils' work and maintaining standards. Mrs Kara Adams is responsible for overseeing MFL in academy and will conduct reviews of the subject termly.

DEVELOPMENT PLAN

The MFL Coordinator writes a development plan each year, which is reviewed by the Head. It outlines specific targets for the development of MFL at Hill Top Academy on a yearly basis.

Approved by Governing Body : September 2015

This policy was reviewed by Governors on 10/01/2017 and agreed that it be reviewed on a 3 yearly basis

Review date: September 2018

To be reviewed September 2021

Signed



Chair of Governors

Principal



Dated: 09/10/2018