

Longcot and Fernham Primary School



MFL Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	September 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

At Longcot and Fernham School, we intend to provide a high-quality education in Modern Foreign Languages (MFL), which develops a genuine interest and positive curiosity about other languages and cultures. We aim to build the children's 'cultural capital' so that they have a knowledge and understanding of the richness and diversity between cultures and know how important languages will be in their future. Although our current MFL taught is Spanish, we strive to provide children with opportunities to experience a range of other languages and celebrate the growing diversity of our pupils and the languages they speak. Our school values of Love, Honesty and Respect are embedded throughout the curriculum and play a significant role within Spanish lessons.

Using the Language Angels curriculum, we aim to guide children in developing a deep understanding of the Spanish language and to feel confident engaging with and developing the 4 key skills:

- Reading
- Listening
- Speaking
- Writing

This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward.

Implementation

The Language Angels curriculum provides all classes with access to high-quality lessons that will progressively develop pupils' skills. Spanish lessons will be taught each week and allow for children to progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes. These provide the building blocks of language, which guide children with engaging in more complex, fluent and authentic language.

Spanish is taught as part of a three-year rolling program to ensure that skills and knowledge are built on previous learning. Children will build their learning on previous knowledge gradually as their Spanish lessons continue to revisit, revise and consolidate learning. For KS1, lessons will be based primarily on oral activities and responses, which then build into reading and written outcomes in Years 4-6.

Pupils will have a wide variety of resources to support their learning such as games or songs to develop vocabulary through repetition, reading, writing, speaking and listening. Also, children will use role-play to simulate situations in which children may find themselves in the future. Grammar is integrated and taught discreetly throughout all appropriate units.

Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each unit will provide them with a knowledge organiser and unit glossary to support their learning. Each lesson is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities.
- Reading and writing activities will be offered in all units from Years 4-6.
- Every unit will include a grammar concept which will increase in complexity as pupils move up through the school.

In addition to following the lessons provided via Language Angels, extracurricular activities and opportunities will be used to raise the profile of MFL. For example:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- A whole school day of languages.

Effective use of educational visits and visitors are planned where possible to enrich and enhance the pupils' learning experiences within the MFL curriculum.

In MFL, as across the curriculum, we ensure that children with SEN are scaffolded in their learning to access the same content as their peers. This is achieved with the support with adaptation of the materials and visual cards as outlined in the child's Pupil Profile/ Support Plan and specific resource, or adult intervention as required.

Impact

We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate scaffolding. Therefore, assessment is an ongoing process made using formative evaluations within lessons and through the use of marking and feedback.

Teachers will make yearly summative assessment judgements using evidence on how well children have made progress against the core language skills in the Language Angel

Curriculum. To guide this judgement, teachers will record children's progress after each unit, using the Language Angels assessment material to help inform their overall judgements. This recording will aid effective monitoring from Subject Coordinators and SLT. This summative assessment is reported to parents annually. Children will self-assessment to see how confident they feel at the end of each unit. Pupils will be aware of their own learning intentions and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each 6 weeks block.

Monitoring from Subject Coordinators and SLT takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Lesson observations are used to provide support to other members of staff and as part of professional development.