

Saint Norbert's Catholic School

MFL Policy

Date Adopted: Spring 2017

Date of Review: Spring 2019



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

Our Mission Statement

St. Norbert's strives to nurture and develop the whole child through a

**Love of God
Love of one another
Love of life itself**

Article 29: Your education should help you use and develop your talents and abilities. It should also help you to live peacefully, protect the environment and respect other people.

St. Norbert's School believes that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others which is important in our culturally diverse school.

The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Rationale

The National Curriculum (2014) states:

'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.

Organisation

We teach MFL through French to children in Y3 to Y6 in short 30 minute lessons. The class teacher or French specialist delivers the lesson and may follow up the lesson objectives for 5/ 10 minutes each day. Greetings, registers, classroom routines and praise words can be conducted in another language.

The curriculum

We follow the National Curriculum 2014 and adhere to the key aims and principles outlined. We have content and skills based objectives.

We teach the children how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use bi-lingual dictionaries
- work in pairs and groups, and communicate in MFL.
- look at life in another culture
- Learn to pronounce and understand phonics in French
- Apply reading, writing and speaking skills.
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Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured in accordance with the expectations outlined in the National Curriculum (2014)
- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group and pair work
- promote success and self esteem

Teaching and learning style

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and action songs. We use puppets and soft toys to demonstrate the foreign language, and where possible also use fluent and/or native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country. We use mime to accompany new vocabulary as this serves to demonstrate the language without the need for translation. We use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make however tentative.

Planning and Assessment

The MFL teacher plans and delivers the lessons with the assistance of the MFL subject leader using the school's long and medium term planners that are in agreement with National Curriculum expectations.

We assess the children's progress informally during the lessons. Progress is evaluated with reference to the expectations outlined in the National Curriculum. Summative assessments are carried out by the class teachers and collated and recorded at the end of the academic year by the Subject Leader.

Wider Opportunities

Whenever possible the class teachers look for opportunities to enhance their International curriculum, e.g. language of the term, visit the international market, make gateaux in French. This can also include taking part in BLP and enrichment days/ weeks eg: European Day of Languages, Culture Week etc.

Resources

We use a wide variety of resources - many of which are already used in school in other parts of the curriculum, e.g. multi link and dice. We use songs and stories from different publications (a store of MFL books are available from the Subject Leader's personal collection). The library has a class set of dual language French/ English dictionaries to aid learning and achieve expectations outlined in the National Curriculum (2014). The Interactive Whiteboard and flashcards are used for many aspects of teaching MFL. The Subject Leader will liaise with the class teachers, MFL teacher and the Headteacher to find the most suitable resources to fulfil requirements. Budget requests are submitted annually.

Health and Safety

Audio visual equipment should be checked for safety.

A risk assessment is carried out prior to visits.

Visitors to the school will sign in, wear a visitors badge and be accompanied by a member of staff when in school.

Food that is used in school to enrich learning should be monitored in case of allergies.

Equal Opportunities

The way the lessons and scheme of work are planned takes in to account the differences in interests between boys and girls. We avoid gender stereotyping when organizing into groups and assigning activities. We take in to account the differences of religious and cultural beliefs by highlighted the different religious festivals in the target language countries.

Teaching MFL is a vital way to enhance pupil's perceptions and to promote and enhance positive attitudes towards cultural diversity.

Special Educational Needs

A child with SEN is actively encouraged to participate fully in MFL lessons with the necessary support.

Role of the Subject Leader

The Subject Leader is responsible for monitoring long, medium and short term planning. The Subject Leader will revise the Schemes of Work in the light of evaluations. The Subject Leader also supports the MFL teacher and class teachers with the target language and MFL methodology.

SL will also work with the Inclusion Manager with ideas for celebrating Language Days and Cultural Weeks.

Parents and the Wider Community

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practise the language we learn every week and help to understand the differences in culture.

The school actively encourages visits from local speakers of another target language.

Signed _____

(Headteacher)

Signed _____

(for and on behalf of the Governing Board)

Date _____