
MFL Policy
Summer 2017

Summary

This is the updated MFL policy, written and amended according to the change in statutory learning of MFL at Key Stage 2 in the new National Curriculum.

Author's Role	MFL Lead
Date	Summer 2017
Internal Review Date	Summer 2018
Review Date	As changes

Fieldhead Carr Primary School MFL Policy

The MFL policy at Fieldhead Carr Primary School is designed to reflect the primary MFL coverage as defined in the National Curriculum 2014.

Languages are a statutory part of the new curriculum at Key Stage 2. We follow the programme of study, and the language taught is French. Fieldhead Carr Primary School believes that learning a language provides a valuable educational, social, and cultural experience. Learning and language provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning a language enhances intercultural understanding, and pupils also gain a deeper understanding of their own culture.

Rationale

The skills, knowledge and understanding gained through learning a new language make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

Aims

Language teaching at Fieldhead Carr Primary School aims to provide opportunities for the children to:

- express themselves creatively and imaginatively in another language;
- apply and develop their knowledge of languages and language learning;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others;
- gain enjoyment, pride and a sense of achievement.

Delivery:

Children will be taught MFL through 3 focused days. This will include speaking, listening, tasting French foods, learning French songs, learning about French history and dressing in traditional French dress. The learning will be further supported by the class teachers allowing time for practise and consolidation, for example singing songs and reading stories.

Where appropriate French teaching links with class topic work.

Progression

Teaching is planned according to the programme of study for languages in KS2, using 'La Jolie Ronde' scheme of work that maps out linguistic progression using the KS2 framework for languages, and that makes close links with progression in literacy. The scheme of work allows children to make substantial progress in French.

Class teachers will have portfolios for writing tasks and recording new vocabulary and sentence structures. Photographs and video clips posted on the class blog are used as a means of recording speaking and listening and collaborative tasks during lesson time.

Cross-curricular links

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- aspects of literacy such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction;
- aspects of numeracy such as counting, calculations, money, the time and the date
- aspects of music such as learning traditional and modern European songs;
- aspects of PSHE and SMSC such as international or multi-cultural work, for example celebration of festivals and storytelling;
- aspects of the geography and history of the world;

Teaching and Learning Resources

- La Jolie Ronde scheme of work
- Songs, rhymes, dance
- Internet
- Story books and non-fiction books

Assessment

Formative assessment is embedded within the teaching in order to ensure that the children make good progress in this subject. This is done informally during the lessons to evaluate what the children have learned. Progress and attainment is recorded against targets.

Monitoring and Evaluation

The MFL lead is responsible for the monitoring of planning, teaching and assessment of French. Peer observation is encouraged, with the focus on pupil enjoyment. Teachers will post on their blogs and on Twitter evidence of the children learning French on the focused French days during the year.