

Our Mission: To improve the communities we serve for the better

Vision:

Challenging educational orthodoxies so that every child makes good progress in core subjects;

all teachers are committed to personal improvement and fulfil their responsibilities;

all children receive a broad and balanced curriculum;

all academies strive to be outstanding.

MFL Policy



Vision Statement

The learning of foreign languages 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 other languages and English. Learning other languages raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of foreign languages provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other areas, particularly in literacy and SMSC.

Indeed learning a language presents repeated opportunities to develop insight into our multi-lingual world. We aim for children to become familiar with a language in addition to English to build familiarity and curiosity in terms of other languages which supports the development of British values such as tolerance which are built on understanding and familiarity.

It is a primary aim of our MFL curriculum that pupils leave our academies in Year 6 not only with a grounding in a modern foreign language but also with a love of language and an enthusiasm for continuing to learn as they enter secondary school. With this in mind, there is a strong emphasis in our curriculum on pupils developing a knowledge of oral language first along with the accompanying communications skills in spoken language.

Aims:

Our main objective in the teaching of modern foreign languages within The Forge Trust is to promote the development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- Foster an interest in learning another language;
- Familiarise themselves with the sounds and written form of some modern foreign languages;
- Develop their speaking and listening skills;
- Begin to understand a new language, and communicate in them;
- Make comparisons between languages;
- Learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;

- Develop a positive attitude towards the learning of foreign languages in general;
- Use their knowledge of foreign languages with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- Acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

The Role of the Subject Leader

- Supporting colleagues with resources, visits, visitors, curriculum changes, classroom teaching and learning ideas;
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning;
- Auditing resources and ordering resources when needed;
- Keeping up to date with subject developments and disseminating information to the rest of the teaching staff;
- Leading staff meetings as appropriate;
- Attending relevant training including Network Meetings and prompting others about relevant training.
- Feeding back to staff and the Principal from Network Meetings.

How the subject is taught across the Key Stages

French is the language we have chosen to focus on across The Sir Donald Bailey Academy, and is only a statutory requirement in KS2.

- Foundation and KS1: Not a statutory requirement, but staff are encouraged to introduce children to words and phrases where appropriate;
- KS2: We follow the CGP scheme of work, "Salut!" This ensures coverage of the national requirements for MFL.

Assessment

- Children's progress should be monitored through planning and work scrutiny, pupil voice and review of assessments.

Marking and Feedback

- Feedback to pupils should be provided on their attainment against the objectives of MFL with appropriate links to the English curriculum.

Health and Safety

- This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to appropriate risk assessments.

Monitoring and Evaluation

- MFL will be monitored throughout the school by the co-ordinator who will be responsible for gathering samples of pupil views.

Inclusion (Equal opportunities, differentiation, Gifted and Talented)

At our school we teach MFL to all children. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching, we provide learning opportunities that enable all pupils to make progress. We use a range of strategies to support pupils. A few of these, particularly relevant are:

<u>Equal Opportunities</u>	<u>Differentiation</u>	<u>Able and Most Able</u>
-We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background -We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability -We deal with such issues clearly and sensitively when they arise	-The use of appropriate vocabulary at varying levels of difficulty during lessons -Different levels of written or oral questions for pupils investigating photographic or other visual material -Careful use of support for pupils with English as an additional language	-Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations. -Greater independence in working.

Approved by CEO: December 2019

