

**MFL Policy**

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**Rationale**

It is a statutory requirement for all children in Key Stage 2 to learn a language other than English. At Rattlesden, we have implemented the teaching of French.

We believe that learning a language prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use language to communicate information responsibly, creatively and without discrimination. They learn how to express their ideas and thoughts in another language and to understand and respond to its speakers. An increase in the ability to use another language promotes initiative and independent learning and encourages diversity within society. It will also provide a sound foundation for learning further languages.

**Aims**

* Develop an interest in learning other languages through a whole school approach;
* Explore their own cultural identities and those of others;
* Celebrate diversity and develop positive attitudes towards other cultures;
* Explore and apply strategies to improve their learning across the curriculum;
* Deliver the content of the framework set out in the National Curriculum (Oracy, Literacy, Intercultural Understanding, Knowledge about Languages and Language Learning Strategies) through songs, stories, incidentals, whole school displays and events and through taught lessons (in KS2 only).

We work with our partnership schools to ensure a progressive and shared approach to teaching languages and agree the content that will be taught at KS2 (all schools within our Thurston Partnetship teach French, which is then continued in Year 7);

**MFL Curriculum Intent**

**Lower Key Stage 2**

* Develop a passion for learning a new language and become confident in speaking aloud.
* Learn key vocabulary, including asking and answering questions, and use this learnt vocabulary to speak, write and understand words, phrases and sentences they read and hear, in context and with some structure and with a growing awareness of grammatical features.

**Upper Key Stage 2**

* Continue to develop the passion for learning a new language and improve the accuracy and pronunciation when they speak aloud.
* Extend and build a greater range of vocabulary and use this learnt vocabulary with increased confidence and independence to speak, write and understand longer texts they read and hear, in and increasingly more, out of context and with a greater accuracy for grammatical features.

 **Curriculum Organisation**

 Early Years and Key Stage 1

Although MFL is not statutory at Early Years and in Key Stage One, the teachers at Rattlesden in these phases are keen to provide opportunities for conversational and incidental French as well as time to share songs and stories.

Key Stage 2

In Key Stage 2, there are designated weekly lessons lasting at least 40 minutes, although French may be taught on a half termly rotation. These are then followed up with games, songs and activities out of lesson time to reinforce learning.

The school will ensure the Programme of Study and KS2 Framework for languages is met through the agreed use of the mapping document provided by Linguamarque by all partnership schools.

Where appropriate, the content in our French curriculum will be taught through other curriculum areas, and the use of incidental language will be used across the curriculum. When possible, ICT and Computing will be used to enrich the overall learning experience of languages.

**Curriculum Management**

MFL will be taught in line with our *Curriculum Policy*. All members of staff teaching languages must ensure they are familiar with this policy.

It is the responsibility of the MFL subject leader to ensure the planning provides continuity and progression throughout the school and beyond into KS3 in all areas, including reading, writing and speaking and listening. The subject leader will provide and update long term plans (in this case, the mapping document provided by linguamarque and units linked to KAPOW with cultural understanding and use of French stories built in alongside) and ensure all teaching staff is familiar with this document.

 It is the responsibility of Key Stage 2 class teachers to use the long term plans provided and plans on KAPOW to plan and deliver plan and deliver a sequence of appropriate and engaging language lessons that meet the requirements set out in the documents provided and ensure progression. In some cases this may be a Higher Teaching Assistant (in this case the class teacher is responsible for overseeing the planning and delivery of the lessons).

All children will keep a vocabulary book from Year 3 to Year 6. These will be passed on to the next class teacher.

**Resources**

* Recommended resources, including songs, stories and recommended web sites are available on the school network in a folder named *French*.
* A small set of French dictionaries are available in each Key Stage 2 classroom.
* Laptops and ipads can be used to support learning.
* The school pays a yearly subscription to KAPOW for teachers to use to support their planning and delivery of out MFL curriculum.
* It is the responsibility of the MFL subject leader to monitor, review, update and order resources.
* Displays are used in each classroom and across the school to support the learning of languages and to celebrate diversity.

**Inclusion**

At Rattlesden we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted & talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

**Transition**

We have a shared approach with our partnership schools in terms of planning, curriculum content, assessment and recording to ensure continuity and progression and a smooth transition to secondary school, including a using a transition unit at the end of year 6.

**Recording, Assessment and Reporting**

Assessment of MFL should be in line with the school’s *Assessment Policy* and staff should make themselves familiar with this. It is the responsibility of the MFL subject leader to support staff with the assessment of Languages.

It is the responsibility of the MFL subject leader to provide an effective method to assess children’s skills, knowledge and understanding and ensure staff are familiar with it. In this case the *Primary Languages Assessment Criteria*, which has been mapped against the KS2 Framework and Languages Ladder (LL), as part of the Linguamarque, will be used. Children will be assessed using 4 stages set against certain criteria.

 It is the responsibility of the class teacher to ensure they are using an effective assessment within their class to identify the level the children are working at and to provide next steps to ensure progression.

At the end of the school year, the class teacher must provide the MFL subject leader and next teacher with a summary of this assessment and report this information to parents through an end of year report. At the end of the key stage, these assessments will also be used to provide transition information.

**Monitoring and Review**

It is the responsibility of the MFL subject leader to monitor planning, teaching and assessment through pupils discussions, book looks and lesson observations; to ensure high quality, inclusive, progressive language teaching and learning; to keep up to date with local and national initiatives; liaise with pyramid schools; ensure all staff teaching languages are confident; identify the needs of staff and organise support and INSET; develop the curriculum; review and update MFL policy.