

Pensby Primary School



Modern Foreign Languages (MFL)

Mrs K Wright February 2022

RATIONALE:

The Modern Foreign Languages (MFL) policy at Pensby Primary outlines the aims, values and approaches for the teaching of MFL. At Pensby Primary, it is our belief that MFL contributes to children's understanding of the modern world, ensuring that they thrive in a global society with an enthusiasm for language that will lay the foundations for future study. MFL allows children to develop their speaking and listening skills, as well as their understanding of etymology.

AIMS:

Our curriculum aims to ensure that all pupils:

- develop their awareness of cultural differences in other countries, enriching other areas of the curriculum at the same time;
- speak with increasing confidence, developing speaking and listening skills so that pupils can communicate with increasing accuracy and intonation;
- acquire useful vocabulary that will assist in real life situations;
- learn to read and write another language for different purposes and audiences;
- develop their understanding of etymology and language structure recognising that language can differ from one to another
- develop an enthusiasm for language that will lay the foundations for future study at Key Stage 3.

ORGANISATION & CONTENT OF THE CURRICULUM

At Pensby Primary School, MFL is structured to support the development of skills and cultural knowledge in three languages (Mandarin, French and Spanish) to allow for our children to build on their language development at secondary school. Because Pensby Primary children progress to a number of secondary schools, each with varying language curriculums, we have designed curriculum that supports further language development and study.

Modern foreign languages is taught discretely at both KS1 and KS2 but is embedded further throughout the school day, utilising the children's language development and allowing for further opportunities to develop language skills across the whole curriculum.

Key Stage One

The children continue to learn Mandarin Chinese through the China Box Primary Mandarin Scheme of work. Lessons are interactive and engaging, providing authentic resources to deliver the teaching of languages. The fully immersive course provides links to other areas of the curriculum and enhances Pensby Primary's creative curriculum.

Key Stage Two

At Key Stage, we aim to deliver a curriculum that encourages a lifelong love of languages. Teachers deliver modern foreign languages using the Early Start Language scheme of work and language teaching at Pensby Primary is structured so that children in Years 3 & 4 develop speaking and listening skills in French, learning to read and write for different purposes and audiences. In Years 5 & 6, children continue their language acquisition and cultural knowledge through the teaching of Spanish, quickly utilising and transferring the skills developed in their previous language study at Pensby Primary. It is our aim that at the end of Key Stage Two, exposure to three languages will enable our children to apply the skills of one language to the next so that the acquisition of language becomes a more coherent process.

Remote Learning

In line with our remote learning policy, the skills and knowledge in MFL are taught through Seesaw and will include opportunities for speaking, listening, reading and writing tasks. The introduction of new language and teacher modelling and can delivered through the audio aspect of Seesaw and the use of songs key in the delivery of correctly pronounced vocabulary, leading into reading and writing activities once secure.

INCLUSION & INTEGRATION

At Pensby Primary School, we are aware that children demonstrate a wide range of abilities and as a result, we seek to provide suitable learning opportunities for all children. Through song, role-play, shared and paired activities, the teaching of MFL is a highly inclusive subject and, although the principal aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. We strive to meet the needs of all children and we take all reasonable steps to achieve this, ensuring that MFL is taught to all children, whatever their ability or individual needs.

Integration at Pensby Primary School ensures that all children, regardless of their ability gain access to a curriculum that is supportive of their needs. In conjunction with Stanley School, we encourage integration across both schools so that our school communities develop a greater sense of community, one that celebrates diversity and is built upon mutual respect and tolerance. With well-planned support, all children are able to gain access to a full and comprehensive curriculum that celebrates all children's interests and skills.

LINKS WITH OTHER AREAS OF THE CURRICULUM

Meaningful links are made to other areas of the curriculum in terms of children's cultural understanding and global citizenship. These include links to the Geography and DT curriculum as well as themed curriculum and celebration days, visits to Pensby High School and language books linked to English study and reading areas.

MONITORING

Monitoring of MFL will occur biannually and will include:

- Lesson observations;
- Pupil interviews;
- Staff interviews;
- Scrutiny of evidence on Seesaw /Twitter, including links to other areas of the curriculum;
- Book scrutiny;
- Attainment in MFL is monitored by class teachers as part of our internal assessment systems and noted on Depth of Learning. Progress will be monitored by the MFL lead.
- This policy will be reviewed by the MFL subject Leader annually. At every review, the policy will be approved by the headteacher/Governors.
- At the end of the academic year a subject leader report will be written and considered by SLT and Governors. The report will measure attainment and progress of all children.

ASSESSMENT & RECORDING

Regular observations and assessments of learning are recorded using an on-line journal (Seesaw) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes.

KS1 and KS2

Formative assessments of pupils' learning are made and assessed through observations and classwork and shared as evidence on SeeSaw. These assessments contribute to a summative judgement at the end of each term against the MFL statements found on Depth of Learning.