

ULEY CEVC PRIMARY SCHOOL

MODERN FOREIGN LANGUAGES (MFL) POLICY

MISSION STATEMENT

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

1 INTRODUCTION

Uley School teaches a foreign language to all Key Stage 2 children as part of the normal school curriculum. As a school we strongly believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the learner. A modern foreign language is taught at Uley for several key reasons. Firstly, it is believed that many children really enjoy learning to speak another language. Secondly, that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. Uley also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. In terms of a long-term aim, 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 the customs and practices of others.

2 AIMS AND OBJECTIVES

2.1 The aims and objectives of learning a modern foreign language in primary school are:

to introduce young children to another language in a way that is enjoyable

- and fun;
- to raise staff awareness of and competence of MFL learning and teaching;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

3 ORGANISATION

Uley School teaches French to children in Year 3 to Year 6 in compact and effective 30 minute lessons. The Class Teacher prepares and delivers the lesson.

Greetings, register, instructions and praise can be conducted in another MFL.

In the Foundation Stage and Key Stage 1 there will be an opportunity for the younger children to share and discuss the MFL work from the older children through assemblies and class visits.

4 THE CURRICULUM

4.1 French is the modern foreign language that is taught at Uley School.

4.2 The curriculum that is followed is based on the guidance given in the revised National Curriculum. The children are taught to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.
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- Tasks and activities will:
 - have clear, achievable objectives
 - be carefully planned and structure
 - be practical, active and varied
 - involve the use of ICT where appropriate
 - include whole class, small group, pair work and individual work
 - promote success and self-esteem.

5 TEACHING AND LEARNING STYLE

5.1 A variety of techniques is used to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs (particularly action songs).

The use of puppets and soft toys is used to demonstrate the foreign language, and when possible also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language.

Mime is frequently used to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. Uley emphasise the listening and speaking skills over the reading and writing skills.

A multi-sensory and kinaesthetic approach to teaching is also used, i.e. to try to introduce a physical element into some of the games, as it is believed that this serves to reinforce memory.

The lessons are as entertaining and enjoyable as possible, as it is realised that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.

Uley builds children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

6 PLANNING AND ASSESSMENT

- 6.1 The children are assessed in order to ensure that they make good progress in this subject. This is done informally during the lessons in order to evaluate what the children have learned. Assessment is in four key areas:
- listening and responding;
 - speaking;
 - reading and responding;
 - writing.
- 6.2 Planning reflects the Learning Objectives and activities provided by the National Curriculum and published schemes incorporated by the school. Where possible, Class Teachers will team plan and share resources to ensure a variety of effective teaching strategies and pupil progress.

7 MONITORING AND REVIEW

- 7.1 Teaching and learning is monitored in the same way as all the other areas that are taught in the school. The head teacher also reports to the governing body on the progress of children in French in the same way as in any other subject. The governors' standards committee has the responsibility of monitoring the success of the teaching in French.

The MFL co-ordinator liaises with the MFL cluster group of primary schools and the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

Equal Opportunities

The way the lessons and the scheme of work are planned takes into account the difference in interests between boys and girls. Uley avoid gender stereotyping when organising into groups and assigning activities. Account is taken of the differences in religious and cultural beliefs by highlighting the different religious festivals in France. Teaching MFL is a vital way to enhance pupils' perceptions and to promote 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 Leaders

The Specialist Teachers are responsible for effective planning and delivery of MFL lessons and activities.

The Specialist Teachers will revise the Scheme of Work from recommendations arising from annual reviews.

The ST will also lead ideas for celebrating Language Days and in assemblies and Cultural weeks.

Role of the Governing Body

A report about the progress of MFL is submitted annually to the Governors for review and recommendations.

Parents and the Wider Community

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

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

MONITORING AND REVIEW

The Subject Leader reports to the Governors on progress in teaching and learning of MFL.