

Name of Policy: Modern Foreign Languages	Version/Last Review Date: November 2022 (V5)
Statutory documents linked to policy:	Previous review date: April 2013 (v1) April 2014 (v2) April 2016 (v3) April 2019 (v4)
Other Policies linked to this policy:	Next Review Date: April 2025
Governor Committee Responsible	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self- belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Rational

Learning a new language should enhance pupils' abilities to communicate and help to develop personal skills. Learning a language helps develop an understanding of the many purposes for which language is used including; life skills, knowledge of other cultures, cross curricular links and preparation for secondary school.

Aims and Objectives

Learning a language is an entitlement for all pupils. We are committed to the idea that learning another language is appropriate for all children in our school. We believe that many children enjoy learning to speak another language. We also believe the earlier a child is exposed to a foreign language; the faster the language in question is acquired.

Our main objective in the teaching of a language at primary school is to promote the early development of linguistic competence. To accomplish this we help the children to:

- Learn about different countries and their people
- Learn some of the cultural aspects
- Develop confidence in listening, speaking, reading and writing
- Develop the ability to communicate confidently using the language

French will be taught in KS1 during whole class and incidental talking.

Learning and Teaching

We use the National Curriculum Non-Statutory Guidelines for MFL and recognise that learning a language has three core strands:

- Learning to communicate (oracy and literacy)
- Learning about a language
- Learning about different cultures

We use a variety of techniques to encourage the children to engage in the language, these include games, songs and role play.

We allow for differentiation by:

- Using peer support
- Setting open-ended tasks
- Providing resources of different complexities
- Providing activities and questioning that is differentiated

We assess the pupils' progress informally during the lesson.

The Curriculum

The curriculum we follow is based on the National Curriculum Non-Statutory Guidelines for MFL and links to topics taught in classes.

We teach the children to:

- Ask and answer questions
- Engage in short conversations with the peer group
- Use correct pronunciation
- Use and memorise words
- Understand basic grammar in sentences
- Identify words and write basic sentences
- Learn rhymes and songs

MFL and Inclusion

We teach a language to all children, whatever their ability. We provide learning opportunities that enable all pupils to make progress; we do this by setting suitable learning challenges and responding to children's different needs. We enable pupils to have access to the full range of activities in learning a language.

Equality

All teaching and learning of language will ensure that every child has the right to be included and supported as far as possible in the knowledge that there is equality in terms of opportunity, social background, race, gender and disability.

Monitoring and Review

We monitor teaching and learning in the same way we do with all other curriculum subjects. The co-ordination and planning of the MFL curriculum are the responsibility of the subject leader. The quality of teaching and learning in MFL is also evaluated by the headteacher.

