



Longhill Primary School

Modern Foreign Languages and Global Learning Policy



Reviewed by: Miss L White, Autumn Term 2018
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**This policy should be read in conjunction
with the Marking Policy**

Longhill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Modern Foreign Languages (MFL) Policy

1 Introduction

1.1 Why We Teach Modern Foreign Languages and Global Learning:

As the world becomes smaller, it becomes more important to be able to communicate with people of other cultures and races. At Longhill Primary School, we consider it essential to equip our children with the knowledge and skills to do this, both now and in preparation for their future. By the time children leave our school, it is anticipated that they will have the skills to communicate at a basic level in one Modern Foreign Language and be able to transfer these skills to other languages as they encounter them. They will also have an understanding of the different countries and cultures through our school link with Vickrays primary. They will have taken part in joint projects with the children of Vickrays primary and learning about Global issues.

2 Aims and objectives:

At KS1 the (optional) teaching of MFL offers opportunities for children to:

- identify countries and communities where a language is spoken
- demonstrate some knowledge of understanding of the customs and features of the countries where the language is spoken
- show awareness of social conventions when speaking to someone
- know the name of our partner school and the country they are from.

At KS2 the teaching of MFL offers opportunities for children to:

- become increasingly familiar with the sounds of a modern foreign language
- develop language skills and language-learning skills;
- begin to understand and communicate in a new language;
- make comparisons between the foreign language and English or another language;
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- foster positive attitudes towards foreign language learning;
- use their knowledge with increasing confidence and competence to understand what they hear and to express themselves;
- form a sound knowledge base for further language study at KS3 and beyond.
- encourage tolerance and a willingness to work co-operatively
- have some knowledge of Sierra Leone and Freetown.
- Be able to talk about our partner school.

3 Organisation

- 3.1 It is recommended that an hour a week will be allocated to the teaching of MFL or that the teaching is blocked in as 'language' days. It is encouraged that at least 30 minutes of that time is dedicated language teaching. The remaining time will be fitted into other curriculum areas e.g. PE, Music, ICT and school routines e.g. registration, dinners, games etc.

Whole school days focusing on global issues and our school partnership will take place at least twice per year.

4 The curriculum

- 4.1 French is the main modern foreign language that we teach in our school, 75% of teaching should be directed at the French language and the other 25% should expose pupils to another language.

- 4.2 The curriculum that we follow is based on the guidance given in the revised National Curriculum. We have adopted the schemes of work published by LCP. We teach the children 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.

5 Teaching and learning styles

- 5.1 We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language; these include games, role-play and songs (particularly action songs), mime & gesture.

A multi-sensory and kinaesthetic approach to teaching is used. Strategies used in the Literacy lessons will be adopted in Modern Foreign Language lessons e.g. text, sentence and word level work using a variety of texts e.g. narrative, instructional, non-fiction, poetry, instructions, etc.

Successful strategies from the other lessons will be copied & equipment like digit cards, number fans, number squares & dice should be used.

Languages are taught following the Luc et Sophie French scheme in KS2.

6. Inclusion

- 6.1 At Longhill Primary School we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.
- 6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.3 Interventions will lead to the creation of an SEN support plans for children with special educational needs. The SEN support plans may include, as appropriate, specific targets relating to the modern foreign language.

We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom, for example, a playground game in a modern foreign language, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording:

Formative assessment opportunities arise naturally in the course of teaching the language and will be marked against the Longhill non-negotiables. Children's progress will be recorded using the pupil (self) and teacher assessments at the end of each unit of work as well as against the non-negotiables at the end of each term.

8 Monitoring and review

- 8.1 We monitor teaching and learning in the same way as we do all the other courses that we teach in the school. The coordinator also reports to the governing body on the progress of children in French in the same way as in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in French.
- 8.2 The co-ordinator also liaises with the local secondary schools through MFL coordinator meetings, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

9.0 Our School Vision: Empowering children to learn.....

Our aim at Longhill Primary School is for all children to become resilient learners who strive to achieve their highest potential in all that they do.

Our curriculum, driven by continuous provision, enables children to experience a wide range of opportunities which challenges their thoughts and feelings. Children will become confident individuals and critical thinkers who have the skills and aspirations to be lifelong learners in our ever changing world.

We have an ethos of care and positive relationships that aims to develop social and emotional skills which encourages us all to be respectful of others.

Our restorative approach aims to provide a sanctuary where children's lives are enhanced and all involved in the Longhill Primary community feel safe and valued.