

St James' RC Primary School

MLF Policy

Introduction

At St. James' we teach a foreign language to all of our KS2 children as part of our curriculum. In KS1, pupils learn French greetings and some basic vocabulary. We believe that a Modern Foreign Language prepares pupils to participate in the rapidly changing world in which work; other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

Aims and Objectives

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

- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has a 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.

Organisation

KS2 children have a regular thirty minute lesson of modern foreign language a week, in order to ensure progression and skills development. At St. James' the main language we teach is French. We also run a Spanish club. The curriculum that is followed is based on the guidance given in the revised National Curriculum, using the Rigby All Stars scheme of work as a basis.

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 French;
- Look at life in another culture.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

Resources

All French resources are currently stored in the staff room or in the shared area between Years 3 and 4.

All KS2 pupils shall have the opportunity to develop MFL capability. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified. Groupings for MFL will generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability pupils, and it is also appropriate to plan to have peer tutors for some lessons, where the objectives also enable the more able speaker to develop their own linguistic skills still further.

Assessment, Recording and Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. The MFL teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. The teacher is provided with an assessment sheet at the end of each session and it is stored in their MFL folder. If any written MFL work is produced, it is marked in groups of 4. Each class is divided into four colour groups, if work is written in these books, one set will be marked in detail and the other 3 groups will be stamped with a French stamp. The marking groups are rotated on a weekly basis.

Monitoring

Monitoring is carried out by the Head Teacher, a member of Senior Management and the French Coordinator, in the following ways:

- Informal discussion with staff and pupils
- Pupil Interviews
- Learning Walks
- Planning scrutinies
- Work sampling
- Classroom observation