



Be . Build . Become

MFL Policy

Aims

- To foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- To stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- To support oracy and literacy, and in particular develop speaking and listening skills;
- To help children develop their awareness of cultural similarities and differences; and to provide a vehicle for multi-cultural understanding.
- To lay the foundations for future language study by pupils;
- give an extra dimension to teaching and learning across the curriculum;

Teaching and Learning

In the Early Years Foundation Stage (lower phase) MFL is experienced through other curriculum areas, where children are exposed to a range of cultures and languages that exist in our world.

In middle phase and upper phase MFL is taught from Year 3 to the end of KS2. It is taught on a weekly basis.

We design our own units of learning, customising them to meet the needs of our pupils. This ensures our teaching and learning meets the demands and interests of the full range of learners and keeps pace with changes.

Speaking and listening

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;

- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context;
- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

We believe in quality first teaching which involves

- highly focused lesson design with sharp learning intentions
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Disadvantaged

Our moral purpose is also to do something extra for our disadvantaged children AND our big challenge is to make certain that our disadvantaged children make at least

good progress compared to their peers. All our teachers recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day to day basis. As a school we receive funding for disadvantaged pupils, this is used to increase the attainment of pupil premium children, looked after children and armed forces children.

We ensure as a non-negotiable that

- we know who our disadvantaged children are
- our TAs know who they are
- when planning these children have that little bit extra
- we talk to these children about their learning not regularly but **frequently**
- we monitor the progress of these children not regularly but **frequently**

Children with special educational needs and disabilities (SEND)

At Bloxham Primary school MFL is always all inclusive.

We do this in a number of ways including:

- teachers adapting planning so that all children can access the learning
- teachers working specifically with children with SEND
- providing extra adult support in class so that children are focused on accessing the curriculum;
- meeting regularly in staff teams to discuss provision and if it needs to be adapted;
- liaising with outside agencies to receive the best advice on how to help children learn
- adapting buildings and furniture if necessary so that children are not restricted from using the school fully.

Accessibility

At Bloxham Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, sexual orientation and cultural needs. We are also committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Adaptive Teaching

Adaptive teaching focuses on the entire class while still responding to individual children's needs. A teacher will really know the pupils in their class and their prior knowledge and anticipate any barriers to learning before teaching the class. During the teaching of the lesson teachers will use formative assessment techniques to inform where any adaptation is needed. If a need is seen then an adaptation will be made straight away.

Assessment

Children's learning is continually assessed in lessons. We use our knowledge of the children's learning to support the subsequent planning of lessons.

The MFL co-ordinator keeps samples of children's learning in the subject co-ordinators folder to show the expected level of achievement in MFL in each year in the school.

Health and Safety

All staff are aware of the requirements of the school's Health and Safety Policy. Risk assessments are carried out for all activities, taking into account medical issues, where needed. Visits to off-school sites are arranged in line with the school visits policy.

Monitoring and Evaluating

Monitoring the standards of children's learning and the quality of teaching in MFL is the responsibility of the MFL subject co-ordinator. The MFL subject co-ordinator monitors children's books, wall displays, planning and carries out pupil interviews, learning walks and an audit. The work of the MFL co-ordinator also involves supporting colleagues in the teaching of MFL and keeping informed about current developments in the subject.