

MFL Policy

Rationale

The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly and creatively. They learn how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures. In addition, understanding a modern foreign language increases a child's understanding of their own language. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

Aims

Through our teaching of Languages we aim to:

- Ensure every child has the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations
- Ensure pupils' learning is enriched in a broad curriculum to which languages contribute
- Ensure pupils have access to high quality teaching and learning opportunities, making use of native speakers on Rigolo
- Provide language teaching informed by the 5 ECM outcomes – Listening, Speaking, Reading, Writing and Cultural Understanding.
- Help teachers to develop the confidence and competence to teach Languages effectively

Curriculum organisation

In line with Framework guidelines, all pupils learn languages for approximately 60 minutes per week. This time allocation is made up of a combination of dedicated language lessons, lasting 30 to 40 minutes, teaching language through other subject areas and using language for real purposes in daily classroom routines.

Curriculum management - Roles and responsibilities

The Subject Leader will facilitate the use of Languages in the following ways:

- By updating the policy and scheme of work
- By ordering/updating resources
- By keeping staff aware of new developments
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Language capability and that progression is taking place
- By supporting staff in developing pupils' capability
- By attending appropriate courses to update knowledge of current developments, and by keeping links with local secondary schools
- By management of native speakers, if available.
- By monitoring the curriculum

Approaches to language teaching - *Use of computers, exposure to native speakers*

Anthony Roper Primary School believes that pupils learn more effectively if they are enjoying what they are doing. Computers are used across the school to motivate pupils and to support teachers with model pronunciation. The school uses the local community and other links to expose pupils to native speakers. The school endorses the Framework's five principles to develop a distinctively primary approach to language learning:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage motivation
- Use games and songs to maximise enjoyment
- Embed languages in class routines and school life
- Integrate language learning across the curriculum to connect with learning in other subject areas

Embedding languages in the curriculum and exploiting opportunities

Anthony Roper Primary School believes pupils will learn languages more effectively by having frequent exposure to them. The MFL co-ordinator will highlight opportunities in medium term planning to embed Languages and provide the necessary resources. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. All staff in the school are responsible for ensuring this.

Inclusion – SEN, G&T, Ethnicity, Gender

All pupils, regardless of race or gender, shall have the opportunity to develop Languages capability. Anthony Roper Primary School will promote equal opportunities and fair distribution of Languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

Resources and accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, books, regalia, interactive whiteboard games and online resources. The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

Monitoring and Review

Monitoring is carried out by the MFL co-ordinator, with support from the Headteacher, in the following ways:

- Informal discussion with staff and pupils
- Observation of language displays
- Collection of language folders
- Classroom observation