

Modern Foreign Language Policy

Introduction

This policy is set in the broader context of our school vision in the context of an enabling culture and ethos founded on our Christian values. It reflects our commitment to providing a broad and balanced curriculum that develops each individual in the broadest sense to be the best they can be. Our curriculum is built on the principles of inclusivity, excellence and ambition.

Our Christian Ethos

The foundation of our Christian ethos is rooted in Chad and epitomised through his example of Love, Truth and Humility. His example, and that of Jesus Christ, is what we have built our vision on.

Our Vision

Creating a community with open hearts and open minds

As an inclusive and welcoming church school, we work towards creating a community with open hearts and open minds. We strive to ensure that all members of our school community understand themselves to be valued for who they are. Our inspiring and ambitious learning environment enables pupils and adults to aspire to fulfil their hopes for the future. Through challenge and support, we help each other overcome barriers so that everyone can feel confident in pursuing excellence in all they do.

Our work is set in the context of the Church of England Vision for Education, 'Deeply Christian, Serving the Common Good,' Autumn 2016 and educating for:

- Wisdom, knowledge and skills
- community and living well together
- respect and dignity
- hope and aspiration

As a church school within the Diocese of Lincoln, we embrace the Diocesan vision for 'Church schools serving their communities through excellence, exploration and encouragement within the love of God.'

Our school vision, set in the context of a Christian ethos, is lived out through our aims and values, creating a community in which we can all grow.

We aim to provide a broad, balanced and creative curriculum that will support each one of us to become successful learners, confident individuals and responsible citizens.

This is lived out through building a community based on the shared values of:

- tolerance and understanding
- empathy and respect
- responsibility and co-operation
- trust, honesty and forgiveness

Modern Foreign Language Policy

Policy and Practice

This curriculum policy reflects our agreed principles and practice to ensure all learners have equal access to a broad and balanced curriculum.

What is the INTENT of the MFL curriculum?

To enable everyone to flourish and achieve their ambition at our school, the MFL curriculum takes a multi-faceted approach that embraces local, national and global partnerships and will:

- Focus on French to ensure a smooth transition to KS3. Our local secondary school focuses on French as its initial MFL and we therefore aim to lay the foundations for future study, helping to increase children's confidence as they transition and develop as linguistic learners.
- Inspire and encourage all children, through an inclusive teaching approach, to communicate confidently and effectively in French using both spoken and written language for a range of audiences.
- Inspire children to read and write in French with confidence, fluency and understanding; orchestrating a range of independent strategies to self-check and edit.
- Inspire an interest in French words and their meanings; developing a growing vocabulary which can be applied in both spoken and written forms to boost our pupils' cultural capital and stimulate their motivation to pursue excellence in all that they do.
- Take a cross-curricular approach to teaching MFL to ensure that our wider curriculum and our golden threads of: ambition and aspiration; continuity and change; and equality and diversity, are embedded and explored through reading, writing, listening and spoken language.
- Enable children to use French spoken language effectively to convey their ideas clearly, audibly and in ways which take account of their listeners.
- Develop children's abilities to listen, reflect upon and evaluate their own and others' French spoken contributions and the language used, including during discussion and debate.
- Learn about the past, from a French perspective, and to become more aware of how this impacts on the present. They also have opportunities to explore relevant current affairs.
- Take an inclusive approach to teaching the conventions of French writing, including grammar, punctuation and spelling.
- Embed the key building blocks of language so that children have a solid understanding of French grammar and sentence structure.

How will we IMPLEMENT the teaching of MFL within the curriculum?

Through our teaching of MFL, we will implement our curriculum by providing a broad and balanced approach which will support each one of us to become a successful learner, confident individual and responsible citizen.

Modern Foreign Language Policy

This is implemented across the school through:

- Adopting our inclusive approach to teaching by ensuring that all children can achieve.
- Teaching the basics of sentence structure and grammar so children have the building blocks they need.
- Exploring and discovering new French vocabulary
- Giving children the opportunity to secure their knowledge in our theme learning
- Teaching one key language to enable children to make substantial progress
- Providing a balance of spoken and written language
- Valuing children for their attempts with spoken and written language
- Enabling children to communicate their own ideas
- Using the Primary Language Network schemes of work and resources to support all teachers

Use of information technology across the curriculum

Use of information technology including the internet is implemented in line with our management of behaviour policy, the e-safety policy and the Acceptable Use of IT policy. Use of the internet and mobile devices including social media is actively monitored. As a school, we encourage and promote the safe use of the Internet and mobile devices to support and enhance learning across the curriculum. E-safety is specifically taught across all age ranges in school at an age-appropriate level following a detailed progression of skills which enables children to develop their digital literacy in a beyond the school. In MFL, information technology is used across a range of areas to enhance learning. The list of uses includes: listening to the correct pronunciation of spoken language, researching particular topics for ideas for writing; creating videos and recordings of performances or recitals of written work; and presenting work in a number of different formats (e.g. Book Creator, eBooks, Word Documents, PowerPoint Presentations, iMovie).

All leaders, staff and children receive up-to-date training regarding issues that are pertinent to ensuring the safety of all stakeholders when working online and with mobile devices. All incidents are reported to the designated e-Safety and designated safeguarding leads. Parents and carers are encouraged to work in partnership with the school and have access to a monthly newsletter and other guidance materials via the school website.

Enrichment: Educational Visits and Visitors, local context using community links and partnerships

MFL learning does not just take place within the classroom. It is enriched through its cross-curricular links, enabling experiences outside the classroom to inspire ideas within the classroom. This is done through using educational visits and experiences.

Links with William Farr secondary school enable a regular French club for pupils in Key Stage 2 to develop their ability to speak conversational French, fluently.

Modern Foreign Language Policy

Research-Informed Practice:

Subject Leaders have a professional responsibility to read, use and inform others of current research linked to their subject. They will have good subject knowledge with an up to date understanding of expectations through links with subject associations, networking and research.

Health and Safety:

Informed by the '*Be Safe*' document, members of staff ensure equipment is in the proper condition to be used and that areas of work are safe. Educational visits have the appropriate risk assessments carried out to ensure the safety of pupils and staff throughout the duration of the visit. Trained staff are available when necessary on field trips.

Monitoring, Evaluation, Impact and Assurance:

To ensure effective and rigorous teaching of MFL across school, the subject leaders monitor standards in the subject using the progression in knowledge, concepts and skills documents, as well as their own subject and pedagogical knowledge. This helps the subject leaders to corroborate teacher judgements and provide support, where necessary, to both pupils and staff. Our French curriculum also uses a non-negotiables document where key building blocks of the French language are prioritised and reinforced to ensure all children successfully embed key vocabulary and grammatical knowledge.

A range of monitoring activities are undertaken at various points throughout the year, which may include book and planning scrutiny, lesson observations, pupil interviews and staff/pupil/parent questionnaires.

Monitoring is evaluated and clear actions are identified. Subject Leaders assure Senior Leaders and Governors through verbal reporting, and mid-year and end of year monitoring, evaluation and assurance (MEA) reports.

Review:

All policies will be reviewed annually by the Subject Leader(s) and edited accordingly. Subject Leaders will amend the date the Policy was reviewed so that it reflects current practice.