



ST CHARLES' CATHOLIC
PRIMARY SCHOOL

MODERN FOREIGN
LANGUAGE POLICY

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<u>AGREED: JULY 2017</u>	<u>REVIEWED JANUARY 2021</u>	<u>NEXT REVIEW: JANUARY</u> <u>2023</u>

Our Mission at St Charles' Catholic Primary School is to...
LOVE, LEARN, GROW TOGETHER

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1 Aims and objectives

1.1 St Charles' Catholic Primary School delivers the curriculum for primary languages with the support of a Foreign Language Tutor (FLT), from School Improvement Liverpool, and the MFL team. Each week, pupils throughout KS2 participate in a 30 minute Spanish lesson, delivered by an experienced Foreign Language Tutor with native level language skills.

1.2 We believe that an early start in learning a foreign language, provided by a native level speaker, lays firm foundations for successful language learning. Lessons are dynamic and interactive and set in a cultural context. We aim to instil young learners with a love of languages and a curiosity about the wider world which will remain with them through life. We believe that it is of benefit to introduce a new language to children when they are at primary school as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life

1.3 At St Charles' Catholic Primary School we aim:

- 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 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 speaking and listening skills
- to lay the foundations for future study
- to form a good basis for further study at KS3 and beyond

2 The Curriculum

2.1 The curriculum that we follow is based on the guidance given in the National Curriculum. Teaching provides an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at Key Stage 3. It will enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focusing on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

2.2 Pupils are taught how to:

- ask and answer questions
- use correct pronunciation and intonation
- memorise words
- interpret meaning

- understand basic grammar
- work in pairs and groups, and communicate in the other language
- look at life in another culture.

3 Subject Leader Role

3.1 The role of the MFL subject leader is to:

- liaise with the FLT, class teachers and School Improvement MFL team to timetable and co-ordinate MFL lessons
- ensure that a member of staff is always present in MFL lessons and is encouraged to take part
- where possible, to support staff in delivering MFL by providing resources and informing them of any training opportunities
- attend any central training and meetings as appropriate and disseminate information back to staff
- monitor of MFL lessons
- co-ordinate festivals/celebrations and any other MFL events in school
- liaise with secondaries re transition from KS2 –KS3

4 FLT Role

4.1 The role of FLT is:

- at the beginning of each academic year the FLT attends an intensive training course about primary language methodology. They also attend an additional training day each term throughout the year.
- plan their lessons based on the Liverpool Schemes of work and will provide resources for the lesson.
- provide the class teacher and co-ordinator with half termly planning at the beginning of each half term and where appropriate will leave work/resources for the class-teacher to follow on their lesson
- to complete a yearly assessment of pupils attainment
- when pupils are ready the FLT will provide written work at an appropriate level which should largely be marked in class by the FLT with the help of the teacher. The FLT should be informed of the marking policy in school in order to comply with the school's requirements.

5 MFL for children with special educational needs

5.1 All pupils are equally valued, including those who need extra support for a range of educational needs and more able pupils.

5.2 To ensure that all pupils recognise and fulfil their potential the following strategies for differentiation are employed:

- use of visual aids / gesture
- choral and individual repetition

- physical responses to questions
- open and closed questions
- multiple choice questions
- tasks with small, clearly identified steps
- practical activities
- higher achievers encouraged to lead specific language tasks
- use of FLT, classroom assistant or class-teacher to support some learners
- appropriate pupil groupings
- differentiated written work

5.3 Learning a language in the primary phase should be a positive experience for all pupils. Differentiation is essential if all pupils are to regularly experience success. Every opportunity is taken to enable pupils to progress according to their abilities.

6 Monitoring and review

6.1 The Curriculum Leader is responsible for the monitoring and reviewing of all curriculum planning and ensuring all subject leaders and teachers receive relevant, high quality CPD opportunities