

THE RALEIGH SCHOOL

Modern Foreign Languages Policy

Adopted January 2018

Next Review 2021

Introduction

This document is intended to outline the guiding principles by which we will teach Modern Foreign Languages (MFL). Our chosen modern language is French. Our scheme of work and medium term plans provide detailed information about the skills and knowledge to be taught.

Specific Aims

We aim to:

- Develop pupils' spoken communication skills to enable them to express their thoughts and ideas, and to understand and respond to speakers of the target language.
- Offer opportunities for the practical application of the taught language through role play, visits and, where possible, access to native speakers.
- Develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English.
- Develop pupils' reading and writing skills in the target language.
- Develop a growing understanding of the culture of the target language country and the wider world.
- Provide the foundation for future study and learning further languages.

In order to make language teaching engaging and effective, we aim to:

- 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.

SCHEME OF WORK

French is a statutory subject in the National Curriculum (2014). Our school uses the National Curriculum programme of study as the basis for planning together with Chris Quigley Essential Skills progression documents to ensure progression and continuity throughout the school.

The School is working towards the adoption of a whole school scheme of work designed by the French Institute, the Association of Language Learners and the Network for Languages:

Yr 3 Niveau Bleu

Yr 4 Niveau Blanc

Yr 5 Niveau Rouge

Yr 6 Niveau Tricolore

The phasing of the adoption is set out in Annex 1 attached.

AMOUNT TAUGHT EACH WEEK

- Key Stage 1:
Year 2 20 minutes per week, mainly language familiarity through song.
- Key Stage 2 :
Year 3 and 4 30 minutes per week.
Year 5 and 6 45 minutes per week.

PLANNING

In Year 2, MFL is planned each half term using the Medium Term Plan (MTP) format. The MTPs detail the programme of work to be taught. They are updated and evaluated each term, to provide a continuously developing Scheme of Work. They can be found in Planning – Medium Term Planning – Year Group – Term – French.

In Year 3 to 6, where the Niveau schemes are in place, 6 half termly modules of planning, resources and assessment materials are provided. The Niveau scheme is supplemented with discrete units to support particular activities such as writing to pen-pals.

ASSESSMENT PROCEDURES

- Informal assessment is carried out continuously by the person teaching French through observation and class discussion.
- Formative assessment will be undertaken during lessons and through marking of books.
- Progress will be assessed more formally each half term and complemented by the children's own self-assessment of progress.
- Information about the child's achievement will be reported to parents in the annual report.
- The MfL subject will monitor the overall effectiveness of teaching and learning.
- In particular instances, photographic evidence of activities will be collected by teachers and given to the MfL subject leader (e.g. workshops, languages transition event at The Howard, trips/residentials)

Computing

Computing is used proactively to support language learning. The Niveau schemes and other language teaching use a range of images and voice recordings necessary to model language and language concepts to children.

EVIDENCE OF PUPILS' WORK

- on whiteboards
- in French books
- oral
- photograph or digital recording
- consolidation sheets
- Year 6 letters to Pen-friends
- in planning

HOMEWORK

- On occasions extra speaking and listening or consolidation sheets may be given

CLASSROOM RESOURCES

- Copies of Medium Term Plans (MTPs)
- Niveau scheme resources in hard copy and on computer.
- French dictionaries.

CENTRAL RESOURCES

- Shared resources from other curriculum areas e.g role play items, bingo games, flash cards located next to Whitehole.

ROLES AND RESPONSIBILITIES OF SUBJECT LEADER

- to lead policy development.
- to write and implement the subject action plan.
- to support colleagues.
- to facilitate and support correspondence with any link schools.
- to monitor progress and improve standards in the teaching and learning of MFL.
- to be familiar with current ideas in MFL and provide this information to colleagues.
- audit, maintain and replace the resources.
- to manage and monitor expenditure within the annual budget for MFL.

HEALTH AND SAFETY

- Good staff modelling when undertaking action songs or games.

ROLES AND RESPONSIBILITIES OF LINK GOVERNOR

- to meet the MFL Leader at least annually to discuss the implementation, monitoring and evaluation of the action plan.
- to observe at least one MFL lesson a year.

EXTRA CURRICULAR ACTIVITIES / TRIPS

- Meet with native speakers of the target language.
- Year 6 MfL Transition activity at The Howard of Effingham.
- Participation in language events e.g. Love Languages Competition, free masterclasses offered by RGS.

PARENTAL AND COMMUNITY LINKS

- In school examples include: Native speakers of the target language participate in speaking and listening sessions (children, parents, Governors or members of the wider school community). Link with School(s) abroad.
- Out of school examples include: Pupils speaking the target language with parents/siblings/on holidays.