**St. Anne (Stanley) C of E School**

**MODERN FOREIGN LANGUAGES POLICY**

1. **Rationale**

At St. Anne (Stanley) school, we are committed to the provision of Modern Foreign Language learning, and the focus language taught across our school will be French. We firmly believe that learning a foreign language will foster children’s curiosity and deepen their understanding of the world. It can provide a valuable insight to the cultures and societies where French is a predominant language. We believe that the skills, knowledge and understanding gained through learning a foreign language make a major contribution to their understanding of their own cultures and those of others. Language learning also lies at the heart of ideas about individual identity and community. For this reason, language learning can give children a new perspective on their own language and cultural identity.

Furthermore, we believe that language is at the heart of all learning. It is how information is received and communicated from the earliest stages of our development. Therefore, learning a language helps develop the understanding of the many purposes for which language is used. It provides many practical scenarios for verbal and written communication. At St. Anne (Stanley), language learning is intended to give learners increased opportunity for verbal communication. We believe this will enhance confidence and the willingness children have to participate in purposeful dialogue; experimenting with language and using it creatively.

1. **Aims of Subject**

The aims of Modern Foreign Languages at St. Anne (Stanley) are:

* To develop an interest in learning to speak a language other than English.
* To improve the confidence of pupils to use the skills of listening, speaking, reading and writing in another language.
* To make children aware of the importance and relevance of language learning and how skills acquired through learning a new language are transferrable to other aspects of life.
* To motivate language learning using strategies that are enjoyable and accessible to all.
* To stimulate and encourage children’s curiosity about language and creativity in experimenting with it.
* To provide an all-encompassing approach to language learning, where the French language is embedded into a diverse range of activities and aspects of the school day.
* To find different ways of communicating meaning, including discussion and asking questions while continually improving pronunciation and intonation.
* To encourage children to discover more about other cultures. Comparing their own cultural identity with diverse cultures and societies in locations other than their own.
* To develop awareness of the history of other countries and peoples and how this shapes their society, customs and celebrations.
* To make children aware of how their lives can be enriched through increased multicultural awareness.
* To make children aware of the benefits of language learning and the opportunities available to those capable of speaking a foreign language.
* To lay the foundations for future study of languages at Secondary School, in further education and beyond.
1. **Curriculum**

The learning of a foreign language should be enjoyable and relevant for all pupils and a variety of approaches and activities should be used to challenge, motivate and sustain interest.

Lessons will be interactive and will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. The focus will be on practical communication. Lessons should enable pupils to understand and communicate ideas, facts and feelings in speech and writing.

Approaches and activities include:

* Almost exclusive use of the foreign language during lessons
* Providing opportunities in each lesson for pupils to use and practise what they have learned
* Language games to enhance motivation, contextualise learning and heighten enjoyment
* Learning songs and rhymes and stories
* Focus on grammatical structures and phonology.
* Pair-work and group work
* Use of authentic materials
* Use of ICT where relevant and appropriate – for example commercially produced software, teacher produced resources, internet research, YouTube clips and use of the interactive whiteboard
* Written activities to reinforce learning
* Correspondence with partner schools focusing on cultural differences and similarities

The curriculum is taught in accordance with schemes of work designed by the local authority and in line with requirements set out in the DfE Programmes of study. At St. Anne’s we offer French language in Key Stage 2, the requirement is for one hour of MFL per week. Each class receives one thirty minute session per week, delivered by Foreign Language Assistants (FLA’s) who are conversant in French to mother tongue standard. This offers excellent opportunities for our children to listen to and rehearse accurate pronunciation and intonation, which benefits them greatly as they move on to Secondary school.

The remaining 30 minutes per week of French, is taught by class teachers. Implementation of this is implemented is dependent upon timetabling and the specific needs of each individual class. Where possible, this should be a discrete 30-minute lesson. The teachers build upon prior learning by further rehearsal of subject vocabulary, following the teaching sequence of repetition, recognition and production. To consolidate this learning, pupils participate in a range of participatory activities including songs, games and role play. Worksheets that practice specific skills and vocabulary from the weekly lesson delivered by the FLT are available in booklets provided by Subject Leader. This are Year Group specific. Children will also produce a minimum of one piece of written work at the end of each unit.

We believe that in order for French to maintain a high profile amongst staff and students in our school, we must embed the learning and utilisation of the language into other aspects of school routine. This gives children contextual opportunities to use the skills and vocabulary they have acquired. In addition to one hour of MFL learning each week, children are therefore encouraged to use French as often as possible during the school day and teaching staff ensure that they are given opportunities to do so. This can include commonly used classroom instructions, transitions during the day, registers, assessing well-being amongst pupils etc.

1. **SEND**

At St. Anne (Stanley) C of E Primary School, we aim to create a fully inclusive, person centered environment which reflects the values of our Church of England faith. The views and needs of the child and their families/carers are at its heart to encourage a strong focus on high aspirations and on improving outcomes for children with SEND, to enable them to succeed in their education and make a successful transition into adulthood.

We will consider the following approaches in our teaching of Modern Foreign Languages to children with SEND.

* Maintain an inclusive learning Environment considering the following:
* Sound and light
* Seating
* Resources
* Displays
* Multi-sensory approaches considering the following:
* Learning styles
* Use of ICT
* Working with additional adults considering the following:
* Consulting children’s parents
* Planning support
* Evaluation
* Managing peer Relationships considering the following:
* Grouping pupils
* Managing group work and discussion
* Developing responsibility
* Adult-Pupil communication considering the following:
* Teachers’ communication
* Children’s communication
* Child-teacher interaction
* Formative assessment considering the following:
* Understanding the aims of the lesson
* Focus on how children learn
* Children know where they are in relation to the aims
* Giving feedback
* Understanding assessment criteria
* Reviewing progress and helping children to improve
* Gathering assessment evidence
* Motivation considering the following:
* Understanding the structure of the lesson
* Relevant and motivating tasks
* Reward systems
* Memory/consolidation considering the following:
* Pre-teaching of key vocabulary
* Recap of Prior learning and vocabulary
* Reducing resilience on memory
* Consolidating learning
1. **EAL**

All pupils at St. Anne (Stanley) need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make in Modern Foreign Languages. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness in his subject.

We will ensure our learning environment is welcoming to everyone. We will ensure we have dual language displays where appropriate in our subject area to support EAL and help them to feel comfortable. Specific resources will be made/ordered to match the language of our EAL pupils in MFL.

Pupils learning English as an Additional Language are entitled to the full National Curriculum Programmes of Study and at St. Anne (Stanley) we will ensure all EAL pupils will achieve the highest possible standards by taking into account each child’s life experiences and needs so they can succeed in French.

1. **Inclusion**

St. Anne’s (Stanley) is committed to:-

* Opposing all forms of discrimination – individual and institutional, direct and indirect.
* Challenging all forms of discrimination about different groups in society.
* Translating good equal opportunities principles into all our policies and practice.
* Using materials for teaching which avoid stereo-typing and bias towards different groups of society.
* Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

In the provision of Modern Foreign Language learning, it is essential that all pupils are equally valued, including those who need extra support for a range of educational needs and more able pupils. To ensure that all pupils recognise and fulfil their potential the following strategies for differentiation are employed:

* The use of visual aids / gestures.
* 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 Foreign Language assistant, teaching assistant or class teacher to support some learners
* Appropriate pupil groupings
* Tasks adapted to suit specific needs and learning styles

Learning a language in the primary phase should be a positive experience for all pupils. Through adaption and a mastery approach to learning, all pupils can access learning objectives and any necessary adjustments are made to ensure they regularly experience success and remain motivated to succeed, building their resilience in the process. Every opportunity is taken to enable pupils to progress according to their abilities.

1. **PSHE & Citizenship**

At St. Anne’s we encourage children to develop a sense of their responsibilities to one another, not only inside school but also within the wider communities and society. French teaching encourages children to work collaboratively and celebrate the achievements of one another. Children are encouraged during lessons to participate actively and progress within the subject builds not only the language skills of our pupils but also their confidence and self-esteem.

Our curriculum goes beyond simple language learning; we consider historical and cultural similarities and differences in the French speaking world. In doing so, children are reminded of their own place within British society and of the importance of our own cultural identity, practices and values. Children become aware of the challenges communication can present and how they are equipped to overcome these. Spreading awareness of the values and practices that are important to people from other countries, French cultural understanding promotes tolerance of others and a greater acceptance of the diversity of the world we live in.

1. **Contribution of MFL to other curriculum areas:**

French contributes to many areas of the curriculum at St. Anne’s and provides considerable opportunities for cross-curricular teaching and learning. French offers notable opportunities for the following:-

Literacy:

* Children spend much of their time during French lessons speaking, listening and interacting; much more than in most other subjects. They take part in role plays, conversations and question and answer work. This emphasis on communication heightens their overall verbal communication skills.

Maths:

* French and Maths cross-curricular learning is possible, using games that test number recognition and number bonds and counting in multiples of ten. Use of money in real-life inspired scenarios such as shops and restaurants form part of the learning in Upper KS2.
* Telling the time is in French is taught in Key Stage 2. Children can learn to say different times by responding to analogue and digital clocks as well as interpreting information from timetables. There are also opportunities to learn about time zones and to compare times in other parts of the French speaking world.

Art:

* When learning about particular art movements such as ‘Impressionism’ and ‘Fauvism’, children can research and study the works of notable French painters and have the opportunity to produce their own artwork influenced by that particular style.
* During language week or French Day, whole school activities may include each year group producing artwork inspired by a different French artist or work that depicts various landmarks in France.

Music:

* Vocabulary is taught through songs performed as a whole class. This contextualises the learning of French and of Music in a framework that is enjoyed by most pupils.
* During celebrations such as Bastille Day and Eurovision, children have the opportunity to listen to pieces of traditional and contemporary French music from a range of genres. Subject leads for Music and MFL exploit opportunities for collaboration on events, which incorporate listening to and performances of songs from different cultures and in different languages.

History and Geography:

* To supplement the language learning, teachers delivering follow up lessons should also focus on the cultural and geographical aspects; including allowing children to use their map reading skills in order to locate different countries within the French-speaking world and see where they are in relation to the UK. They can study maps of France to locate important cities, landmarks and physical features whilst comparing the climate with that of the UK. This will enable children to better understand what it might be like to live in one of these countries and understand their societies.
* Our French programme aims not only to boost proficiency in speaking and listening to French but to foster an interest in French culture and History. Children are made aware of places in the world other than France which have French as an official or first language. Elements of their culture and history are shared to heighten children’s awareness of the world we live in and the diversity of cultures who share a common language.
* Key moments in current affairs and events of historical significance for France and other countries in the French-speaking world are shared and celebrated to ignite children’s passion for the French language and culture. These include use of important events in the calendar to explain their historical significance (for example Bastille Day), how they are celebrated and any differences with our own celebrations (for example, Christmas and Easter).
1. **Assessment and recording**

Assessment is an integral part of the MFL programme at St.Anne Stanley. Pupils’ understanding is assessed during lessons delivered by the FLA. Children are also given opportunities to self-assess and consider the understanding of their peers through questioning, games and role plays that all form part of the French lesson. Although the FLA will lead the 30-minute session, teachers participation in these sessions, allows them to consider the understanding of pupils and they are then able to make an assessment judgement of individual learners.

At the completion of each half term, a summative evaluation sheet for each pupil, is completed by the class teacher and approved by the FLA. This records the competencies of each pupil for the aspects of the programme of study taught during that period. Teachers are given progress monitoring sheets giving age-related expectations and use this to inform judgments made and keep a record of progress in different aspects of language learning. Judgements made are consistent with other foundation subjects, whereby pupils are judged to be working towards, at or above age-related expectations. These grades are recorded on the same document as other foundation subjects and in the Summer Term a written report is delivered to parents, which lists the progress made by their child in the learning of French.

1. **Monitoring and Evaluation:**

Monitoring and evaluation play a significant role in maintaining a high level of quality foreign language teaching and help ensure high levels of attainment by our pupils. The MFL Co-ordinator will liaise with senior management and members of the local authority MFL management team in order to monitor and evaluate language teaching and learning throughout the school. FLT’s are subject to termly lesson observations by the local authority team. Evaluation of children’s progress mentioned in the previous section is recorded consistently throughout the school in order to demonstrate with clarity, the progress and achievements of our pupils in response to each unit of work. Pupil voice and book scrutiny are performed in order to monitor progress, progression and consistency across year groups and are used as indicators for how the existing provision can be improved.

1. **Role of the MFL Leader:**
* Liaise with the FLA, class teachers and School Improvement MFL team to timetable and co-ordinate MFL lessons.
* Ensure that a member of staff is always present in French lessons and is encouraged to take part.
* Embedding French across the school through use of French in other subjects and outside discreet lesson for example in everyday classroom routines
* Development of creative curriculum e.g.: French links in other subjects such as Art, Geography, History and Music.
* Ensure awareness of requirements of staff to enable them to provide effective French Teaching through auditing of staff needs, competencies and requirements.
* 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.
* Monitoring of MFL lessons.
* Co-ordinate festivals/celebrations and any other French events in school.
* Liaise with International Subject Leader to establish links with schools in other countries where French is the predominant language.
* Liaise with secondary schools regarding transition from KS2 –KS3
1. **Resources**

Resources specific to French teaching and learning can be found on the Teachers’ Shared Drive. These have been collated by the MFL Co-ordinator working collaboratively with the local authority MFL Management team. Resources grouped into year groups and organised into categories so that staff can quickly locate any resources required for the teaching of a particular element of the schemes of work.

Resources include worksheets, flashcards, PowerPoint presentations and songs. All teachers have access to Education City which offer a broad range of interactive resources that are suited to the different topics and age groups within the schemes of work and across the Key Stages.

FLA’s bring their own resources to lessons and these will always be made available to the class teacher and/or MFL coordinator upon request. Each half term, resource booklets, designed by MFL experts at School Improvement Liverpool are given teaching staff. These contain written resources which mirror the teaching sequence for that term and are used to provide further opportunities for pupils to consolidate their understanding of vocabulary and grammar.

1. **Enrichment / Other activities**

At St. Anne’s Stanley, it is our aim to promote language learning through special celebration days each term. These days include art projects which can be completed across the whole school, a French breakfast and a French Lunch Menu provided by the school’s catering team. These cultural experiences are part of the school’s international programme and link in with celebrations such as International Week, Languages Week, Eurovision Song Contest, Black History Month and Bastille Day. Children are also encouraged to discuss experiences of their own personal trips; sharing their knowledge of different places with their peers.

1. **Displays and Celebration of Learning:**

At St. Anne (Stanley) children’s work and achievements are celebrated in a variety of ways. Displays placed at locations around the school are aimed to encourage a curiosity and love for language learning. They are designed to raise the profile of the French language in order that pupils, staff and visitors to our school are aware of the importance given to French and how it plays a part in the daily life of our school.

It is recommended therefore, that in each classroom, commonly found objects should be labelled uniformly and an area where resources and materials related to French language learning and culture are made available. Signage should be clearly visible throughout the school; labelling rooms, equipment etc. Signage will help to embed French into daily routine and movement around the school; maximising opportunities to rehearse vocabulary whilst maintaining the subject’s profile.

Teachers should use any opportunities to make cultural or linguistic displays cross-curricular, so that they link to topics or areas of study from other aspects of the curriculum. By using this approach, there are opportunities to incorporate and celebrate children’s own work as part of classroom displays.

**Name: Mr M. Harmes**

**MFL Coordinator**

This policy will be reviewed every two years.

**Approved:**

**Review Date: July 2025**