



HIGHFIELD FARM PRIMARY SCHOOL

MFL Policy

Date of Policy approval _____

Date of Policy review _____

“One language sets you in a corridor for life. Two languages open every door along the way.”

– Frank Smith

In the knowledge society of the 21st century, language and competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.' (DfE)

At Highfield Farm Primary School, we recognise the importance of different languages and that learning a modern foreign language provides freedom from insularity and deepens understanding across nations. A high-quality language education should build on and foster a child's natural curiosity in their understanding of the world. Our teaching of modern foreign language should enable a child to understand and respond to speakers, both in speech and writing. There should also be a myriad of opportunities for them to write for different purposes so that they are able to communicate effectively. We understand that language teaching in KS2 opens doors and provides a foundation for learning further of languages later in life and to increase awareness of different countries and cultures.

At Highfield Farm, we provide opportunities for learning French and Spanish as part of our MFL school curriculum which was developed in line with the National Curriculum.

Intent

The 2014 National Curriculum highlights the following aims for all children by the end of KS2:

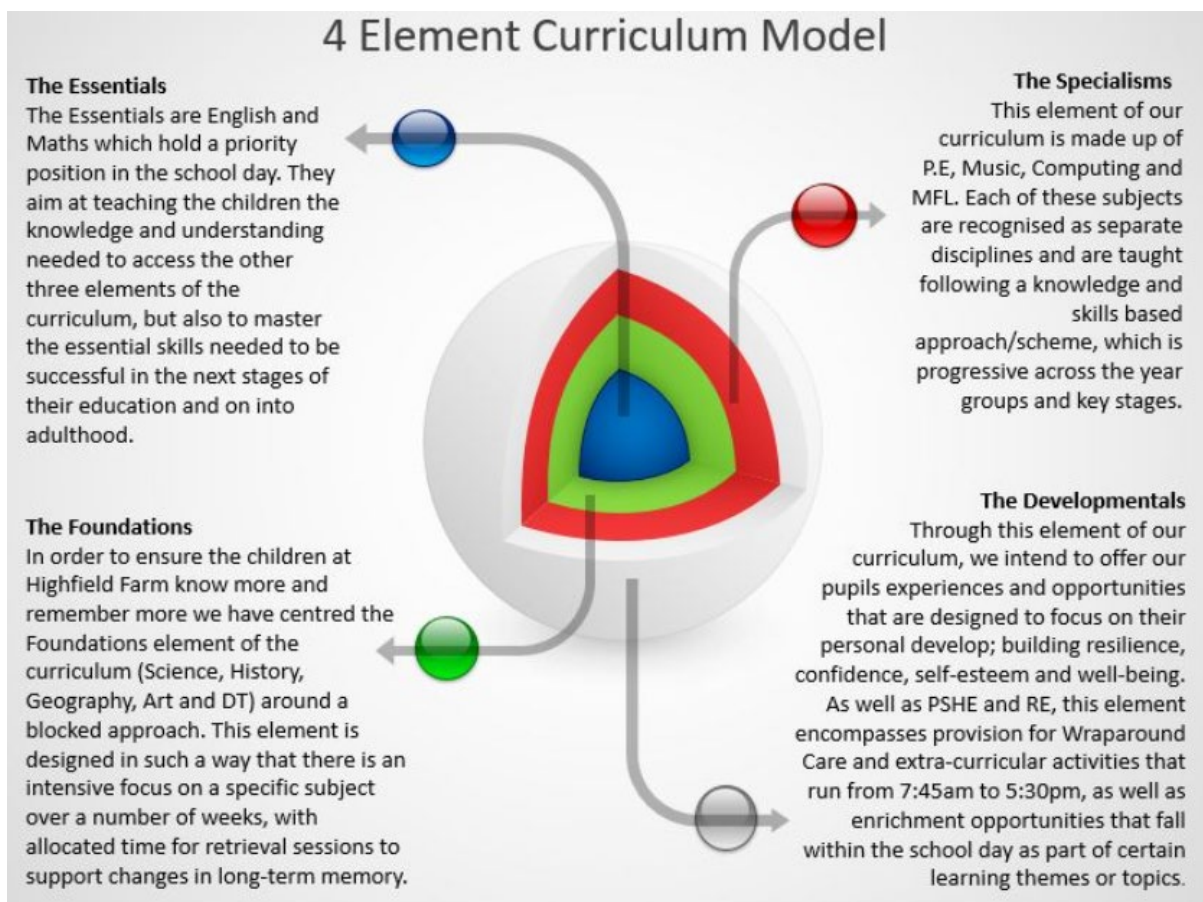
- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking

questions, and continually improving the accuracy of their pronunciation and intonation

- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Highfield Farm Primary School, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French and Spanish in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

We recognise at Highfield Farm the importance of early language acquisition for both English and modern foreign languages, which is why we have placed the subject within our 'Specialism' aspect of our curriculum.



Implementation

Children are introduced to formal MFL lessons in KS2 and receive a weekly lesson. This enables the children to develop and build on early language acquisition skills, which facilitates their understanding of the patterns in language and how these differ, or are similar, to English. Children begin by learning Spanish in Year 3/4, French in Year 5 and Spanish in year 6. All lessons are timetabled for 30-minute slots per week with regular recall made throughout the week wherever possible.

Lessons across the Key Stage are designed to support the skills of listening, speaking, reading, writing and vocabulary acquisition:

- Children are taught to listen and follow attentively, joining in with songs, rhymes and, where possible, games in order for the children to develop their pronunciation of the language they are learning;
- Links are to be made with the local secondary setting, so that the children have acquired the necessary skills they require by the end of KS2 and are KS3 ready;
- Children are encouraged to develop an appreciation for both the language and culture they are learning in their cohorts through listening to songs, poetry and stories;
- In classes 3/4 and 5, the sessions are to be delivered through the Oak National Academy in order for children to have a firm footing ready for year 6. In year 6, the primary secondary school setting is working with schools within the local area to develop a program designed to ensure all children have a good footing in their languages education - TBD

Monitoring and Review

A modern foreign languages coordinator within the school setting monitors the teaching of learning of both French and Spanish within the school. The coordinator liaises with the local secondary school (Wath Academy) where most of our children tend to enrol so that they are aware of our children's MFL experience and that our curriculum fully enables KS3 readiness.

Equal Opportunities

At Highfield Farm Primary, we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

Inclusion

At Highfield Farm Primary, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language

teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Impact

The impact of our MFL curriculum is measured in different ways. The children are assessed by the teacher and also carry out self-assessments to see and monitor the progress that they are making in the language. This is done informally during the lessons to inform future planning. We assess:

- Listening
- speaking
- talking to somebody
- reading
- writing
- intercultural understanding

Children are assessed on an ongoing basis by the class teacher. At the end of each term teachers will assess children against the POS in order to inform future planning. On an annual basis, we report progress to parents as part of our end of year report.

By the end of the MFL curriculum at Highfield Farm Primary, our children will:

- Have deeper and meaningful understanding of both French and Spanish as languages;
- Have a deeper and meaningful understanding of both cultures;
- Have a wider understanding of the basic principles of both languages, with Spanish as a focus;
- Aspire to become fluent speakers in the future;
- Be able to respond and ask simple questions in both French and Spanish;
- Be able to explore the patterns and signs of language;
- Read and show understanding of simple sentences and phrases;
- Describe people, places, things and actions orally and in writing.

Appendix

THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION

By BARAK ROSENSHINE

Based on strategies to optimise how we acquire and use new information

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS



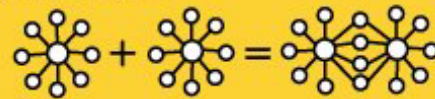
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.