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**Shawlands Primary School**

**Policy**

**Modern Foreign Languages Policy**

**REVIEWED EVERY 3 YEARS**

**(AUTUMN 2018)**

**Introduced: Autumn 2015**

**Written by L McClure on:**

**Signed…………………………………..**

**Approved by the Governing Body on:**

**Signed……………………………………**

**Shawlands Primary School**

**Modern Foreign Languages Policy**

**MFL at Shawlands Primary School**

All KS2 children have an entitlement to learn a modern foreign language. We understand the ‘entitlement’ to encompass the following:

* All key stage 2 pupils to learn a language
* Pupils to have access to high quality learning opportunities
* Pupils to have access to elearning, develop their intercultural understanding and the opportunity to meet native speakers

We teach KS2 core vocabulary and basic sentence work in the chosen language of French. We follow:

* A comprehensive scheme of work linked to the key stage 2 framework of objectives – the scheme gives clear details of necessary plans and coverage
* Pupils in Y3/4 will verbal rehearse the language
* By the end of the year, Y5/6 pupils will be familiar with many verbal themes and will begin rehearsing written French language

The Aims of Our MFL Curriculum

Our French curriculum is based on the Catherine Cheater scheme of work topics; adapted and modified by the teacher(s) to meet the needs of the children. The Spanish curriculum uses the units covered in the Catherine Cheater French scheme as a basis to ensure consistency of coverage, plus also uses the QCA units for Key Stage 2 as additional support, as a full Spanish scheme of work has not yet been purchased and is not a high priority at the moment. Everything that is taught in both Spanish and French is linked back to the National Framework for Languages and uses their objectives for teaching and learning.

**The aims and purposes of our curriculum are to:**

* Recognise and constantly be aware of the language needs of each individual child according to ability, aptitude and individual learning style.
* Provide children with a stimulating curriculum designed to enable all children to reach the highest standards of personal achievement.
* Ensure teaching is purposeful, progressive and has continuity
* Ensure lessons are enjoyable and include many opportunities to practice and refine verbal abilities

**Delivering the Language in Curriculum Time**

MFL lessons tend to be between 45-50 minutes. Currently one class teacher, who is the MFL Coordinator, is responsible for delivering the curriculum.

* The co-ordinator is aware of the objectives to be met and suitable ways to deliver them
* Focus for lessons is mainly verbal, but some written elements are included as deemed appropriate
* The class teacher can exploit links to other curriculum areas and be aware of the children’s learning in other areas

**Assessing the Children’s Progress**

Assessment for individuals in MFL should be part of classroom activities, and may be completed in many ways;

* Through the use of appropriate questioning of knowledge, skills and understanding by the teacher, TA and/or MFL co-ordinator
* Observations of the children working and the development process they are undertaking
* Listening to the children, discovering their understanding and knowledge of the topic
* Photographic evidence of work and children working
* Self-assessment by children
* Final assessment questions at the end of the topic to monitor progression

A selection of the children’s work should be kept, serving as a record of their development. Work books will also provide evidence of the children’s development, although much of the work is practical.

**Differentiation**

As a school we aim to differentiate to the needs of the children; adapting work, learning situations and experimentation to the specific individual.

It is essential that all children be provided for equally through the curriculum by:

* Presenting work which is appropriately differentiated, through task, text, grouping, support, outcome and resources.
* Valuing contributions from different cultures.
* Providing content with is equally accessible and interesting to either gender.

**Special Needs**

We aim to make starting points, experiences and activities open ended for all children to work at their own level and have a valuable and positive learning experience.

Less able children or children with physical difficulty are given the support and/or the adapted material they need.

**Transition**

Children from Shawlands Primary School will transfer to Horizon Community College, where a programme of MFL is in place. French was chosen at Shawlands as this is the main learned language at Horizon and the one which our pupils were most keen to learn.

This policy is available at:

<http://www.shawlandsprimaryschool.co.uk/policies>

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