



# **The Federation of Spixworth Schools**

## **Modern Foreign Languages Policy**

Approved by SLT: October 2021

To be reviewed: Autumn 2022

Subject Leader: P Gilham

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### 1.1. **Statement of intent**

At The Federation of Spixworth Schools, our children have an understanding and appreciation of the wide range of languages spoken across the UK and around the world. While our MFL curriculum focuses on just two of these languages, we equip our children with the building blocks needed to learn others in the future and to gain a better understanding of their own native language or languages. Learning in MFL enables children to listen, speak, read and write with increasing confidence on a range of topics in the languages they are taught. In addition, they have opportunities to find out about the countries and cultures in which these languages are spoken, thus broadening their horizons and promoting tolerance and respect for others.

Signed by:

**Headteacher**

Date:

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**Chair of governors**

Date:

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## **2. Legal framework**

2.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Languages programmes of study: key stage 2'

## **3. Aims**

3.1. By the time pupils leave the school, they will be able to:

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

## **4. Roles and responsibilities**

4.1. The SLT is responsible for:

- Holding the subject leader to account for pupils' attainment in languages.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

4.2. The subject leader is responsible for:

- Developing, resourcing and reviewing this policy
- Attending training courses and undertaking CPD to improve their own practice.
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities.
- Working with classroom teachers to plan lessons and ensure continuity between year groups.
- Working with the SENCO and other relevant members of staff to ensure the languages curriculum is accessible to all pupils.
- Holding classroom teachers to account for pupils' attainment in languages.

- Facilitating the assessment of pupils' work.
- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Identifying areas for improvement for the languages curriculum and ensuring these are included as part of the SIDP.
- Celebrating and promoting the MFL curriculum and the work of pupils throughout the school.

4.3. Classroom teachers are responsible for:

- Working with the subject leader to ensure the high-quality delivery of the languages curriculum.
- Reporting on pupils' progress in end of year reports.
- Undertaking additional training and CPD to improve practice.
- Planning engaging and interesting lessons for pupils.
- Working with the subject leader to ensure continuity between year groups.
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies.
- Promoting and adhering to this policy and its aims.

## **5. The curriculum**

5.1. Pupils in KS2 will be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.

- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions, orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjunction of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## **6. Planning and teaching**

- 6.1. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.
- 6.2. The language taught will rotate between French and Spanish on a two-year cycle in order to ensure progression for all children, including those in mixed age classes.
- 6.3. Language Angels medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 6.4. Language Angels medium-term plans will identify learning objectives, main learning activities and differentiation
- 6.5. Classroom teachers are encouraged to collaborate and work together to ensure continuity between year groups, and that engaging lessons take place.
- 6.6. Classroom teachers will utilise the following teaching methods:
  - Sharing objectives and success criteria with pupils to ensure they understand what is expected of them
  - Relating aspects of the language being taught to pupils' existing knowledge

Using a variety of learning activities, e.g. Powerpoints and interactive whiteboard materials, games, including interactive games (which pupils can access from home to consolidate their learning), songs & raps, differentiated desk-based consolidation activities

- Preparing tasks for pupils to complete individually and in groups

## **7. Cross-curricular links**

- 7.1. Wherever possible, the languages curriculum will utilise opportunities to establish links with other curriculum areas.

### **English**

- 7.2. Pupils will learn about how the structure of English is similar to and different from that of the languages they are taught, linking to the spelling, punctuation and grammar curriculum.

### **History**

- 7.3. The history curriculum looks at global events and how these have affected modern life.

### **PSHE**

- 7.4. In PSHE, pupils will learn about different cultures to expand their knowledge of the world and the people within it.

### **RE**

- 7.5. While studying RE, pupils will learn about the religions followed in different countries and how religious practices vary in other cultures.

### **Geography**

- 5.5 Pupils will learn about the physical and human geography of countries around the world.

## **8. Assessment and reporting**

- 8.1. Assessment and reporting in languages are carried out in accordance with the school's Marking and Feedback Policy.
- 8.2. Two forms of assessment are available at the end of every Language Angels unit:
- Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
  - More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.
- 8.3. Assessment data is used to support feedback in end of year reports and at parents' evenings.

## **9. Resources**

- 9.1. The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

- 9.2. Classroom teachers have access to additional resources such as books, dictionaries and games, as well as online resources such as video clips.

## **10. Inclusion**

- 10.1. The school is committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum.
- 10.2. The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the school's languages curriculum.
- 10.3. Tasks are adapted to ensure pupils of all abilities are challenged.
- 10.4. Reasonable adjustments are made by the subject leader in collaboration with the SENCO and other relevant members of staff.

## **11. Monitoring and review**

- 11.1. This policy will be reviewed on an annual basis by the MFL subject lead in conjunction with the SLT.
- 11.2. The subject leader will communicate all updates to this policy to the relevant classroom teachers.
- 11.3. The next scheduled review date for this policy is October 2023.