



Modern Foreign Language (MFL) Policy

This policy reflects the school values and philosophy in relation to the teaching and learning of MFL. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.

It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate.

Aims

MFL is a foundation subject with the National Curriculum.

The aims of the subject as taken from the 2014/15 framework document are that all pupils:

- 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

The aims of the subject for Astley Park School have been differentiated to take into account the needs of the pupils in our special school setting, ensuring that pupils can access and achieve in MFL during their time at Astley Park School.

The aims of the subject for Astley Park School are that all pupils from years 6 to 9 (those working towards KS2 national curriculum objectives in addition to year 6 pupils):

- Understand and respond to spoken and written language
- Speak or use other forms of communication to communicate what they want to say
- Can write some words or phrases in the target language or select appropriate words from a selection
- Discover and develop an appreciation for another culture

In order to achieve these aims, the leadership team have decided that a language will be taught to all pupils from Oak Class to Year 9. Pupils in years 7 to 9 access the KS2 objectives of the National Curriculum (where a language is mandatory) and pupils in year 6 will be taught a language to help to prepare them for further study. Within the Scheme of Work, learning activities are sequenced to ensure progression and taught through direct teaching, providing pupils with simulated real experiences,



educational visits and other planned experiences as appropriate. Subject planning and evaluation is at a class level with a co-ordinator for the whole school.

The National Curriculum provides schools with the opportunity to select the language studied. Astley Park will deliver its MFL teaching and learning through the French language.

Differentiation

Our pupils carry statements of special educational need and we cater for pupils from age 4-16. Pupils will work at levels appropriate to their ability and progression will be in very small steps with much over learning and reinforcement. Wherever it is in their best interest, work will be individualised and may be delivered out of Key Stage if this is deemed necessary.

French will be delivered in an interesting and stimulating way making use of commercial materials, teacher-prepared materials, support materials, visits, visual aids, videos, television, computers etc. to maintain pupils' attention and reinforce learning. French will be delivered by the class teacher and supported by their class teaching assistant/s. This should be taught as part of an integrated theme curriculum but emphasising the skills required.

Planning

Curriculum planning is termly, based on themes agreed by the subject leader and specialist practitioner with objectives taken from B² and recorded using the whole school format. It is used to set clear, achievable goals matched to pupil's own abilities as well as ensuring progression, continuity and subject coverage throughout the school. Planning is the responsibility of the class teacher and plans are available to the headteacher.

Assessment

Assessment is used to plan future teaching and learning and to contribute to pupils' record. Continuous assessment by AFL and teacher observation is carried out and recorded on Evidence For Learning. B² is updated termly.

Some evidence of pupils' work is kept as a record on Evidence for Learning which will include videos on speaking and listening and photographs of sensory tasks and or written work.

Scheme of Work

The scheme of work can be found on the school drive under MFL. It has been written according to the National Curriculum and shows all skills required and a range of topics which can be interlinked to themes throughout the year.



Cross curricular links

English – The study of MFL helps to further develop reading and writing skills as well as grammatical knowledge. MFL also supports the development of spoken language.

Maths – Pupils apply their maths skills through learning to count in French.

Computing – Computing will be used to support learning and pupils will be able to develop their skills in computing through conducting research in relation to other cultures, playing games to help to embed their learning and through producing work using technological aides.

Geography – Pupils will develop their understanding through learning which countries speak the French language and where they are located in the world.

Music – Pupils will develop their listening and singing skills as they join in with French songs to help to embed and introduce new language.

PSHCE – Pupils will develop and understanding of another culture/s which may help them to appreciate diversity within today's society.

Spiritual, Moral, Social, and Cultural Development in MFL

MFL promotes the following:

Spiritual development – through helping pupils recognise the diversity of the world. An awareness of different culture/s helps children understand their place in the world. As they develop an appreciation of the diversity of society, it may help them to develop an improved sense of themselves and others.

Moral Development – pupils will learn about the diversity of society, and by various groups within society, and will develop their own attitudes and values in relation to these.

Social development – Activities in French include pair work, group work, role-play, games and whole class work. A variety of social situations can help pupils to foster good social behaviour and self-discipline as pupils will have the opportunity to practise and apply their communication and turn taking skills.

Cultural development – Through its study of other cultures who use the French language, MFL makes a major contribution to cultural development. Pupils learn about the characteristics of another/other area/s which helps them to understand that people have different ways of living and learn to appreciate and celebrate these differences.

Approaches to teaching

There are several ways in which teaching MFL can be made interesting for the pupils and as a subject MFL offers a wealth of possibilities for contexts and tasks where pupils can apply their knowledge, skills and understanding creatively. A Variety of



approaches will be used to cater for differing learning styles (visual, auditory, and kinaesthetic as well as the individual learning needs of our pupils). These will include:

- Stories
- Songs
- Individual/group/class projects
- Classroom displays
- Artwork/model making/craftwork
- Use of photos and other resources
- Educational visits
- Problem solving

Subject specialist role

The Subject Specialist role involves general oversight (monitoring and evaluating) of the subject through school. They will be involved in planning with teachers, maintain progress of the subject, attending courses where relevant and keeping abreast of changes, which may affect the subject. They will develop the Policy and program of study in consultation with the headteacher/lead practitioners/staff/governors and recommend INSET as appropriate. Monitoring the policy in operation is the responsibility of all those staff involved in the teaching of MFL. The subject specialist will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the subject appropriately.

Resources

Resources are kept in the resources room and should be used and replaced accordingly. It is the responsibility of the co-ordinator and class teacher to ensure adequate maintenance and replacement of resources and materials.

Further resources include:

- Pupil's own experiences
- Experiences of those people known to them
- Experiences of visitors
- Local environment and beyond

INSET

INSET needs for MFL will be ascertained through appraisal, review, change, external advice, School Development Planning and prioritised by the co-ordinator through the Senior Management Team. Sources of INSET provision will be sought from school staff, advisory teachers and other professionals.

Health and Safety

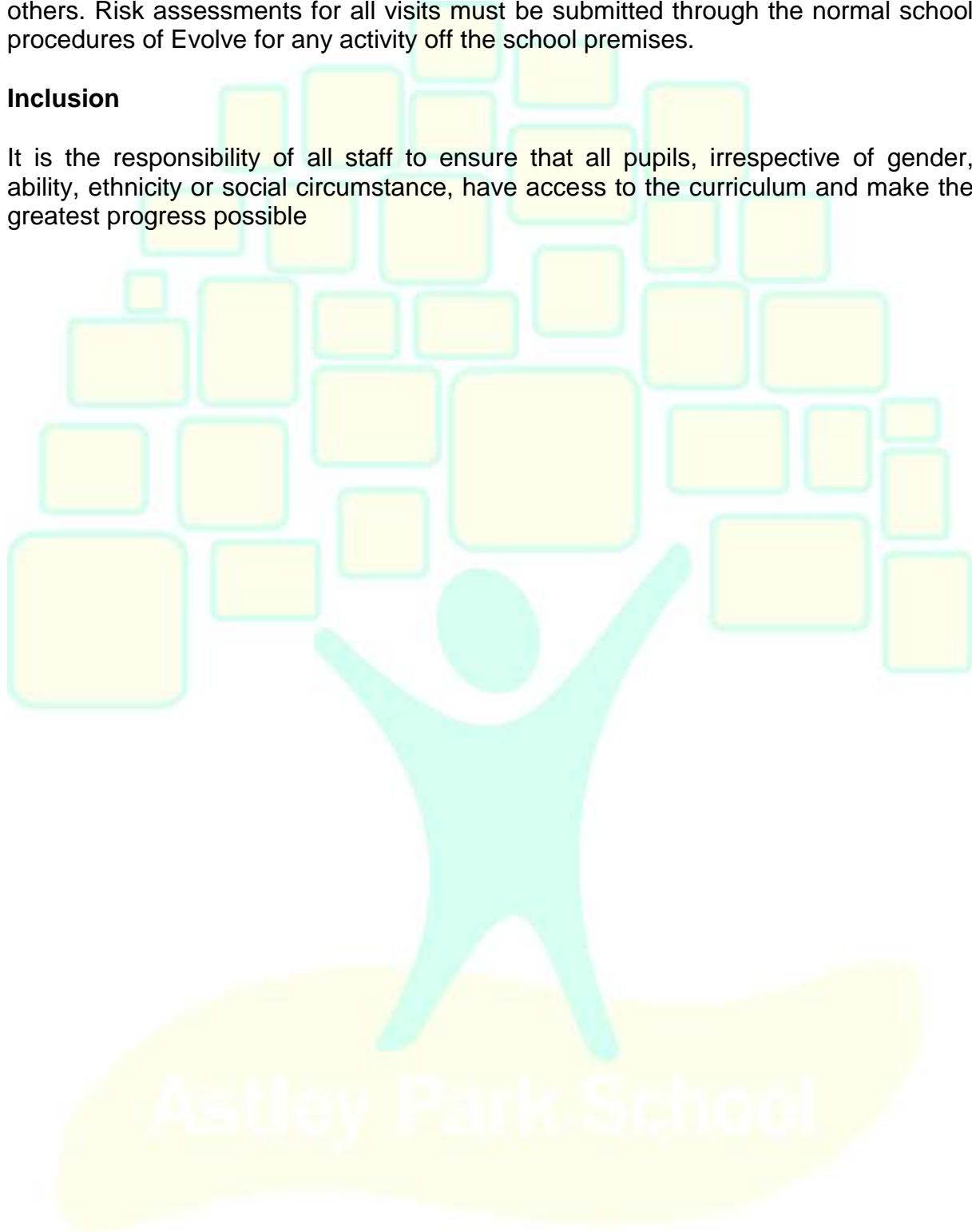
Our guidelines regarding behaviour and discipline, health and safety are rigorously enforced during activities within the classroom and beyond. The teacher is



responsible for ensuring that activities are supervised by the correct ratio of adults to children, the activities are within the capabilities of their pupils and above all the children are safe and understand the safety procedures. The children are expected to act sensibly and demonstrate a responsible, caring and considerate attitude towards others. Risk assessments for all visits must be submitted through the normal school procedures of Evolve for any activity off the school premises.

Inclusion

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity or social circumstance, have access to the curriculum and make the greatest progress possible





Date policy approved by Governing Body Curriculum & Policy Committee: 21.02.18

Signed Chair of Curriculum & Policy Committee: _____

Signed Chair of Governing Body: _____

Policy Review Date: Spring Term 2019

