



Kilburn Junior School

Modern Foreign Languages Policy



Autumn 2021





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Modern Foreign Languages Curriculum Statement

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”

National Curriculum 2013/2014

Introduction

At Kilburn Junior School, we aim to provide our children with a Modern Foreign Languages (MFL) curriculum that is engaging, motivating and most importantly purposeful. At Kilburn Junior School, MFL are considered valuable for children to experience. Our MFL curriculum aims to provide a foundation for pupils to understand the world around them and the people within it. MFL is a subject which encourages children to have confidence in speaking and listening, reading and writing in different languages, whilst also developing their capabilities in English too. We believe that learning a foreign language provides a valuable educational, social and cultural experience for all pupils. As such, we are keen to promote the introduction of a Modern Foreign Language to all pupils in Key Stage 2. As a school, we have chosen to study a combination of French and German.

This policy reflects the values and ethos of Kilburn Junior School in relation to the teaching and learning of MFL. It provides a framework in which all teaching staff can use to seek guidance on planning, teaching and assessing MFL.

Aims

The aims of Kilburn Junior School are to ensure that all children:

- Have access to a broad, balanced and enriching MFL curriculum.
- Have an equal access to the MFL curriculum regardless of gender, age or race.
- Enjoy their involvement in Modern Foreign Languages.
- Have the opportunities to learn about different languages and the countries that adopt them.
- Understand and respond to spoken and written language from a variety of authentic sources.
- Have the opportunities and freedom to 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.
- Have opportunities to write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learned.
- Discover and develop an appreciation of a range of writing in the language studied.

Teaching Objectives

The National Curriculum (2013) clearly states that teaching Modern Foreign Language should provide an opening to other cultures, foster pupil’s curiosity and enrich their understanding of the world. The teaching of a Modern foreign Language should also enable learners to express their ideas and thoughts in another language and to understand and responds to its speakers through a variety of communications.

The following objectives, taken from the National Curriculum 2014, state what should be taught during Key Stage 2.

Pupils should 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 conjugation 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

Teaching and Learning Strategies

At Kilburn Junior School, it is our aim to teach children through their experiences. We aim to provide a range of methods to learn about Modern Foreign Languages, including the use of teacher prepared materials, practical demonstrations and purposeful conversations in the classroom and online resources.

Through the teaching of MFL, children's confidence and self-esteem should be fostered.

Lessons will be planned and organised in such a way that incorporates frequent guidance and modelling which will enable children to respond to tasks independently, in paired or small group work. Children should be encouraged to express their own thoughts and feelings in an additional language and participate in class discussions and conversations, with increasing confidence and appropriate vocabulary. Through modelling in English and a foreign language, children will also learn to evaluate their own and others' work.

Differentiation

The teaching and learning of Modern Foreign Languages (MFL) should recognise and appreciate that all children will learn to speak, read and write in an additional language at different rates, individual to them. Differentiation can therefore be difficult to accomplish and should be open-ended, dependent on the children. Differentiation can be targeted for certain children and can be in the form of the task, outcome and support. Lower ability children should be given the opportunities to work alongside and interact with and adult and higher ability children who can model techniques and skills to them and demonstrate good practice. Differentiation can also be in the level of questions asked by the teacher and the expectations of the responses the children can provide. Children also be supported by the resources that they are given to use to support their learning. Higher ability children can be stretched and challenged by being given additional tasks/projects which have a focus on deepening their understanding.

Resources

At Kilburn Junior School, we have a range of languages resources. Previous schemes of work and planning can be found on the Teacher Server. In addition, some language resources can be found in the resource room located behind Team Endeavour's classroom. There is also a languages section within the library, which has a collection of dual language English and French books and some additional French guides.

The Role of the Co-ordinator

The Subject Leader is responsible for improving the standards of teaching and learning in Modern Foreign Languages (MFL) through:

- Monitoring and evaluating MFL teaching and learning:-
 - Pupil progress
 - Provision of MFL, ensuring the covering of key skills
 - MFL across the curriculum
 - The quality of the Learning Environment
- Taking the lead in the policy development and key stage plans for MFL
- Taking the lead in producing the MFL Key Skills grid and Inspire curriculum documents.
- Supporting colleagues by providing advice and seeking information to help support with appropriate resources and approaches to assessment.
- Purchasing and organizing resources
- Keeping up to date with recent developments in Modern Foreign Languages.

Expectations of Teachers

- Produce medium term plans using statutory requirements.
- Ensure the key skills, as stated in the school's Modern Foreign Languages skills document, are being taught in lessons.
- Evaluate their schemes of work and make amendments where necessary.
- Collate evidence of children's learning in language folder or within Topic books.
- A high level of presentation is expected and should be modelled to children accordingly.
- Learning Objectives and Success Criteria are displayed in all lessons and are evident in tasks.
- Marking is directly linked to the Learning objective and Success Criteria in all lessons. (See feedback and Marking policy).
- Assessment for Learning is used in classrooms.
- Display high quality children's work, both in school and on the school website, and celebrate the achievements of pupils.

Expectations of all Teaching and Learning Assistants

- Staff will support and challenge identified groups and individuals across all year groups.
- Staff will feedback to teachers and pupils as necessary and in line with marking and feedback policy.
- Staff will model high standards of spoken and written English and high standards through the MFL curriculum, where possible.
- Staff will communicate with teachers to ensure they are familiar with key vocabulary for lessons.