



STREATHAM & CLAPHAM PREP SCHOOL

Modern Foreign Languages (MFL) Policy

Person(s) responsible for this policy			
Last review by	Emmanuelle Koeb	Review date	September 2024
Date of next review		September 2025	

1. Statement

In our school we teach French as part of the curriculum across the school from nursery to year 6. Girls also learn Latin in Year 5-6. They have the possibility to join a lunch time French or Spanish clubs if they want to further their knowledge.

We believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupil's curiosity and deepen their understanding of the world. We also believe that primary aged children are less self-conscious about speaking a foreign language and therefore can achieve great progress. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

2. Aims and objectives

The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that languages have structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural and lingual differences in other countries;
- to develop their communication skills;
- to lay the foundations for future language learning and linguistic competence in secondary education and throughout life.

3. Organisation

3.1 We currently teach French to children across the year groups once or twice a week.

A subject specialist teaches the foreign language, unless the normal class teacher is a subject specialist her/himself.

3.2 The subject is planned by the subject leader in order to ensure continuity and the coverage of necessary aspects and common themes as well as to comply with the QCA guidelines.

3.3 Once a year a French Day for the whole school is organised to raise the profile of French throughout the school. Visits from a Theatre Company and French speaking parents or children is organised.

3.4 We organised a residential trip in France for the year 6 girls.

4. Curriculum Content

4.1 French is the modern foreign languages that we teach in our school.

4.2 The curriculum that we follow is based on the guidance given in the revised National Curriculum, and with reference with The Key Stage 2 Framework for Languages.(10/2005) We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation from the start;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries, computers and other resources with confidence;
- work in pairs and groups, and communicate in the other language;
- look at life in another country/culture and work to develop an interest in and a positive attitude towards that culture/country;
- reinforce skills which have been developed in other subjects within the curriculum.

5. Teaching and learning style

5.1 We base the teaching on the guidance material in the QCA scheme of work for modern foreign languages. We have adapted this to the context of our school and the abilities of our children. We use Espresso programmes for foreign languages as well as BBC Primary Languages, Language Factory and Babelzone Scheme of Work at present to support the teaching. From year 4 to year 6 the girls have access to Linguascope on their school i pad. They can practise vocabulary, grammar, reading and their comprehension skills independently through games and activities.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play, stories and songs. We often use Interactive White Board programmes to engage the children and to expose them to more than one voice in the foreign language. We frequently use actions and pictures to accompany new vocabulary, as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills, particularly in the early stages. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

The Year 5-6 girls can access their French lesson on their i Pad through the French Teams. So they can catch up with missing lessons or look at what they will learn the following week.

We are working to develop ICT aspects of language learning and we include activities designed to explore aspects of French History, Geography and general culture. Dictionaries and story books are all used as the children progress to facilitate reading and writing skills in an enjoyable way.

We make the lessons as stimulating, entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.

6. Equal opportunities, Inclusion and SEN

6.1 We build children's confidence through constant praise for any contribution they make in the foreign language.

We allow children to develop at their own pace with enjoyment and without stress. We maintain awareness that our approach to teaching a foreign language provides a fresh start and a common baseline for students who may experience difficulties in other areas of the curriculum.

We try to ensure class interaction takes place, wherever possible, with the minimum of English spoken.

The teaching of this subject is sensitive to the needs of all children to be taught. Teaching style is varied and multi-sensory in order to cater for the needs of individuals. Children are taught as a whole class or within pairs or small groups regularly. Pairings and groups can be arranged to aid all levels of

ability, and reinforcement given to individuals, pairs or small-groups as necessary. Tasks can be differentiated in content or by outcome.

Learning is constantly maintained, modified, consolidated and reinforced while new knowledge, skills and understanding are introduced.

Pupils are provided with opportunities to consolidate previous learning in a variety of contexts, and to extend their learning in any context where appropriate.

7. Assessment

7.1 In line with the School Assessment Policy, we assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and also by regular testing to evaluate what the children have learned.. The school uses the four national attainment targets to evaluate the progress of each child through the School, and records are kept according to the levels of attainment given in the KS2 MFL guidelines.

- listening and responding;
- speaking;
- reading and responding;
- writing.

Children in Key Stage 2 are also more formally assessed through homework, spelling tests and individual or group presentations. The children also complete French Quiz on their i Pad at the end of each term or at the end of a topic to test their knowledge.

7.2 These records are used to inform immediate and longer term planning. They are also used as a basis for progress reports to other staff or parents.

7.3 A formal written report of each child's progress in the subject is made towards the end of the Summer Term as part of the School Policy of reporting to parents.

8. Monitoring and Review

8.1 The French Subject Leader currently monitors standards within the subject and supports colleagues where appropriate. The head teacher also reports to the Senior Management Team on the progress of children in French in the same way as in any other subject. The Senior Management Team has the responsibility of monitoring the success of the teaching in French.

8.2 The Head teacher also liaises with the Senior School, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

9. Resources

French resources are kept in the Language Room. There is an annual audit of resources. The Co-ordinator orders and distributes resources.

10. Foundation Stage

French is taught every week in Reception and Nursery classes. The lessons mainly focus on speaking and understanding through games, songs and stories.

11. Extra-Curricular Opportunities

Activities may occur within the school programme, during assembly time or during French Day to celebrate languages. A language Club is organised every week. A year 6 trip to Burgundy is organised every year in May and trips outside the school environment may also be planned to support the learning.

12. Homework

Homework in French is occasionally given to students to reinforce what was learnt during the lesson. At times, project work is set and homework allocation for this is decided in collaboration with the Form Teacher concerned.

13. Contribution of MFL to other Aspects of the Curriculum

13.1 The teaching of French can reinforce the children's awareness of grammar and word derivation. Literacy learning can also be reinforced by constant use of dictionary and thesaurus.

13.2 Number work and time telling are areas of the French curriculum which can reinforce and support aspects of Numeracy work.

Learning another foreign language should advance and reinforce sessions in PSHCE and aid in the children's social, moral, cultural and spiritual development. This is because the teaching aims to promote understanding and respect for another culture, incorporating the perspectives and traditions which guide their way of life. Comparisons are often made with the children's own cultures which are aimed at understanding, and which also promote reflection on the reasons for the influences which inform their own lives.

14. Health and Safety

The School's Health and Safety Policy is adhered to during French and Mandarin lessons, School's record of individual medical problems/allergies is noted.

Policy Review

The Policy for Modern Foreign Languages will be reviewed annually or in the event of changes of staff or the implementation of new practices or procedures where appropriate. The review will be implemented by the subject leader and approved by the Head of the Junior School.

EK September 2024

Update due September 2025