



Ball Green Primary School

MFL Policy

1. Aims and objectives

As the world becomes smaller, it becomes more important to be able to communicate with people of other cultures and races. At Ball Green Primary School, we consider it essential to equip our children with the knowledge and skills to do this, both now and in preparation for their future. Living in a rich culturally-diverse city like Stoke-on-Trent, we believe that is very important for children to respect and value other people's different cultural and linguistic backgrounds. We see learning a language as key to valuing all pupils in our school. By the time children leave Ball Green Primary School, it is anticipated that they will have the skills to communicate at a basic level in one Modern Foreign Language and be able to transfer these skills to other languages as they encounter them.

At KS1 the teaching of MFL offers opportunities for children to:

- listen to the sounds of a modern foreign language, wherever possible through a native speaker
- become more aware of other cultures
- imitate the sounds they hear, often through song

At KS2 the teaching of MFL offers opportunities for children to:

- become increasingly familiar with the sounds of a modern foreign language
- develop language skills and language-learning skills
- begin to understand and communicate in a new language
- make comparisons between the foreign language and English or another language
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities
- foster positive attitudes towards foreign language learning
- use their knowledge with increasing confidence and competence to understand what they hear and to express themselves
- form a sound knowledge base for further language study at KS3 and beyond.
- encourage tolerance and a willingness to work co-operatively

2. Teaching and Learning

2.1 The teaching of a Foreign Language became compulsory in 2014. Throughout Key Stage Two, Class Teachers will teach the new learning explicitly for 20-30 minutes per week followed by shorter sessions which make up the hour e.g. slots which should be fitted into other curriculum areas such as topic work, PE, Music, ICT and school routines. Little and often is best!

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



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2.2 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 and songs (particularly action songs);
- mime & gesture.

Strategies used in the literacy lessons should be adopted in Modern Foreign Language lessons e.g. text, sentence and word level work using a variety of texts. Successful strategies from the mathematics lessons should be copied & equipment like digit cards, number fans, number squares & dice should be used.

3. The curriculum

3.1 Spanish is the modern foreign language that we teach in our school

3.2 The curriculum that we follow is based on the guidance given in the KS2 Framework for Languages. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- work in pairs and groups, and communicate in the other language;
- learn about life in another culture.

4. Inclusion

4.1 At our school we teach a modern foreign language to all KS2 children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

4.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

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5. Assessment and recording

5.1 Formative assessment opportunities arise naturally in the course of teaching the language. Children's progress can be recorded in a variety of ways e.g. video, written work or self and peer assessment.

6. Monitoring and review

6.1 We monitor teaching and learning in the same way as we do all the other courses that we teach in the school. The coordinator reports to the governing body on a termly basis.

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