



Modern Foreign Languages Curriculum Policy

Introduction

The purpose of this document is to set out the aims, objectives and implementation of MFL throughout the school. MFL helps children to develop communication skills, including key skills in speaking, listening, reading and writing. Languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today's world.

Intent

MFL teaching at The Emmaus Federation aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to understand and speak languages unfamiliar to them, particularly French.

The ambitions for our curriculum:

- High aspirations permeate across the school
- The school offers a host of cultural experiences and enrichment opportunities
- Our pupils develop a love of life-long reading
- British Values are an intrinsic part of the school

Our MFL teachings uses an enquiry process to allow pupils to learn for themselves. These processes, at work in the whole curriculum, are suited to the declarative and process knowledge required to be linguistic. Our curriculum enables children's curiosity, questioning and a willingness to learn a new language. This in turn, ensures that our children are confident, life-long learners who will explore the world around them. Within MFL, we have identified the declarative knowledge to allow our pupils to become successful in a new language. This is set out in more detail in our termly plans.

Teaching and Learning

MFL is delivered using the Rigolo scheme.

Staff will refer to Statutory National Curriculum guidance to ensure that subject content is covered appropriately for each key stage.

Teaching and Learning across the school

MFL is taught consistently, once a week for up to one hour in all KS2 classes across Emmaus Federation, but is also something that KS1 will use to ensure diversity through the taking of the register in different languages, or greeting children and families using visual and written aids in a range of languages.

Implementation

- Children will be taught in their class groups.
- Each teacher has the responsibility for the planning and teaching of MFL
- Children will work individually, in pairs and in groups.
- Teachers are responsible for assessing children's work in MFL by making formative and summative assessments throughout the school year.
- Children are encouraged to evaluate their own learning to suggest ways to progress further, this is supported through the use of Knowledge Organisers in the children's books.

All curriculum areas in our primary curriculum have process knowledge. Process knowledge is closely linked to our enquiry-based approach to learning. The process knowledge that are required to be developed in MFL in order that pupils can become linguists are:

- Investigation
- Expression
- Interpretation
- Application
- Discernment
- Analysis
- Synthesis
- Evaluation

Process knowledge of being a linguist:

INVESTIGATION – in MFL this includes:

- asking relevant questions about the language;
- broaden cultural experiences and investigate a new way of speaking

EXPRESSION – in MFL this includes:

- the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- the ability to present ideas and information orally to a range of audiences

INTERPRETATION – in MFL this includes:

- the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material
- the ability to suggest meanings

APPLICATION – in MFL this includes:

- making the association between English and French

DISCERNMENT – in MFL this includes:

- explaining the significance of a new culture and the importance of understanding a language correctly

ANALYSIS – in MFL this includes:

- distinguishing between opinion, belief, and fact
- distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs

SYNTHESIS – in MFL this includes:

- linking significant features of languages together

EVALUATION – in MFL this includes:

- the ability to hold a conversation in French

Equal Opportunities

The teaching of MFL follows the school's policy on SEND and differentiation and aims to provide all children with equal opportunities. The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation

Role of the MFL Coordinator

- Endeavour to promote a dynamic approach to the development of MFL ensuring that languages has a high profile.
- To update and administer the school MFL curriculum and oversee its implementation by other staff.
- Keep up to date with developments in the teaching of MFL through reading and course attendance etc.
- Report back on courses attended.

- Encourage staff to go on appropriate in-service courses.
- Advise and support staff with MFL.
- Regularly review and update the school policy statement and guidelines as required.
- Coordinate extra-curricular MFL activities as appropriate to staffing and pupil interest.
- Represent the school at external meetings in relation to MFL.
- To work closely with the lead governor for MFL.

Signed By: T Parr

Position: MFL Co-ordinator

Date: January 2022