

# Brookfield Academy



**MFL**

**Policy**

**2016/2017**

## **Introduction**

“Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning. By age 11 they should have the opportunity to reach a recognised level of competence on the Common European Framework and for that achievement to be recognised through a national scheme. The Key Stage 2 language learning programme must include at least one of the working languages of the European Union and be delivered at least in part in class time.”

The Key Stage 2 Framework for Languages

## **Which Modern Foreign Language do we Learn at Brookfield?**

At Brookfield we study **French**. Children develop their ability and ambition to communicate with native speakers in speech and writing. We endeavour to broaden students’ horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

## **Through learning a modern language in our school we aim:**

- to foster positive attitudes towards learning another language
- to ensure it is enjoyable
- to encourage careful listening and efficient memorising
- to help children to explore similarities and differences in other cultures
- to understand that there are many languages spoken in the world
- to be inclusive, build self-confidence and celebrate achievement.

The aims of learning a modern language:

- to equip learners for an expanding multi-cultural and multi-ethnic future;
- to stimulate and encourage children’s curiosity about language;
- to increase confidence and motivation in language skills for the future;
- to develop positive attitudes to speakers of other languages
- to develop an unprejudiced approach to and understanding of other cultures and civilisations;
- to give an insight into the culture and civilisation of the countries where the target language is spoken;
- to develop awareness of language structures and recognise that these can be similar to or different from the mother tongue;
- to develop speaking, listening, reading and writing skills.

## **Teaching and Learning of French**

### **Content of the Curriculum**

In Key Stage 2, pupils are 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

### **Planning and delivery**

#### **To be reviewed at the end of the academic year (July 2017)**

##### **① Schemes of Work**

- QCA Key Stage 2 Scheme of Work for Modern languages
- East Riding version of the KS2 Scheme of Work

##### **② Resources**

- School currently uses resources from the East Riding LEA

The QCA Primary Languages Scheme of Work is based on the guidelines set out in the Key Stage 2 Framework for Languages (DfES 2005). The East Riding Scheme of Work ensures that there is continuity and progression in both skills and content across all classes. It is based on an edited QCA Scheme of Work for which a full set of resources (audio-visual, Word and Smartboard) has been provided for all schools. *These resources are intended to support non-specialist teaching of languages.*

The teaching of French is undertaken by Mrs Whitworth, who is a non-specialist Higher Level Teaching Assistant. Mrs Whitworth plans, resources and delivers the lessons on a weekly basis in Key Stage 2. Lower Key Stage 2 have approximately 40 minutes per week  
Upper Key Stage 2 have approximately 40 minutes per week

### **Recording:**

French is delivered through co-operative group work, individual work, and whole class teaching.

Within this structure there will be: -

- Whole class and group discussions and presentations.
- Demonstrations, explanations and instruction by teachers to groups, individuals and the whole class as well as child-led when possible.
- Practical activities to advance and consolidate knowledge and skills.
- Songs and role play
- French can be recorded by the children in a variety of ways e.g drawings, scribed or verbal, photographs.

### **ICT in French**

ICT is used in the delivery of French, using Interactive Whiteboards, audio and visual stimuli.

### **Assessment**

Formative assessment is ongoing and a summative assessment is provided at the end of the academic year based on each child, using a series of statements, using emerging, expected and exceeding.

### **Management and Development**

French throughout the school is led by the Modern Foreign Languages (MFL) Co-ordinator. The role of the Leader entails updating knowledge and the latest developments in MFL teaching and learning, monitoring school resources and giving support to colleagues as appropriate. The MFL Leader, leads meetings and discussions related to MFL issues, e.g. monitoring programs, carries out book scrutiny and raises questions to maintain excitement and curiosity about the world outside the UK.

### **Moderation and Monitoring**

At Brookfield we moderate and monitor MFL as a part of our self-evaluation approach to maintaining standards and supporting staff in their teaching.

### **Moderation**

MFL moderation involves analysis of children's work in relation to the National Curriculum programmes of study and age related expectations across the school.

## **Monitoring**

MFL monitoring achieves the following:

- It is the responsibility of the MFL Leader to monitor the standards of children's work and the quality of teaching in French.
- It gives the MFL Leader an insight in to areas of strengths, enabling good practice to be shared among colleagues.
- The MFL Leader is to attend Local Authority meetings to inform staff about current developments in the subject.
- Provide a strategic lead and direction for the development of the subject in the school.

## **Resources**

All French resources are stored centrally in the Upper School Intervention Room. In order to deliver high quality MFL, resources and apparatus must also be of a high quality. An additional role of the MFL Co-ordinator is to ensure that consumables are replenished, resources are of a high quality and that damaged resources are replaced.

## **Equal Opportunities**

At Brookfield we work to ensure that all children have the opportunity to gain language knowledge and understanding regardless of gender, race, and class, physical or intellectual ability. We will ensure that expectations do not limit pupils' achievements and that assessments do not involve any cultural, social, linguistic or gender bias.

## **Review Date**

The Brookfield Academy MFL policy is to be reviewed annually by the MFL Leader who will liaise with Mrs Whitworth.

- Next review July 2017