

Hinckley Parks Primary School



MODERN FOREIGN LANGUAGE POLICY

Date Ratified: September 2018
Review Cycle: 2 yearly
Review Date: September 2020

Opportunities I Wisdom I Legacy

Our school vision is based on our school motto, 'Opportunities, Wisdom, Legacy.' At Hinckley Parks Primary School, we strive to provide an inspiring and exciting wider curriculum together with a stimulating learning environment which will allow children the opportunity to enjoy a wide range of experiences which will develop the whole child and prepare them for the next stage of their lives. We recognise that education is a life long journey and ensure that we support children and teachers at all times to ensure that we provide the highest standard of teaching and learning possible for all children. Through our school values, we help each child develop knowledge and understanding as well as having a positive attitude towards themselves and others to enable them to enjoy a successful life in school and to allow them to make a positive contribution to society in the future. We celebrate success and achievement for every child and pride ourselves on developing a culture where children and adults look back fondly on their time spent at Hinckley Parks Primary School.

Leader: Clare Hollingworth
Governor Link: Steve Smith
Signed by Headteacher:
Signed by Chair of Governors:





As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. The MFL provision at key stage 2 in Hinckley Parks Primary School is designed to reflect this and also takes into consideration the primary MFL entitlement as set out in the National Curriculum 2014. The key elements of MFL learning at Hinckley Parks are:

- Our language learning is inclusive and enjoyable for all.
- The main language we study is French.
- Children are exposed to different languages and cultures throughout the school.
- French is taught as a coherent programme from year 3 to year 6.
- The curriculum also encompasses learning about French life and culture.

The main areas this policy will cover are:

1. Rationale for teaching languages.
2. Aims and Objectives.
3. Current staffing and provision.
4. MFL curriculum planning for KS2.
5. Inclusion.
6. Assessment for learning.

1 Rationale for teaching languages

1.1 Language learning supports oracy and literacy

Children spend most of their time in language lessons speaking, listening and interacting with each other. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.



1.2 Language learning stimulates children's creativity

Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They play games, take turns and experiment creatively with language.

1.3 Language learning supports and celebrates the international dimension

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to learn about people in other countries and cultures and to reflect upon their own cultural identities and those of other people. Learning French, and learning about the countries where it is spoken, are also intended to promote aspiration for travel and a broadening of life experience.

2. Aims and Objectives

Our aims and objectives in teaching MFL are for children to:

- Foster an interest in learning another language;
- Develop speaking and listening skills;
- Apply and develop their knowledge of languages and language learning;
- To make young children aware that language has a structure, and that the structure differs from one language to another.
- Gain enjoyment, pride and a sense of achievement;
- Explore their own cultural identity and those of others;
- Increase personal aspiration.

3. Current Staffing & Provision

The subject is timetabled to be taught for 40 minutes per week and delivered by the class teacher or cover supervisor.



4 MFL curriculum planning for KS2

The planning developed for KS2 will target objectives taken from the National Curriculum 2014. During the academic year 2018-2019, each year group in KS2 will have its own programme of study, each building on learning from the previous year and each contributing to a secure development of the National Curriculum objectives. During French sessions, children are given the opportunity to work as a class, as individuals and as part of a group.

5 Inclusion

Each class in Hinckley Parks contains children from a wide range of abilities and we seek to provide suitable learning opportunities for them all by matching the challenge of the task to the ability of the child. This means that, where appropriate, written work will be differentiated according to ability. MFL is, however, a highly inclusive subject and although the principal aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. MFL is taught to all KS2 children, whatever their ability and individual needs. We strive hard to meet the needs of those pupils with special educational needs, those with special gifts and talents and those learning English as an additional language (EAL) and we take all reasonable steps to achieve this.

6 Assessment for Learning

8.1 Assessment in MFL is carried out at the end of each unit for each KS2 pupils by the class teacher. Some assessment is formative and is used to support teaching and learning which will enable the class teacher to level their pupils at developing, expected or secure within their year. This data can then be shared with the subject leader for analysis through the school foundation subject tracker.



6.1 Monitoring and Evaluation

Monitoring is carried out by the MFL subject leader in the following ways;

- Staff and pupil interviews.
- Observations of MFL displays.
- Work sampling.
- Classroom observation.

6.2 Resources

Beginning the academic year 2018/2019, the learning scheme Lightbulb Languages will be used to deliver lessons across KS2. The scheme of work includes lesson plans with linked resources and assessment guidance. The scheme of work is progressive and builds upon previous language skills learned enabling our pupils to become confident linguists.