

The Levett School



The Levett School
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MFL Policy

<i>Policy agreed by Governors on:</i>	31/01/2023
<i>Review date for Governors:</i>	October 2022
<i>Allocated Group/Person to Review:</i>	Hannah Buchanan
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	May 2022

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Statement of Intent

Our intent at The Levett School is to follow the National Curriculum requirements for the teaching of Modern Foreign Languages. Modern Foreign Languages are taught in Key Stage 2 (Years 3-6) in accordance with the Programme of Study. The National Curriculum requirements are:

- An appropriate balance of spoken and written language.
- Pupils learn to speak in sentences, with appropriate pronunciation.
- Pupils learn to express simple ideas with clarity.
- Pupils learn to write phrases and short sentences from memory.
- Pupils develop an understanding of basic grammar.
- Pupils become acquainted with songs and stories in the target language.

Teaching focuses on making substantial progress in one language across the Key Stages and a progressive scheme of work has been written to ensure this happens through our enrichment days three times a year. This enables us to monitor the progress of the pupil's learning of the language as they move throughout school, to ensure they make substantial progress across all areas of the language: listening, speaking, reading, writing, grammar and intercultural understanding.

Each teacher teaching French will use the skills progression grid to inform their long-term plans and ensure there is a cohesion of learning between year groups. We believe that the learning of and immersion in other languages and cultures is extremely important, in order for our pupils to broaden their understanding of the world, other people and different cultures.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2013) 'The national curriculum in England: framework for KS1 – KS4' document
- DfE (2013) 'Languages programmes of study: key stage 2 and 3'
- Ofsted (2021) 'Research review series: languages'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Primary Curriculum Policy
- Secondary Curriculum Policy

Roles and responsibilities

The governing board is responsible for:

- Approving, monitoring and reviewing the content of this policy.
- Liaising with the Headteacher, MFL subject leader and teachers regarding pupil progress and attainment.

The Headteacher is responsible for:

- Ensuring teaching of MFL follows the school's wider curriculum.
- Assisting the MFL subject leader and teaching staff, where necessary, with the planning and implementation of the MFL curriculum.

The SENCO is responsible for:

- Collaborating with the Headteacher to ensure the curriculum is accessible to all and teaching follows the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help in MFL they need.

The MFL subject leader is responsible for:

- Supporting teaching staff in their teaching and keeping them informed of current developments in MFL.
- Writing reports annually for the Headteacher and governing board.
- Creating a subject development plan, informed by the whole SDP.
- Observing and giving feedback to teachers on their teaching in MFL.
- Attending specialist courses and undertaking training where appropriate, and arranging training or CPD for teaching staff where appropriate.

Teaching staff are responsible for:

- Planning and delivering lessons, giving due consideration to the needs of the class as a whole and individual pupils.
- Reviewing pupil's works and records termly to assess progress.
- Arranging informal assessments of pupils' progress and setting targets accordingly.
- Undertaking any necessary training or CPD.

Teaching and Learning

Teaching will focus on enabling pupils to understand and make progress in one language, with an emphasis on practical communication. The school's chosen language is French. Teaching will provide an appropriate balance of spoken and written language that meet the needs of the pupils.

The Levett school recognises that the majority of pupils have missed a large amount of time of their school life and will have very limited or no skills in MFL. We also recognise that pupils have many gaps in their core subjects and have decided therefore that pupils will experience MFL days each term where they are immersed in the culture and language and taught key phrases. The days will be planned considering the KS2 and KS3 aims and targets for both KS2 and KS3 pupils. Any pupil who shows an interest or aptitude will have extra MFL lessons bespoke to them. This ensures we are not narrowing the curriculum for our pupils but demonstrates our understanding of the challenges many of our pupils face with their learning.

MFL days will use a variety of sources to model the language and encourage engagement from pupils, including the use of videos, games and songs as appropriate to maximise interest and make connections to real life situations.

Where possible we will invite native speakers and secondary MFL colleagues in to help make the days as authentic as possible.

Vocabulary will be built into the sessions with the choice of the vocabulary carefully considered in line with the age of pupils and how often words occur in the language.

Pupils will be able to understand and communicate ideas, facts and feelings in speech and for some pupils in writing, focussed on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

In line with the national curriculum, pupils will be 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, and seek clarification and help.
- Speak in short 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 and express ideas clearly.
- Describe people, places, things and actions orally.
- Understand basic grammar appropriate to the language being studied (e.g. feminine, masculine and neuter forms and the conjugation of high-frequency verbs).
- Key features and patterns of the language and how to apply these, for instance, to build sentences and how these differ from or are similar to English.

Modifications will be made to the national curriculum where appropriate to meet the individual and differentiated needs of pupils.

Extra-curricular activities and trips that can complement pupil's learning in the classroom and encourage personal development will be considered and planned by the MFL subject leader and the Headteacher.

Progress and Assessment

The curriculum will be designed to ensure pupils feel successful in their learning and are clear about how to make progress. Assessments will follow the school's Assessment Policy.

Assessment of progress will be made during sessions by teaching staff, including through the use of class questions, one-to-one conversations and oral feedback.

To increase pupils' automatic and fluent recall, planned revisiting of key words and phrases will be scheduled to ensure that words are retained in long-term memory.

The level of enthusiasm and engagement will also be monitored informally by teaching staff, ensuring that pupils display a high level of pride in the presentation and understanding of their work.

Inclusivity

Curriculum and lesson planning for MFL will follow the procedures outlined within the school's Special Educational Needs and Disabilities (SEND) Policy at all times. Teaching staff will have high but reasonable expectations for pupils with SEND and will not take the view that some pupils are unable or unlikely to succeed in MFL.

Pupils with SEND will be supported to take part in whole-class sessions, with reasonable adjustments where appropriate, e.g. a TA assigned to support the pupil or modifying the task to suit their needs.

Monitoring and Review

This policy is reviewed annually by the Headteacher and the governing board. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is 31/3/2023