Spring Vale Primary School

MFL Policy

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Rationale for Teaching MFL at Spring Vale Primary School.

This document is written in accordance with the National Primary Curriculum 2014 and the school's Teaching and Learning Policy. It was created by the subject leader for MFL, in consultation with the staff and governors in 2024. It is intended as an outline to the guiding principles by which the staff of this school will teach MFL. Our long term plans, medium term plans and curriculum map provide detailed information about the skills and knowledge to be taught.

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 Spring Vale 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 Spring Vale are:

- Our language learning is inclusive and enjoyable for all.
- The main language we study is Spanish.
- Children are exposed to different languages and cultures throughout Nursery and KS1.
- Spanish is taught as a coherent programme following Kapow Scheme from Year 3 to Year 6 by class teachers.
- The curriculum also encompasses learning about Spanish life and culture.

INTENT:

- The MFL curriculum at Spring Vale Primary School has been designed, in line with the requirements of the National Curriculum, to provide our children with opportunity to develop their ability and make substantial progress in one language across Key Stage 2.
- Our language of study is Spanish.
- The main focus of study is practical communication, with teaching providing an appropriate balance of spoken and written language.
- Long Term planning ensures that children are given the opportunity to build on their developing skills and work with increased confidence throughout the Key Stage. We aim to ensure that children make substantial progress in speaking with increasing confidence, fluency and spontaneity, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

IMPLEMENTATION:

- Pupils are taught to listen attentively to spoken language and show understanding by joining in and responding.
- 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 and awareness of the basic grammatical structures appropriate to the language being studied.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words and phrases.
- Appreciate stories, songs, poems and rhymes in the language.
- Describe people, places, things and actions orally and in writing.
- Any written work, worksheets etc are recorded in a MFL book. This book follows each child throughout KS2 so that evidence of progression is clear.

IMPACT

- Children at Spring Vale Primary School develop a curiosity and deepening understanding of the world.
- Children at Spring Vale Primary are provided with strong foundations for further learning of language in Key Stage 3.

How MFL is structured throughout the School.

Formal Planning at Key Stage 2

Pupils are taught in year groups and work is based on a common theme where key skills from ICT, E-Learning, Numeracy and Literacy are also integrated. The planning developed for KS2 will target objectives taken from the National Curriculum 2014. Each year group in KS2 has 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. These are shown in full in the MFL whole school progression document. Yearly overviews show the breakdown of learning in more detail for each year group. Each Child has the overview of objectives for their learning in their work books, split into two main stages – Lower Key Stage 2 and Upper Key Stage 2. The workbook follows the children throughout Key Stage 2 allowing for previous vocabulary and learning to be easily revisited many times.

Foundation Stage and Key Stage 1

At Spring Vale we believe that early exposure to languages is key and so encourage the language learning process from Nursery where EAL children are encouraged to share words in their home language and this diversity is engaged with and celebrated by all. The teachers include some Spanish words and phrases in daily classroom routines.

Teaching and Learning Styles

At Spring Vale Primary School we use a variety of teaching and learning styles in our MFL. We believe in whole-class teaching methods and we combine these with peer activities and games to encourage maximum participation at all times. We encourage children to ask as well as answer questions. We offer them the opportunity to use a variety of resources including ICT and E-Learning in lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present their skills to the rest of the class.

Inclusion

Each class at Spring Vale 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 disabilities, those with special gifts and talents and those learning English as an additional language (EAL) and we take all reasonable steps to achieve this.

Roles and Responsibilities

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in MFL is the responsibility of the MFL subject leader supported by Senior Management Team and the Headteacher. The work of the MFL subject leader also involves supporting colleagues in the teaching of MFL, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The MFL subject leader gives the Headteacher an annual action plan in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The MFL subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject, as appropriate to key areas for development as outlined in the school improvement plan.

Assessment and Recording

We assess children's work in MFL by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, next steps may be noted. The target sheets in each pupils' books are highlighted when the teacher feels sufficient evidence has been seen to achieve the target. Each year group uses a different colour highlighter to show progression throughout the Key Stage.

The MFL subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in MFL for each age group in the school.

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