



Modern Foreign Language (MfL) Policy

Overview

This policy for French teaching and learning is underpinned by the school's generic curriculum policy for foundation subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

1) Aims and Opportunities

1.1 Aims

Our aim is to give children a new perspective on the world, to encourage them to understand their own culture and those of others. A high-quality language education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language; extend their knowledge of how language works and to help them to develop communications skills, including the key skills of speaking and listening. Learning a foreign language is a necessary part of being a member of a multi-cultural society.

It is intended that when children leave our school, they will have a natural curiosity and confidence to explore, other countries, cultures and languages. They will be engaged and prepared to continue learning languages beyond their primary education. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

1.2 Opportunities

French offers opportunities for children to

- Develop an enthusiasm for learning languages and to become aware of the benefits of understanding and speaking different languages.
- Communicate in other languages by speaking and listening, reading and writing.
- Respect and understand other cultures, heritage and multilingualism.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Appreciate stories, songs, poems and rhymes in other languages.

2) Organisation and Planning

2.1 Time allocation

Throughout Key Stage 2, French is taught through a combination of dedicated language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines.

2.2 Planning

The Brampton Abbotts Primary French Progression document provides the framework for learning and teaching in French. Because of Brampton Abbotts's combined year group model, long term planning is based upon a 2-year rolling programme to ensure complete coverage and progression for all pupils (See

long-term plan). Each term, a new French topic is taught, based around the Oak Academy progression of work and supplemented by the teacher's own ideas and experiences. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

2.3 Extending the curriculum

At Brampton Abbots we extend the curriculum through our annual celebration of Bastille Day, where the children get to learn about French history and culture, as well as work collaboratively with other classes to share our learning and experiences in French. French theme days and weeks, also provide the opportunity for children to be immersed in French language and culture across the school.

2.5 The learning environment

We aim to provide a learning environment where children feel secure and confident to participate and learn from mistakes. Children will have access to key vocabulary linked to the unit being taught via displays, learning mats or made available on Seesaw.

2.6 Management and organisation of resources

The French subject leader will take responsibility for auditing French resources. The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose. A request for alternative or additional resources can be made at the end of a term, in preparation for the following term.

3) Links with other subjects and key competencies

English

The learning of another language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the different word types in sentence structure.

Mathematics

Children reinforce their time-telling skills by learning how to tell the time in the foreign language and playing time-related games. We play number games too. These games reinforce their counting and calculation skills. Learning how to give the date in the foreign language expands their understanding of date. They also have the opportunity to increase their knowledge about money.

Relationships, sex and health education and citizenship

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general. In addition, the children are learning understanding, empathy, tolerance and respect for cultures different from their own.

Spiritual, moral, social and cultural education

By teaching a modern foreign language we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which the language is spoken.

Geography



Children research aspects of the countries where the target language is spoken. They relate their own country's location to that of the foreign country and look at the transport links between them. Older pupils learn the names of European countries in the target language and this reinforces their geographical knowledge of Europe. They learn about the climate and geographical aspects of the country.



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