



Caldecote Primary School

MFL Policy

April 2020

1. Rationale

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” Nelson Mandela

At Caldecote we want to provide our pupils with rich experiences that build and develop their self-confidence and skills. We want our pupils to be enthusiastic, engaged and challenged to develop their understanding of other cultures in the world around them. We do this by providing them with opportunities to; explore what lies behind a different language, use language learnt in real and practical situations, whilst at the same time enhancing the richness and diversity of different cultures.

2. Our Aim

We aim to provide our pupils with foundational listening, speaking, reading and writing skills in Spanish to strengthen their ability to communicate with others and open future opportunities to learn further languages and study/work abroad. Our pupils will gain systematic knowledge of key vocabulary and structures and grammar and phonics. By the end of their study here at Caldecote they will be confident and independent learners who are not afraid to communicate in a different language

We teach Spanish to all Key Stage 2 pupils, following a four year scheme of work developed within the cb23 cluster.

We strive to :

- provide an enjoyable and challenging language curriculum;
- stimulate and encourage their curiosity about language;
- increase their understanding of Spanish culture and develop awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- develop their understanding of written language by making pupils aware that language has a structure and that the structure differs from one language to another.

3. Teaching and Learning

We use a variety of teaching methods including games, role play and songs (especially action songs), puppets and soft toys to demonstrate and practise using the language we are learning. We also watch DVD clips by native speakers and encourage visits from local residents who are native speakers of Spanish or other languages.

Our approach is underpinned by “The Languages Future” approach which encourages the pupils to explore Spanish independently, using a range of resources to support them in their learning. This allows pupils to use enquiry based learning as well as giving them some autonomy in what they learn and how they learn. We believe that this will give pupils a curious mind, with a willingness to find out why and how the Spanish is constructed the way it is. These attributes are key to becoming a successful language learner, whatever the language.

We have developed strong links with our local secondary school and we have termly language lessons delivered by Year 9 language students.

Our pupils are taught how to;

- Ask and answer questions;
- Develop their learning independently;
- Use correct pronunciation and grammar;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Use foreign language dictionaries;
- Work in pairs and in groups to communicate in Spanish;
- Look at life in another culture.

4. How we Support all Pupils to Achieve

Caldecote Primary School MFL is fully inclusive and we believe that all pupils are entitled to have access to a broad and balanced MFL curriculum and they are expected to achieve end of year expectations.

However, for some pupils with special educational needs and disabilities (SEND) additional or different support is needed for them to successfully access the MFL curriculum. Pupils with SEND will have a support plan or EHCP which sets out the provision they need, for example small group or 1:1 sessions or pre teaching.

5. Planning and Assessment

The school's MFL curriculum document outlines the objectives that must be planned and covered in each year group. These are shared with parents via the termly topic webs on the website.

Teachers will assess children's work in MFL by making judgements as they observe them during lessons. This assessment is used to inform planning.

MFL assessment is carried out each term as part of our assessment schedule. Pupils are assessed against end of year expectations as either Working Towards, At Expected or Working at Greater Depth. These assessments will inform the overall assessment on the End of Year Annual Report.

6. Monitoring and Evaluation

Monitoring and evaluation is carried out to enhance the teaching and learning of Modern Languages within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for Modern Languages within the school

in order that pupils make the greatest possible progress. More in depth analysis is carried out by the Modern Languages leader under the guidance of the SLT.

Monitoring is carried out by:

- Monitoring planning for curriculum coverage and progression
- Looking at work in books
- Discussions with pupils and staff
- Liaising with the MFL Governor

Evaluation may be through a number of methods including:

- Moderation of work books both within school and externally eg cb23 triad schools
- Pupil voice
- Teacher voice

The MFL subject leader makes an annual evaluation on the strengths and weaknesses in the subject and indicates areas for further improvement on their Subject Leader Development Plan.

7. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:.....

Chair of Governors: Date: