



Bromet School

MFL Policy

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1. INTRODUCTION

This policy outlines the purpose, nature and management of the teaching of all aspects of the primary languages curriculum at Bromet School.

2. RATIONALE

Studying a language in primary school provides children with skills that are essential for the twenty-first century. As well as giving them the opportunity to learn a second language, an increasingly important skill in our globalised society, it also helps to promote and develop a broader intercultural understanding. The studying of a second language also supports children's literacy and oracy in school, by raising awareness of their own language, thereby enriching their understanding of both. Furthermore, primary languages are about fun, communication, confidence building, developing learning strategies, learning about similarities and differences and respecting others.

3. AIMS

Our aim, which is at the heart of the programme of study for KS2, is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long love of language learning among our pupils in order to enhance their understanding of the world and their future economic well-being.

4. CURRICULUM REQUIREMENTS

Since September 2014, learning a language is a statutory foundation subject and a national entitlement for every pupil in KS2. The new programme of study for KS2 (see appendix) sets out the new national requirements for the curriculum in PL which, amongst other things, requires substantial progress to be made in one language across the key stage. At Bromet we go further by teaching French from Reception to Year 6. We also introduce Spanish in Years 5 and 6 to show our pupils how language learning skills can be transferred and to prepare them for the variety of languages they are likely to encounter at secondary level.

5. CURRICULUM MANAGEMENT

Bromet has a PL coordinator with responsibility for the teaching and management of French across both key stages and of Spanish in Years 5 and 6. Schemes of work are in place to ensure a balanced and well-distributed coverage of the attainment targets set out in the programme of study for KS2 and to ensure continuity and progression in language learning across the key stage. At KS1 schemes of work are being developed which lay the foundations for the KS2 programme of study and which introduce language learning in an active, fun and lively manner. Our aim is for languages to be increasingly embedded in the curriculum.

6. APPROACH TO LANGUAGE TEACHING

All pupils in KS1 learn French for 25 minutes per week whilst pupils in KS2 have 1 hour of weekly language learning. These are dedicated language lessons with a specialist teacher. Lessons are taught in the target language which showcases the language in a real life situation as a tool for communication being used for real purpose in a daily classroom routine and it gives our pupils the chance to pick up incidental language in addition to the vocabulary and structures being studied.

7. EMBEDDING LANGUAGES IN THE CURRICULUM AND WIDER OPPORTUNITIES

The study of a foreign language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the literacy curriculum. The study of the language and the culture of another country also contributes to PSHE and citizenship, geography and religious studies. A foreign language is an invaluable medium through which others aspects of the curriculum can be accessed and so links may be made between the teaching of PL and subjects such as music, art, history or physical education. The policy of the school is that opportunities for speaking another language should be exploited as fully as possible, be it in the playground or the classroom.

8. RECORDING, ASSESSMENT AND REPORTING

Language work is marked in line with the school policy on marking with additional aspects being taken into account such as the level of performance in specific areas of language competency such as speaking, listening, reading and writing. Alongside teacher marking and feedback pupils have the opportunity to self-assess once a term and to set targets for improvement. Progress in languages is included in reports home to parents at the end of the year. Levels of attainment for the end of KS2 will be passed on to transfer schools by arrangement with the destination school.

9. INCLUSION

The teaching of a language in KS2 in Bromet is a statutory requirement and forms part of a curriculum entitlement for all. The school aims to ensure that all pupils have opportunities to access and benefit from learning a foreign language together according to their needs. Inclusion is important as language learning builds other skills and can have a big impact on self-esteem as well as a positive knock-on effect to other subjects. It is often an opportunity for children who are struggling elsewhere to do well. Therefore all children regardless of race, gender, special educational needs or language spoken at home will have the opportunity to develop this language capability in school. Care is taken to ensure that a variety of language learning activities and strategies are deployed in order to engage and motivate all learners.

10. RESOURCES

A variety of language learning resources are available in school appropriate to each year group. In addition, in accordance with the requirements of the programme of study, pupils will be encouraged to engage with authentic text and literature in the target language.

11. HOME LEARNING

Home learning is set once a term for language work. At the end of each topic a homework booklet is sent home which serves a variety of purposes: they are a useful link with parents and carers informing them of what their child is doing in school, they are a useful “dictionary” of all the core vocabulary and key structures being taught, they reinforce the work being done in the classroom and give pupils the opportunity to work independently. Given out at the end of a topic, they are a fun way to revise the work that has been covered and show the students how much they have learnt and they also provide the pupils with an occasion to evaluate their own progress through completion of the self-assessment grids and the “I can..” sheet. It is made clear to pupils that they can choose which activities they complete and great care is taken to ensure that tasks are differentiated and that there is “something for everyone”, including tasks which move pupils beyond what they have learnt in the classroom and therefore stretch the more able. The booklets also give an indication of Language Ladder levels.

12. MONITORING AND REVIEW

The PL coordinator, reporting to the Assistant Headteacher, is responsible for monitoring teaching practice to see that the school languages policy is being implemented. This includes the development and review of schemes of work for PL, language planning and teaching, sampling pupil work and marking. There is an annual review of this policy by the Assistant Headteacher and the PL coordinator.