



Crawford Village
Primary School & Nursery

Small enough to care...big enough to inspire

Modern Foreign Languages Policy

Crawford Village Primary School

MFL Policy

Vision Statement

We believe that learning a language enriches the curriculum at Crawford Village Primary School. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

In particular, language learning:

- stimulates children's creativity
- leads to gains across the curriculum
- supports oracy and literacy
- supports and celebrates the international dimension
- liberates children from insularity and fosters pupils' curiosity and deepens their understanding of the world.

Aims

- To capitalise on the ability of young pupils to rapidly acquire passive and active knowledge of another language
- Where possible and relevant, to embed the language into the main primary curriculum
- To broaden the cultural awareness of the pupils and to foster positive attitudes to language learning, speakers of other languages and other cultures
- To create confident language learners who enjoy languages, who can express their thoughts and ideas in another language and can understand and respond to its speakers both in speech and writing.
- To use the target language in the lessons as much as possible

Methodology

The learning of a foreign language should be enjoyable and relevant for all pupils and a variety of approaches and activities should be used to challenge, motivate and sustain interest.

Lessons will be interactive and will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. The focus will be on practical communication. Lessons should enable pupils to understand and communicate ideas, facts and feelings in speech and writing.

Approaches and activities include:

- Providing opportunities in each lesson for pupils to use and practise what they have learned
- Language games to enhance motivation, contextualise learning and heighten enjoyment
- Learning songs and rhymes and stories
- Focus on grammatical structures and phonology.
- Pair-work and group work
- Use of authentic materials
- Use of ICT where relevant and appropriate – for example commercially produced software, teacher produced resources, internet research and use of the interactive whiteboard
- Written activities to reinforce learning
- Correspondence with partner schools focusing on cultural differences and similarities – We are currently partnered with CEIP Nuestra Señora del Prado, Talavera de la Reina (Toledo) (Our Lady of the Meadow Primary School, Talavera de la Reina (Toledo))
- Use of Duolingo as a tool improve enthusiasm outside of school.

The Role of the MFL Subject Leader

- Liaise class teachers to timetable and co-ordinate MFL lessons.
- Where possible, to support staff in delivering MFL by providing resources and informing them of any training opportunities.
- Attend any central training and meetings as appropriate and disseminate information back to staff.
- Monitoring of MFL lessons.
- Co-ordinate festivals/celebrations and any other MFL events in school.
- Liaise with secondaries re transition from KS2 –KS3

Inclusion

All pupils are equally valued, including those who need extra support for a range of educational needs and more able pupils.

To ensure that all pupils recognise and fulfil their potential the following strategies for differentiation are employed:

- use of visual aids / gesture
- choral and individual repetition
- physical responses to questions
- open and closed questions
- multiple choice questions
- tasks with small, clearly identified steps
- practical activities
- higher achievers encouraged to lead specific language tasks
- use of teaching assistant to support some learners
- appropriate pupil groupings
- differentiated written work

Learning a language in the primary phase should be a positive experience for all pupils. Differentiation is essential if all pupils are to regularly experience success. Every opportunity is taken to enable pupils to progress according to their abilities.

Assessment and Monitoring

The class teacher plans and delivers the lessons. We assess the children's progress informally during the lessons. Progress is evaluated with the reference to the four national attainment targets of: Responding, Speaking and Listening, Reading and Writing.

To do this we will be using the Twinkl scheme of learning in which the children will also complete work in their Spanish books. We have used their assessment criteria of the unit to determine whether children are working towards, expected or working at greater depth.

A report about the general progress of MFL will be submitted annually to governors by the MFL Coordinator, which will include feedback from pupils.

Policy reviewed: 11/05/17, May 2017, May 2019, Feb 2021, May 2022, October 2022, November 2023, 2024, 2025, 2026
Next review: September 2027