

## Modern Foreign Language Policy



### **Aim:**

At Landgate we aim to develop communication skills and encourage curiosity about languages, and we have chosen Spanish as our focus language. We believe that learning a foreign language helps learners to understand that they are part of a wider world where we all coexist and studying a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

### **Objectives:**

- To gain awareness of other cultures and languages.
- To experience languages, sounds, smells, tastes, images and artefacts from other countries and cultures.
- To introduce learners to another language in a way that is enjoyable and fun.
- To become familiar with sounds from other languages and develop communication skills.
- To develop imitation skills and the motivation to produce sounds and an expressive language.
- To develop listening, speaking, reading and writing skills in another language.
- To use new languages in an ICT environment.
- To support learning in other subjects, like PSHE+C and RE.
- To make learners aware that language has a structure, and that the structure differs from one language to another.
- To lay the foundations for future study.

## **EYFS**

MFL is not a curriculum requirement for EYFS however there are many 'pre-skills' that lie within the EYFS that are necessary to be successful in MFL. Communication and Language is a prime area of learning this is then further broken down into three strands of 'Listening and Attention', 'Understanding' and 'Speaking'.

Learners are continually provided opportunities to develop skills that will aid them in MFL such as:

- The ability to identify a sound
- The ability to mimic / copy/ repeat words, sounds and phrases
- The willingness to have a go and take risks
- The ability to develop confidence and positive attitudes to languages

Although there is no specific requirement to teach MFL in EYFS learners may experience opportunities in MFL when deemed appropriate by the EYFS teacher. MFL may be delivered as a cross-curricular opportunity for example when learning about other cultures as part of the area of learning 'Understanding the World'. Learners in EYFS may engage in language songs, games and activities that are highly enjoyable, motivating and inclusive which may also develop other literacy skills.

Learners in EYFS will participate in whole school MFL events/activities where appropriate.

## **Key Stage 1**

In Key Stage 1, learners access a weekly MFL lesson where they experience aspects of the Spanish culture and begin to become familiar with the sounds of Spanish, while being encouraged to communicate using basic vocabulary. Through a continuous provision setting and input from class lead and support staff, learners access different cultural activities and events and experience flavours, sounds, smells, images and artefacts that help them to gain awareness and to realise the importance of other cultures in engaging and fun ways.

### **Knowledge, Skills and Understanding**

- Key Stage 1 learners follow a long term plan where they access different topics, themes and cultural experiences.

## **Key Stage 2**

In Key Stage 2 learners access a weekly lesson of MFL. Learners continue to gain awareness of other cultures and languages, become familiar with a wider range of sounds from Spanish and develop their speaking and listening skills. In this key stage lessons also include a bigger focus on reading and writing skills. At Landgate each learner has an identified stage on the learning ladder assessment system; each learner is set aspirational targets and an individual learning plan to build their knowledge of Spanish. Learners with more complex needs access tailored MFL lessons that promote and develop life and independence skills through sensory and cultural experiences related to the target language.

### **Knowledge, Skills and Understanding**

- Key Stage 2 learners follow a sequential 4 year long term plan where they access different topics, themes and cultural experiences with a focus on Spain.

### **Key Stage 3**

In Key Stage 3 learners access a weekly lesson of MFL. At Landgate each learner has an identified learning flight path. Learners access a weekly lesson to build their knowledge of the Spanish language and their speaking, listening, writing and reading skills. Teaching methods include formal lessons and other activities related to drama, music, art, sensory exploration, photographs and external visits. Learners take an active role in their own learning through peer assessment and self-assessment. Learners with more complex needs access tailored lessons that promote and develop life and independence skills through sensory and cultural experiences related to the target language.

### **Knowledge, Skills and Understanding**

- Key Stage 3 learners follow a sequential 3 year long term plan where they access different topics, themes and cultural experiences with a focus on Latin American countries that have Spanish as their official language.

### **Key Stage 4**

In Key Stage 4 learners follow the AQA Unit Awards MFL accredited course in their weekly lesson. Aspiring targets are set individually for each learner to ensure progress and challenge. Learners complete a series of units to gain their qualifications at the end of each academic year.

Learners access activities to develop their reading, writing, speaking and listening skills and they use Spanish in an ICT environment while they learn about different topics related to the target language. Our students continue to access sounds, smells, tastes, images, artefacts and other cultural experiences related to the Spanish language.

Learners with more complex needs access a specifically devised accreditation to promote and develop life and independence skills through cultural experiences related to the target language.

### **Knowledge, Skills and Understanding**

- Key Stage 4 learners follow a 2 year long term plan where they access different topics, themes and cultural experiences to gain their AQA Unit Awards accreditation.

### **Parental Engagement**

Links with parents are made through daily learning diaries and access to Earwig academic assessment system, parent's evenings, ECHP reviews and end of year reports. Additional to this parental engagement sessions are run throughout the school year offering advice and community to parents on topics which are relevant to themselves and their children. Parents are also invited to experience cultural events in school that embrace the importance of other languages and cultures.

### **Monitoring arrangement**

The Senior Leadership Team / Governors:

- Will monitor the subject through the Landgate self-evaluation and monitoring schedule which are reviewed annually.

### **Subject Leaders will:**

- Monitor/ moderate through work sampling, learning walks and lesson observations.
- Review/ update assessment systems based on suitability of use.
- Review/ update Long Term Planning based on suitability of use.
- Create/ update and review a Subject Development Plan.
- Monitor the impact of a subject budget.
- Purchase and organise resources.
- Monitor the impact of significant developments.
- Review/ update risk assessments.
- Analyse data.
- Produce a Self-Evaluation Summary.
- Prepare, attend and participate in link meetings.
- Audit and support parents/ colleagues in their CPD.
- Keeping up to date with recent developments.

### **Additional Information**

- Resources are organised in boxes according to subject area.
- Risk assessments for trips and external input are completed in line with the Educational Visits regulations.

### **Links to Policies**

- Teaching and Learning
- Behaviour for Learning
- Assessment for learning
- Marking
- Homework
- Educational Visits

<b>Date approved:</b>	
<b>Review Date:</b>	
<b>Signed Executive Headteacher:</b>	