MODERN FOREIGN LANGUAGES POLICY

Version Control		
Date	Version	Comments
01/09/22	V2.0	Control feedback sought

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0. Aims

We aim to;

- To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.
- To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.
- To value each individual's contribution irrespective of race, gender, religion or ability.
- To encourage children to be aware of their behaviour and how it affects other people.
- To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.
- To ensure that the curriculum reflects the richness of our multi-cultural society.
- To foster and build on relationships with parents, governors and the wider community.
- To provide a planned process of staff development.

1. Aims of Modern Foreign Language

Children will:

- Develop positive attitudes and respect toward alternative languages and cultures.
- Reflect on similarities and differences between the modern foreign language being learnt and their own language background.
- Acquire and develop language skills, using these skills with increasing competence and confidence in a range of contexts.

The school will:

- Introduce children to another language in a way that is accessible and enjoyable.
- Stimulate the curiosity and interest in other languages.
- Increase children's awareness that language has a structure and that these structures differ between languages.
- Provide a well balanced programme for Key stage 2
- Children from Years 3-6 will learn Spanish.
- Children in Foundation stage and Key stage 1 will use different greetings during Register times and sing songs in different languages.

2. Scheme of Work

Schemes of work show how the National Curriculum programmes of study and attainment targets can be translated into a practical plan.

<u>Key Stage 1</u>

Teachers will sing songs in other languages and use different greetings during register time

<u>Key Stage 2</u>

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Follow the I-languages scheme of work

3. Teaching and Learning

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally.

At Cyril Jackson we want to continue to focus on raising standards while not being afraid to combine that with making learning fun. Our goal is to combine excellence in teaching with enjoyment of learning. See Teaching and Learning Policy.

4. Assessment

Learning must be focused on each individual pupils' needs, interests and abilities. Assessment for learning is a powerful tool for making sure that learning fits every child's needs.

5. Resources

The classroom itself should be a stimulating working environment, with displays which will promote quality, enjoyment, interest, enquiry and creativity in Modern Foreign Languages.

6. Training Opportunities

We believe that all staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Staff development will raise achievement and improve the learning environment within the school. Support is being offered both from within the school, and through external agencies/institutions.

The subject coordinator will attend the forums and training courses and share knowledge/ideas/subject developments with the relevant staff. See Training and Development Policy.

7. Equal Opportunities

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

See Equality Policy.

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8. Monitoring Arrangements

This policy will be reviewed as guidance from the DfE is updated, and as a minimum triennially by the MFL Lead. At every review, the policy will be approved by the LGB.

9. Links with other Policies

This policy links to the following policies:

- Teaching and Learning policy
- Equality Policy
- CPD Policy

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