



Cornerstone Academy Trust

Modern Foreign Languages (MFL) Policy

Introduction

At Cornerstone Academy Trust we teach a foreign language to all children from Foundation to Year 6 as part of our broad and balanced school curriculum.

- We believe that many children enjoy learning to speak another language.
- We believe that the earlier children are exposed to a foreign language, the greater their opportunities to develop language skills and confidence.
- Introducing a new language during primary school enables children to develop communication skills and cultural awareness from an early age. It is widely recognised that early exposure to language learning can support the acquisition of additional languages later in life.

The Trust has chosen Spanish as the language to be taught. The policy for Modern Foreign Languages (MFL) is based on the Key Stage 2 Framework for Languages. The implementation of this policy is the responsibility of all the teaching staff.

Aims and Objectives

The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

Teaching and Learning

The MFL curriculum will be delivered for 30 minutes to 1 hour every 3 weeks in each year group. Teachers will follow the curriculum coverage for their particular year group based on the assumption that each objective was met the year before. Although language teaching is not statutory at Key Stage 1 or EYFS, it is expected that opportunities are taken where possible to develop pupils' experience of Spanish, such as through simple recognition of phrases, songs and literature.

Lessons should provide opportunities for speaking and listening, with writing and some reading where relevant and appropriate.

The children are taught how to:

- ask and answer questions.

- express opinions.
- use correct pronunciation.
- memorise words.
- interpret meaning.
- understand basic grammar.
- use dictionaries.
- work in pairs and groups and communicate in Spanish.
- look at life in other cultures.

Tasks and activities will:

- have clear focus.
- have clear, achievable objectives.
- be carefully planned and structured.
- be practical, active and varied to allow for all learning styles.
- involve the use of ICT where appropriate.
- include whole class, small group, pair work and individual work.
- promote success and self-esteem.

EYFS and KS1

A whole school approach to MFL is required so although languages are not compulsory for the Foundation Stage and KS1, teachers are requested to start introducing Spanish to children in the Foundation Stage and Key Stage One. Our children in these year groups may receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. Key Stage 1 pupils may take part in age-appropriate lessons that enable them to listen to and repeat words and phrases in the target language through songs, rhymes and games that are enjoyable, motivating and inclusive, while also supporting the development of literacy skills.

Special Educational Needs

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject and we teach MFL to all children, whatever their ability or individual need. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Whilst our principal aim is to develop pupils' knowledge, skills and understanding, the initial focus will be on fostering enjoyment, enthusiasm, confidence and engagement in language learning. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs and disabilities (SEND), those with special gifts and talents, and those learning English as an additional language (EAL). We take all reasonable steps to ensure that every pupil can access and participate fully in language learning.

Links with Other Schools and Wider Opportunities

To enhance language learning and enrich pupils' cultural experiences, we will seek opportunities to:

- Establish a link with a partner school in Spain.
- Exchange letters, emails or participate in video calls with a partner school through Microsoft Teams for Education.
- Invite visitors who are fluent or native Spanish speakers to support language learning.
- Develop pupils' understanding of Spanish culture through learning about music, food, traditions and everyday life.

Curriculum Links:

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **Literacy:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction.
- **Computing:** communicating with schools abroad through email or Microsoft Teams, using online resources, audio and video recordings, presentations, and word processing.
- **PSHE:** developing an understanding of living in a multilingual and multicultural society and learning about other countries and cultures.
- **Mathematics:** counting, calculations, using dates and recognising and using money.
- **Geography:** studying other countries, weather patterns and points of the compass.
- **Science:** learning vocabulary related to parts of the body, animals, and seasons.
- **Music:** exploring rhymes, rhythm, singing, composition and music from Spanish-speaking countries.
- **RE:** exploring festivals, traditions, storytelling and cultural celebrations.
- **History:** work relating to the study of other countries and cultures, family trees of famous Spanish-speaking people.
- **Art:** exploring the work of artists from Spanish-speaking countries, such as Pablo Picasso.
- **PE:** responding to instructions given in the target language.

Resources

There are a range of resources to support the teaching of MFL across the school. Online resources are available on the school SharePoint under MFL. Children have access to the internet through their classroom computers where they can use LanguageNut and online dictionaries to support their learning. Resources for the teaching of MFL are stored in each classroom across the trust and include colour and number bean bags, board games, number cards and dictionaries.

Assessment

Teachers assess pupils' progress informally throughout lessons by observing pupils' participation, assessing completed work, and evaluating progress against the four national attainment targets:

- **Listening and Responding**
- **Speaking**
- **Reading and Responding**
- **Writing**

We aim to introduce a Languages Portfolio, which will give children the opportunity to self-assess based on a series of “can do” statements, linked to the content and skills-based objectives. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide pupils’ progress. Older children are encouraged to make judgments about how they can improve their own work. Opportunities for assessment are also given through the online software LanguageNut where teachers can create assessments to match topics taught in the classroom. This should be done termly to ascertain the competency of children.

Monitoring and Evaluation

The monitoring of standards in Spanish, including pupils' achievement and the quality of teaching and learning, is the responsibility of the Senior Leadership Team (SLT), supported by the Spanish subject leaders and governors.

The MFL subject leader will monitor teaching and learning, talk to pupils, and observe classroom practice. In addition, the role of the subject leader includes supporting colleagues in the teaching of Spanish and keeping staff informed about current developments in the subject.