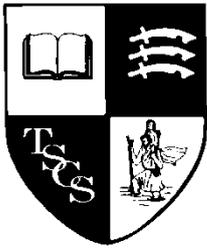


# THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



## Academy Trust - Special School

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### THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST MODERN FOREIGN LANGUAGES POLICY

**First written: November 2008**

**Revisions: February 2010**

**February 2015**

**September 2015**

**April 2018**

#### 1. Introduction

Our vision is for learners in our school to become confident in modern foreign languages so that they can show knowledge and understanding of other cultures and develop their communication skills that will have a positive effect in other areas of their lives.

#### 2. Aims and Objectives

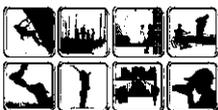
At The St Christopher School modern foreign languages is recognised as being an area of the curriculum where all pupils can continue to develop their communication and interaction skills. Through various interactive learning opportunities, pupils will gradually learn a new language, try new foods and experience the culture allowing them to appreciate how the world around them can differ.

In Modern Foreign Languages (MFL) we aim for young people to:

- Enjoy learning and progressing.
- Achieve and feel proud of their achievements.
- Become responsible for their learning by self assessing their progress.
- Develop confidence and praise for self and others in the group.
- Appreciate other cultures and races through language experience and research of other countries.
- Be able to hold small conversations in another language with assurance.
- Experience first hand the language they are learning through educational visits.

In order to fulfil the above aims it is necessary for us to ensure:

- the systematic progression through key stages Foundation, 1, 2, & 3
- that the National Curriculum programmes of study for MFL and their associated strands, level descriptions and attainment target are given appropriate coverage.
- that all children have access to a range of MFL resources including media and ICT
- that MFL experiences and activities are focussed to enhance learning i.e. educational visits, tasting days and visitors from outside the school setting



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### **3. Teaching Methods (Teaching and Learning)**

- MFL will be delivered through weekly lessons that will incorporate a range of activities depending on ability. There will be a range of multisensory tasks which are pitched to suit the needs of each group and a range of learning styles. The higher ability pupils will be encouraged to ask and answer questions without support.
- Themes – Years 7 and 8 will focus on a language a year. This will be either French/Spanish/German. They will learn basic words and phrases orally such as greetings and 'All About Me'. They will also produce a research booklet on given themes so that they can learn about the country they are focusing on. In Year 9 they will carry out a role play scenario to promote conversations of buying / selling.

The MFL coordinator will review teachers' plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of MFL capability. There is a topic map available to ensure coverage across the key stages.

### **4. Curriculum Content and Time**

MFL is taught in its own right as an integral part of the curriculum. All planning is informed by schemes of work that follow the recommendations of the National Curriculum. Content is adapted and tailored to the needs of the individual pupils and to the needs of the class group. Each pupil will have an hour of MFL per week but there are opportunities to link with other subjects such as Geography so that the pupil's get to transfer their skills in a cross-curricular setting.

In year 6 MFL teaching is under the planning and delivery of the class teachers.

MFL from year 7 – 9 is taught by the curriculum leader and the LSAs or MFL in class groups working from the schemes of work designed and tailored to the needs of the pupils and expectations of the QCA Schemes of Work. The 'Early Start' languages scheme is used for the lower ability pupils as it provides a range of resources to facilitate early language users.

#### **Extension And Extra Curricular Activities**

The Europa Centre caters for more able pupils to practice their speaking and listening skills by participating in a role play scenario. This trip is offered to those pupils at year 9 who have a more in depth knowledge of the language. There are also links to the cookery lessons in which pupils can follow a recipe to cook foods traditionally eaten in certain countries.

### **5. Curriculum Subject Coordinator**

There is a designated MFL Co-ordinator to oversee the planning and delivery of MFL within the school. The MFL coordinator will be responsible for

- raising standards in MFL as a national curriculum subject
- facilitating the use of MFL across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the MFL curriculum and reporting to the Headteacher on the current status of the subject
- There will be a presentation delivered to the Governors to keep them updated on what the MFL lessons provide to our pupils and examples of work that pupils have produced.
- Assessment is carried out by both the teacher and support staff and involves the pupils in what they have achieved and what they need to do to progress.

## **Monitoring**

- The Head of MFL will monitor the planning of both KS1, KS2 & KS3. Copies of plans will be kept and scrutinised to ensure coverage throughout the school and to prevent repetition.

## **6. Assessment And Reporting**

- All assessment in MFL will be through marked work and objective achievement. The level descriptors are placed with each Medium Term Plan ensuring all aspects of learning a language are covered. The work is to be kept and filed as evidence of learning and achievement.
- MFL is not assessed through B Squared so evidence files must be kept up to date and marked consistently in order to reflect the correct level.
- Annual reports are given for each child to show progress and learning.

## **7. Use Of Classroom Based Support Staff**

- The support staff are an essential and valued part of the whole school staff team.
- Without such staff the differentiated learning and one to one activities would not be able to take place.
- The LSA's at the school build and sustain positive relationships with both staff and pupils alike to enhance the learning and development of the pupils.
- LSA's should be directed during lesson times by the class teacher to ensure continuity and consistent leaning and behaviour management takes place.
- They will play a proactive role within the lessons and will carry out AFL.

## **8. Use Of ICT**

- The use of ICT in French is an essential teaching and learning tool.
- The use of a multi media approach is touched on in the lower Key stages. This includes the use of Premier Mots, Muzzy, and Education City and Early Start. This ensures independent learning.

## **9. Resources and Budget**

- The budget for MFL is reviewed annually and new budgets are issued. In the secondary school it is managed by the curriculum co-ordinator. It is therefore their responsibility to ensure all of the lessons are appropriately resourced and accessible and that the budget is effectively managed. Regular documentation of the budget should be adhered to.

## **10. Review**

Revision and updating of this policy will be completed by subject co-ordinator following discussion with the head teacher. Revisions will be presented to the governing body for discussion and approval.

**Name: Tracey Padmore, Subject Co-ordinator**

**April 2018**