



Rishton Methodist Primary School

MFL Policy

School Mission Statement

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world.

Rise uptake courage and do it"
Ezra 10:4

The MFL policy at Rishton Methodist Primary School is designed to reflect the primary MFL entitlement as defined in the Primary Languages Framework. The key elements of primary languages learning at Rishton are:

It is inclusive; it is taught as a coherent programme from Year 3 to Year 6; it is part of a broader curriculum involving language and culture; it is expected that pupils reach recognised levels of achievement.

1. Rational

The skills, knowledge and understanding gained through learning a new language 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 area as well as giving them a new perspective on their own language.

2. Aims and objectives



Language teaching at Rishton Methodist Primary School aims to provide opportunities for the children to:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increased confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- write at varying length, for different purposes and audiences, using a variety of grammatical strategies they have learnt.
- discover and develop an appreciation of a range of writing in the language studied
- gain enjoyment, pride and a sense of achievement.

3. Current provision and staffing

We teach a foreign language to children in Years 3 – 6 in a timetabled weekly session. The chosen language of study is French. The class teacher or teaching assistant will deliver these sessions. The curriculum will be delivered using Rigolo and supplemented with LCP, Early Start French and Espresso.

4. Cross-curricular links



Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- aspects of literacy such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction.
- modules of numeracy such as counting, calculations, money, the time and the data.
- the programmes of study for music such as learning traditional and modern European songs.
- aspects of PSHE such as international or multi-cultural work, for example celebration of festivals and storytelling and aspects of the geography and history of the world.
- art and science, by studying the work of famous painters, architects and scientists.

The school will undertake whole-school language awareness days in September, by celebrating European Day of Languages and focusing on a particular language and culture.

5. Inclusion

At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.



6. Schemes of work

Language learning at Rishton Primary School is based upon the five mutually supportive and dependent strands outlined in the Primary Languages Framework. These are: oracy; literacy; intercultural understanding; knowledge about language; language learning strategies. All of these strands are woven into the planned units of work using Rigolo as the main scheme.

7. Assessment for learning

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons to evaluate what the children have learned. Progress and attainment is recorded against targets.

8. Monitoring

We monitor teaching and learning in Modern Foreign Languages in the same way as we do all the other subjects that we teach in school. The Head Teacher and curriculum leader also reports to the governing body on the progress of children in MFL in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our teaching of MFL. This policy will be reviewed at least every year.

Signature from Governors:	Date:
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Signature of Head teacher:	Date:
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Date of next review January 2022