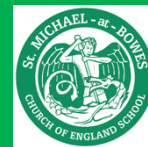


MFL at SMAB



Intent

At St Michael at Bowes, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including the key skills of speaking and listening and extends their knowledge how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. Therefore, in line with our school vision statement, our children will experience the inclusivity and firm foundation providing an opportunity to live successful lives. The focus language taught in our school is French.

Curriculum

The teaching of the Languages Curriculum at St Michael at Bowes is fully inclusive. No child is excluded by reason of accessibility, particularly not due to having English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum. Activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups of collaborative work may be made up in different ways, depending on the task.

Through the languages curriculum it is our aim to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence; fluency and spontaneity; find ways of communicating what they want to say and discuss and ask questions in order to improve the accuracy of their pronunciation and intonation.
- Can write, for different purposes and audiences, using the variety of grammatical structures they have learnt.
- Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils.
- Help children develop their awareness of cultural similarities and differences.
- Lay the foundations for future language study by pupils.
- Give an extra dimension to teaching and learning across the curriculum

Teaching

There are three main contexts in which language teaching and learning take place: Language lessons, Languages embedded into other lessons and 'Incidental' Language

- In **language lessons**, children are taught specific skills, concepts and vocabulary in a fortnightly dedicated lesson with the class teacher. These are followed up by short feedback sessions where children consolidate their understanding and apply their learning into slightly new contexts as a 'next step'.
- Where appropriate, teachers **embed languages** into other lessons, giving children opportunities to practise their foreign language in the context of lessons in other subject areas. For example, in giving instructions, counting in mathematics or applying common adjectives. This acts to reinforce vocabulary and structures in new contexts.
- **'Incidental' language** occurs because languages are part of the day-to-day life of the school. A 'language of the term' is chosen by the subject leader. This is a language spoken within the community. Teachers begin the day by taking the register in a foreign language, give instructions and get responses, ask questions and greet children. There is a culture of active curiosity and children learn new phrases, which they can use in class, along with teachers to fill gaps in their vocabulary. There are language use 'role-models' at every level. This integrated approach is a strong model for teaching and learning, giving children opportunities to use, strengthen and develop their language for communicating in a stress-free real-life context.
- Flexible groupings are used during lessons
- Children have a French book in which they record their learning and collect and record their vocabulary

Monitoring

Monitoring is carried out by subject leader and SLT during the school year. This will include

- Learning walks during MFL lessons
- Book looks
- Speaking with pupils and discussions about what they have learnt and enjoyed.

Resources:

- Many of our resources focus on the use of on-line or pre-recorded content
- Published resources, including traditional texts, interactive PowerPoints, audio files, videos, games and activity booklets are available for use throughout the school.
- French vocabulary is displayed in the class to support children's acquisition and retention

Planning

- The teaching of French is delivered via the I-languages scheme, which follows guidelines set out in the Key Stage 2 National Curriculum.
- Teachers adapt the high-quality content to meet the needs and particularities of their own class.
- Progress, and preparation for Key Stage 3 learning, is ensured through the rigorous progression of skills and content in the scheme supplemented by the mindset and passion for learning imparted by all staff at the school.
- Published resources, including traditional texts, interactive PowerPoints, audio files, videos, games and activity booklets are available for use throughout the school. All content is created, updated and maintained by fluent French speakers at I-languages.
- The **long-term** plans for MFL are outlined in the school curriculum map which indicates the topics and objectives that are covered throughout the year.
- Lesson plans contain more detailed information about what will happen in the lesson.
- Plans are adapted to show how less able and those new to English will access the content.
- More able children are planned for so that they can deepen knowledge and skills.

Feedback and assessment

- Oral feedback Opportunities to monitor the children's progress are built into our termly programmes of study.
- Most assessment is formative and is used to support planning for future teaching and learning.
- Assessments are based on observation of children working on different oral activities and where appropriate written product.
- Peer and self-assessment are used regularly