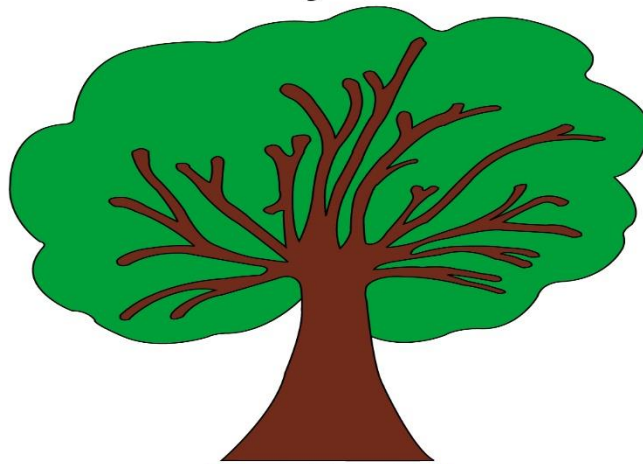


# **BURSTWICK COMMUNITY** **PRIMARY SCHOOL**

Burstwick Community  
Primary School



Branching Out  
Into The Community

## **MODERN FOREIGN LANGUAGES** **(MFL) POLICY**

*At Burstwick Community Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy, where children can achieve highly and let their imagination flourish.*

*We aim to prepare children for adult life and the world of work through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.*

*At Burstwick Community Primary School, it is our intention to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.*

*The values we focus on are:*

***\* Believe \* Unique \* Resilient \* Safe \* Tolerant \* Worthy \* Independent \* Creative \* Kind-hearted \****

***We are BURSTWICK!***

## **Statement**

At Burstwick Community Primary School, we believe that communication, both oral and written, is the key to educational progress, to social integration and to personal development and happiness.

Modern Foreign Language (MFL) learning is about the development of fluent readers, confident writers and effective speakers and listeners. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations and subjects.

## **Purpose of study**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## **Aims**

The national curriculum for languages aims 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, 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
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

In accordance with the Programmes of Study for languages in Key stage 2 our pupils will be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Our aims in teaching a language are that all children will be able to:

- Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener.
- Listen to others, reflect and take account of the speaker's comments, respond thoughtfully and demonstrate the skills necessary for effective speaking and listening.
- To help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge.
- Read a wide range of genre and be able to process information that is presented in a variety of forms, including multimodal texts.
- Demonstrate effective research skills, confidently reading a range of information based material from a variety of paper and digital sources.
- Enjoy writing and recognise its value as an essential communication tool.
- Write confidently in a range of forms, for different purposes and audiences.
- Demonstrate accurate use of spelling, grammar and punctuation.
- Present written work neatly and demonstrate handwriting that reflects the principles and guidance used at our school.
- Use ICT skilfully and appropriately, exploring opportunities to create different pieces of multimodal English.
- Co-operate and negotiate with others

### **Teaching and Learning**

At Burstwick Community Primary School, Spanish is taught an hour a week in KS1 and KS2. Children in EYFS are exposed to Spanish weekly in small steps. At the start of each topic, children will review previous learning and will have the opportunity to recap taught language. Children are given a cover page and knowledge

organiser at the start of each topic which details learning intentions, grammar focusses, phonics focusses and language. Teachers will highlight learning intentions on this as a form of assessment. Spanish is taught by a specialist Spanish teacher from 'PPA Cover LTD'. Children are given the opportunity to progressively develop skills, acquire vocabulary and phonic knowledge, and develop grammar skills. Pupils will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Pupils will appreciate stories, songs, poems and rhymes in the language. Pupils will engage in conversation and real-life scenarios; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Pupils will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

### **MFL Curriculum Planning**

Units are carefully selected to ensure pupils are able to build upon and apply prior knowledge and vocabulary. Pupils are given opportunities to engage with different cultures, places, festivals and cultures across the curriculum and during assemblies. Pupils will engage in conversation and real-life scenarios that relate to cross-curricular links. Teachers follow sequenced learning objectives with clear progression of skills which ensures all pupils are accessing their year group expectations and are given the opportunity to build on their prior knowledge, and to develop and apply skills.

### **Inclusion**

The acquisition of effective language skills depends on a carefully planned curriculum that offers broad experiences which include integrated opportunities to develop speaking and listening skills, reading and writing

We want our children to experience a wide range of both spoken and written MFL. Children with Special Educational Needs and Disabilities (SEND) and those with English as an Additional Language (EAL) will be given support, which will enable them to access the language curriculum so that they can achieve their full potential. EAL children's expertise in their first language will also be valued and respected. More able pupils will also receive appropriate, challenging, planned work in order to cater for their needs.

Throughout their time in our school all children will be supported and encouraged to achieve their personal best.

### **Racial Equality & Equal Opportunities Statement**

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. We are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

### **Organisation of MFL teaching**

#### **Early Years Foundation Stage (EYFS) - *non-compulsory***

Explore and compare difference cultures, celebrations and festivals.  
Answer the register in another language.  
Recite familiar songs and rhymes.  
Count to 10 in Spanish

## Simple greetings

This will link to the following areas of learning:

- Communication and Language
- Understanding the world

### Key Stage 1 (KS1) - *non-compulsory*

|                        |                                                                                                                                                                                                                                                                            |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking and Listening | <ul style="list-style-type: none"><li>• Begin to pronounce Spanish phonics.</li><li>• Use gestures and actions in response to story.</li><li>• Greet others using simple phrases.</li><li>• Join in with familiar songs, rhymes and texts.</li></ul>                       |
| Reading                | <ul style="list-style-type: none"><li>• Begin to read simple words, phrases and sentences</li><li>• Begin to recognise and day numbers, days, months and seasons.</li><li>• Read and understands simple greetings.</li><li>• Begin to pronounce Spanish phonics.</li></ul> |
| Writing                | <ul style="list-style-type: none"><li>• Begin to write simple words and phrases.</li></ul>                                                                                                                                                                                 |

### Lower Key Stage 2 (LKS2) - *compulsory*

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking and Listening | <ul style="list-style-type: none"><li>• To have a short conversation involving 2-3 things.</li><li>• To understand short passages made up of familiar language</li><li>• To understand instructions, messages and dialogues within short passages.</li><li>• To use short phrases to give a personal response.</li><li>• To identify and note the main points and give a personal response on a passage.</li></ul> |
| Reading                | <ul style="list-style-type: none"><li>• To read and understand short texts using familiar language.</li><li>• To identify and note the main points and give a personal response on a passage.</li><li>• To read a few familiar sentences independently.</li><li>• To use a bilingual dictionary or glossary to look up new words.</li></ul>                                                                        |
| Writing                | <ul style="list-style-type: none"><li>• To write 2-3 sentences on a familiar topic.</li><li>• To write what they like/dislike about a topic.</li><li>• To write short phrases from memory</li></ul>                                                                                                                                                                                                                |

### Upper Key Stage 2 (UKS2) - *compulsory*

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking and Listening | <ul style="list-style-type: none"><li>• To hold a simple conversation with 3-4 exchanges.</li><li>• To use knowledge of grammar to adapt and substitute single words and phrases.</li><li>• To understand longer passages made up of familiar language.</li><li>• To speak at near normal speed with no inference.</li><li>• Pronunciation is generally accurate with some consistency with intonation.</li></ul> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|         |                                                                                                                                                                                                                                                                                                                                                |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading | <ul style="list-style-type: none"> <li>• To understand longer passages or a short story made up of familiar language.</li> <li>• To identify and note main points in a text or story.</li> <li>• To use context to work out unfamiliar words.</li> <li>• Pronunciation is generally accurate with some consistency with intonation.</li> </ul> |
| Writing | <ul style="list-style-type: none"> <li>• To write a paragraph of about 3-4 simple sentences.</li> <li>• To adapt and substitute individual words and set phrases.</li> <li>• To use a dictionary or glossary to check words they have learnt.</li> </ul>                                                                                       |

### **Assessment for learning**

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments, traffic lighting achievement against the Learning Intention and success criteria. Through these, both children and adults are able to recognise the progress being made.

At Burstwick Community Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. FLiC (Framing Learning in Classrooms) is used to record, measure and analyse achievements.

### **Resources**

There is a wide range of resources to support the teaching of Spanish across the school. These are kept either within individual classroom or centrally in the IT suite. All classrooms have access to dictionaries. Access to the internet is also available in the computer suite and in the classrooms.

### **Roles and Responsibilities**

#### **Head Teacher and Governing Body**

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and outdoor areas are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

#### **MFL Lead**

- To have an impact on raising standards of attainment for MFL across the whole school.

- Ensure the effective implementation of the National Curriculum for Languages.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure a regular and effective programme of analysis of children's work through monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.

### **Class Teachers**

- Ensure the effective implementation of the National Curriculum for Languages.
- Make effective use of Assessment for learning within Languages.
- To ensure work is differentiated to enable all children to reach their full potential.

### **Teaching Assistants**

- To support the class teacher in the effective implementation of Languages.

### **Parents / Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress.
- Sending an annual report to parents/carers in which we explain the progress made by each child and indicate how the child can develop their learning.
- Explaining to parents how they can support their children with homework.

We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We expect parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school for taking part in activities.
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.

### **Safeguarding**

The school is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly).

We believe that all children have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

### **Monitoring and Review**

Burstwick Community Primary School's Modern Foreign Languages (MFL) Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the governors about its implementation and effectiveness. This is to be done through regular work scrutiny and will be monitored for whole school consistency and evaluated for impact on children's learning and outcomes. Governors are kept informed via the termly Headteacher's Report.

This Policy will be reviewed at every 3 years through discussion with all staff and Governors.

***Date agreed:*** February 2025

***Date to be reviewed:*** February 2028 or as guidance is issued from the Department for Education (DfE) and/or Local Authority (LA).

| Approved           | Name                     | Signature | Date |
|--------------------|--------------------------|-----------|------|
| Chair of Governors | <i>Mr Andrew Johnson</i> |           |      |
| Headteacher        | <i>Mr Ian Cutts</i>      |           |      |