



## St. Patrick's Catholic Primary School: Modern Foreign Languages – September 2019

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The National Curriculum states that:

“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.”

### **Impact**

Our curriculum for modern foreign 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
- 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.

### **Implement**

#### **Planning and Assessment**

All teachers are responsible for developing weekly plans and are able to use twinkl as a guideline. These plans indicate the learning objectives for each lesson along with activities.

Most assessment is formative and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons.

Those children who are not achieving the expected level are identified at an early stage and targeted for extra support during a lesson.

If any written MFL work is produced, it is marked in line with the school policy on marking.



## Quality of Teaching and Learning

All KS1 and KS2 pupils shall have the opportunity to develop MFL capability by having a lesson or activity comprising of at least 30 minutes per week. This lesson or activity can take place at any time of the day.

The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to share their knowledge with the rest of the class.

## Leadership and Management

### The Role of Governors

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy and the subject action plan. The Governors are also involved in the setting of targets for the end of key Stage 2 and in carrying out a work scrutiny of books throughout the school.

### The Role of the Headteacher

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity

### The MFL Coordinator

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.

A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

### The SENCO and Support Staff

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson.



The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

### **Partnership with Parents**

Liaison with parents is important in order for them to help children with their learning. Parents are informed about the school's approach to MFL through letters, displays and where appropriate, meetings. They are informed about children's progress at Parents' Evenings, annual reports and MFL target setting. Parents are encouraged to support and become involved in their children's learning through possible homework activities.

### **Impact**

#### **Monitoring and Evaluation**

Lesson drop ins by the Headteacher and Coordinator.

Work analysis is carried out by the Coordinator throughout the year.

A thorough analysis of pre and post learning

Teachers' planning is monitored termly.

Books are scrutinised termly