



## MFL POLICY

### **RATIONALE**

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. We are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

### **AIMS AND OBJECTIVES**

- To broaden the cultural awareness of the pupils and to foster positive attitudes to foreign language learning, to speakers of other languages and a tolerant sympathetic approach to other cultures and civilisations.
- To enable the pupils to acquire knowledge and skills in Spanish with particular emphasis on speaking and listening.
- To capitalise on the ability of young pupils to rapidly acquire passive and active knowledge of Spanish.
- Where possible and relevant, to embed Spanish into the main primary curriculum.
- To make language learning interesting and relevant by linking it to the outside world through language related events.
- To actively encourage the pupils to participate and enjoy the language activities - creating confident learners of other languages.
- To seek to immerse the pupils during lessons in the target language.
- For the school to be able to continue to deliver the curriculum for primary Spanish with ongoing support from class teachers and local high schools.
- To be a source of expertise and innovative practice upon which other schools may draw.
- To provide Year 6 pupils with an introduction to French during the Spring term, in order to prepare them for High School and to provide them with an opportunity to compare the languages of French and Spanish.

### **TEACHING AND LEARNING APPROACHES**

- Spanish is mainly taught in isolation, but is practiced in all areas of the curriculum.

- Spanish is the main language to be taught at Norwood. However, French is taught to Y6 pupils for a term in order to prepare them for secondary school.
- Norwood has adopted to employ a specialist MFL teacher, to ensure consistency throughout the school.
- Teachers should model Spanish (as well as French in Year 6) pronunciation and vocabulary in class work and daily routines. This applies to all adults working with children in the classroom.
- Appropriate vocabulary should be displayed in every classroom as a reference point for both pupils and staff.

## **PLANNING**

- Year groups can consult with the MFL leader / specialist teacher about appropriate resources.
- Planning of MFL is recorded by Specialist teacher.
- Planning will ensure that, in addition to the requirements of Government guidelines, there are regular opportunities to enhance learning through cross-curricular teaching, extra-curricular activities and homework.

## **ASSESSMENT AND RECORDING**

Pupils' progress is assessed and monitored during the year through normal teacher planning and observation and in conjunction with MFL Specialist Teacher.

## **RESOURCES**

The children's learning and understanding is enriched through the use of interactive teaching styles, incorporating aspects of visual, kinaesthetic and auditory learning.

## **TIME ALLOCATION**

Spanish is taught weekly in Year R, 1, 2, 3, 4, 5, and 6. Sessions vary from 15 minutes to half an hour.

## **SPECIAL EDUCATIONAL NEEDS/GIFTED, ABLE AND TALENTED**

Differentiation in terms of learning objectives, tasks, teaching methods and resources are planned for pupils with SEN. All pupils have access to materials and opportunities that are suitable to their specific needs. If it is recognised that a child may need more activities to support the development of MFL, these targets will be recorded on children's individual profiles.

All pupils will access the different stages of MFL when they are ready to progress. It is recognised a child may be ready to develop at a faster pace than his/her peers and must therefore be encouraged to learn new skills accordingly.