

Oak Field School Policy for Modern Foreign Languages (MFL)

Philosophy

- At Oak Field School, it is the intention to motivate, engage and support the pupils in the development of Modern Foreign Language (MFL) experience, knowledge, skills and understanding from KS2, as appropriate to the individual needs of pupils working at P-Levels 1-8 and towards Levels 1 and 2 of the National Curriculum, at Pre-Entry Level and towards Entry Level 1-3 of the National Qualifications Framework.
- It is also the intention to provide a different and meaningful context in which to stimulate and reinforce the development of communication skills, especially social and functional linguistic skills, and to engender excitement, enjoyment, and a very real sense of achievement, both in language-learning, and in learning about other cultures, which will boost pupil confidence and self esteem.
- This will be achieved for most pupils initially through single-word presentation and practice using artefacts, foodstuffs, photographs, games, songs, puppets, signs and symbols, reinforced by digital media, and by regular interaction with the MFL teacher.
- Where possible, it is intended to accredit this learning for the 14-19 pupils through the ASDAN award framework, as appropriate.
- The MFL curriculum will endeavour to support, encourage and motivate all pupils to achieve their full potential. The planning, activities, resources, assessment and evaluation of progress will recognize the diversity of the curriculum needs of pupils of different ethnic groups, gender, disability and age range, and will ensure balance in terms of equality and diversity for all pupils. All pupils will therefore have opportunities to develop effective knowledge, understanding and skills, and to develop positive self-image in an atmosphere of mutual understanding and respect.
- Throughout the MFL curriculum the aims of Every Child Matters will permeate learning and teaching - health, safety, enjoyment and achievement, making a positive contribution, and achieving economic wellbeing.

- Pupil views will be sought and respected, and all pupils, staff, parents and others will be given full consideration in promoting personalised and inclusive practice.
- Team working between other professionals, campus partners and volunteers will ensure that pupils will receive enhanced education.

Each year, on 14th July, the pupils will be offered an opportunity to showcase their MFL skills in the Bastille Day assembly, cafe and celebrations; they might also do this through the annual Christmas Show.

Aims

The MFL curriculum at Oak Field School aims to

- Provide a focus for, and underpin the development of, Communication Skills.
- Increase pupil experience/awareness/knowledge/acquisition of language-learning skills (listening, speaking, reading, writing), and maximise their opportunity to practise these through motivating activities and through regular interaction with the MFL teacher.
- Increase pupil awareness and knowledge of at least 1 other European culture, and maximise their first-hand experience of this through interaction with native speakers, where possible.
- Include the pupils wherever possible in the planning, recording and evaluation of their own learning in this curriculum area.
- Provide the pupils with positive internal and external recognition of achievement and attainment in this area.
- Value and draw upon the cultural and linguistic background of all pupils (and staff!)

Strategies for putting policy into practice

Roles and Responsibilities

- At Key Stage 2, 3 and 4, the MFL curriculum is developed primarily through the National Curriculum framework, with special focus on Listening and Speaking and topic areas as appropriate. There are rolling programmes for each key stage.

- In the 6th Form, the pupils have more opportunity to negotiate the focus of their language-learning, to reflect their enthusiasms, interests and motivation and, for example, to link to forthcoming school and international events, and visits/visitors. At the beginning of each academic year, 6th Form pupils and staff will audit MFL learning achieved so far, and look for further opportunities to extend and/or reinforce this learning through a 3-term programme of study.
- MFL sessions always include whole- and small- group work, and often pairwork; there are also opportunities for individual and personalised learning, where possible using preferred learning styles (including role-play), and ICT.

Assessment and Recording

- Pupil progress in MFL is assessed and recorded through the EHCP/Annual Review process and documentation, termly IEPs, and the P-scales, using the *Classroom Monitor* assessment tool. Pupils participate in producing a portfolio of evidence – this might include annotated photographs, audio and video extracts, observation notes and worksheets (identification of symbols), etc. At the higher levels, this will include evidence of pupil planning and evaluation.

Monitoring, Review and Evaluation

- There is ongoing monitoring and evaluation through a rolling programme of lesson observation and sampling of planning, assessment and recording documentation by the SLT, termly discussion with pupils and staff, and bi-annual evaluation - this should be evident in lesson/module evaluation documentation, and in pupil portfolios

Resources

- MFL resources include a range of topic-based artefacts, foodstuffs, photographs, symbol flashcards and worksheets, games, puzzles, children's literature and young people's magazines, art, music, film, published media such as BBC and Channel 4 language-learning resources, audio (inc song) resources and CD/DVD/web-based resources. Most of these are located on the MFL resource shelf in the 6th Form.

- A further resource is the number of native speakers of other languages on the school staff, including German, Polish, Urdu and Punjabi

Reviewed Sep 2016