



# **MODERN FOREIGN LANGUAGES POLCY**

## **October 2020**

**Policy No. 8**

**DATE APPROVED BY GOVERNORS: 5.10.2020**

**DATE OF NEXT REVIEW: Spring 2024**

**LEAD: Melanie Bullivant**

**GOVERNOR RESPONSIBLE: Shirley Webb**

## MFL Policy – Contents

	Page
1. Introduction	3
2. Purpose	3
3. Aims	3
4. Wider School Aims/Ethos	3
5. Consultation	3
6. Sources and References	3
7. Roles and Responsibilities	3
8. Planning	4
9. Teaching	4
10. Organisation	4
11. Training/CPD	4
12. Equal Opportunities	4
13. Health and Safety	4
14. Including Parent Carers	4
15. Resources	5
16. Assessment and Moderation	5
17. Monitoring and Evaluation	5
18. Linked Policies	5
19. Assessment and Review	5

## **Introduction**

- 1.1.** '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.'

(National Curriculum in England, Department for Education, 2014)

- 1.2.** As shown in the above statement, learning about languages and cultures which are different from ones' own, are considered to be very closely linked areas of education. At Chadsgrove, therefore, Modern Foreign Languages (MFL) consists of learning about both the range of cultures, languages and traditions which may be found in our own richly diverse nation as well as those in other countries. This teaching, therefore, occurs in a wide range of cross-curricular learning opportunities throughout the school curriculum and in other contexts.

## **2. Purpose**

- 2.1.** The purpose of this policy is to outline the nature of MFL delivered to pupils at Chadsgrove School.

## **3. Aim(s)**

- 3.1.** This policy has the following aims:

- To ensure that pupils are given the opportunity to learn about a range of different languages, cultures and traditions

## **4. Wider school aims/ethos**

- 4.1.** This policy supports our school aim of delivering a curriculum which is 'characterised by breadth, balance, relevance, differentiation, progression and continuity' (Chadsgrove School Self Evaluation Form)

## **5. Consultation**

- 5.1.** This policy was written by Melanie Bullivant, MFL Leader, in consultation with:
- Deb Rattley (Head teacher)
  - Teaching staff

## **6. Sources and References**

- 6.1.**
- The National Curriculum in England (DfE, 2014)
  - Education Act, 2002

## **7. Roles and Responsibilities**

- 7.1.** The following groups of people will be involved in implementing this policy:
- Governors are responsible for reviewing this policy annually, and meeting with the MFL Leader where necessary to discuss strengths and areas for development
  - The Head Teacher is responsible for monitoring the work of the MFL Leader, through the Performance Management cycle
  - The MFL Leader is responsible for supporting teachers in their delivery of MFL education and ensuring adequate resources are available to support teaching and learning
  - Class teachers are responsible for ensuring that they follow the school policies and procedures with relation to the teaching of MFL

- Teaching Assistants are responsible for supporting pupils' learning, by following the guidance of class teachers

## **8. Planning**

- 8.1.** Some elements of MFL may be delivered as part of Humanities lessons. Planning information regarding these subjects can be found in the relevant subject policies.
- 8.2.** An annual 'Multi Faith, Culture and Language' Day is planned by the MFL Leader. Planning for this curriculum day is shared with all teaching staff.

## **9. Teaching**

- 9.1.** At Chadsgrove School, some pupils have 'Humanities' lessons, in which they will learn about aspects of language as part of their History or Geography work. Further information about this work can be found in the relevant policies.
- 9.2.** Planning and organisation for the 'Multi Faith, Culture and Language' Day can be found in the subject leader's file.

## **10. Organisation**

- 10.1.** Clearly timetabled Humanities lessons take place each week. The nature and organisation of these lessons depends upon the age and ability of the pupils. Further information can be found in the respective policies.
- 10.2.** The 'Multi Faith, Culture and Language' Day takes place annually, further information and evidence of the work taking place on this curriculum day can be found in the subject leader's file.

## **11. Training/ CPD**

- 11.1.** Internal and external training opportunities are offered to all staff, in order to develop their expertise in teaching and supporting pupils. The impact of this is that pupils will experience a rich diverse curriculum resulting in improved outcomes. The Senior Leadership Team ensure good practice is disseminated and staff skills enhanced.

## **12. Equal Opportunities**

- 12.1.** Chadsgrove School seeks to create a supportive environment which is free from discrimination and which encourages all pupils and staff to participate fully in the life of the school:
  - The school curriculum should be broad, balanced and relevant to all pupils
  - Varied teaching styles should be incorporated to suit pupils' learning styles
  - Discrimination or stereotyping should be challenged in all areas of the curriculum

## **13. Health and Safety**

- 13.1.** Please refer to the general health and safety practices of the school

## **14. Including Parent Carers**

- Parent carers are informed of the content that will be taught to their child through termly Curriculum Newsletters, which outline the learning that is to take place each term.

## **15. Resources:**

**15.1.** Appropriate resources for MFL are stored in the school's Resource cupboard, in clearly defined areas. These include:

- Resources for teaching a range of languages
- Resources about a range of countries and their associated cultures

## **16. Assessment and Moderation**

**16.1.** At Chadsgrove School, pupils' experiences in these areas of learning may not always involve formal assessment. Rather, pupils' responses are considered to be valuable means of showing their engagement. These moments may be captured in pupils' written work, Learning Journeys or MAPP files, depending on which class they are in and how they are engaging with MFL.

**16.2.** The subject leader has an evidence file which contains examples of lessons and activities which have taken place during Curriculum Days.

## **17. Monitoring and evaluation**

**17.1.** Class teachers' planning and work are monitored by the Senior Leadership Team and Phase Leaders.

The subject leader keeps an evidence file of work that has taken place, including work from curriculum focus days.

## **18. Linked policies**

**18.1.** The MFL Policy should be read in conjunction with our policies for History and Geography.

## **19. Monitoring and Review**

**19.1.** This Policy is reviewed on an annual basis by the MFL Curriculum Leader and Governing Body.