ACE Learning



Modern Foreign Languages Policy

Date of Ratification	**Spring 2023**
Date for Review	**Spring 2026**

Intent

At ACE Learning, we believe that there are many benefits of learning another language from a young age. It not only develops proficiency in a foreign language, but also develops first language competence and wider cognitive abilities, such as problem solving and knowledge retention. It also provides excitement, enjoyment and challenge, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The required provision for KS2 is implemented, but opportunities are also provided for children in KS1 to experience foreign language learning.

Importance is placed on language learning skills which will enable children to access new languages in the future as well as building on their knowledge and improving competence in an existing language.

Objectives

- To develop pupils' interest in learning another language through fun and enjoyable activities;
- To give a sound start for language learning at secondary level;
- To enable the child to communicate in a language other than English;
- To develop speaking and listening skills;
- To create a literary link between English and the foreign language to improve reading and writing skills;
- To increase the child's awareness of the world and their role in it;
- To create and develop cultural links.

Curriculum Progression

The knowledge and skills ladders for Modern Foreign Languages clearly outlines how learning progresses. Learning is carefully sequenced to ensure the main objectives within each Key Stage are met. These are delivered through the following component strands:

- Listening
- Speaking
- Reading
- Writing
- Intercultural understanding

Vocabulary development

Vocabulary has been deliberately structured so that each year group builds on previous learning. The vocabulary grid outlines progression between year groups.

Approaches to Teaching and Learning

Our teaching and learning focusses on the following key areas:

<u>Oracy and Literacy</u>

- To develop communication skills, so as to be able to communicate is the real purpose of learning a foreign language;
- To enable children to see that learning another language can be enjoyable and fun.

Intercultural Understanding

- To see language as part of culture and learning the culture is a necessary part of learning a language;
- To raise awareness and understanding of the cultures of other countries around the world (identified in cross-curricular planning);
- To link work in the foreign language to other curriculum areas, e.g. English, mathematics, ICT, PSHE, geography, music, history etc. where appropriate.

Knowledge about Language

- To develop understanding of how language works. When learning a new language pupils make comparisons with English and/or home language and reflect on similarities and differences;
- To use knowledge about language to support effective communication, both orally and in writing;
- To make them aware of pronunciation and intonation;
- To investigate how languages work and so be able to adapt language to new contexts.

Language Learning Strategies

- To develop confidence, trust and willingness to participate;
- To develop pupils' listening skills;
- To build self-esteem and social confidence;
- To be able to select and use different strategies which pupils can then apply to learn a language effectively;
- Strategies explored in language lessons can be used for learning in other subjects.

All classes should receive regular weekly language learning: this may be through discreet language lessons or through cross-curricular linking with other subjects (Mantle of the Expert approach), in order to develop both language proficiency and transferrable learning skills. Lessons will be of short duration and involve activities, games and songs.

Resources

The academy's objectives in teaching Primary Languages are approached with reference to *Tout Le Monde* and *Languagenut*. Both schemes cover the current guidelines for KS2 in the National Curriculum and will be the primary means of delivery of MFL.

Health and Safety

Any work, linked to the teaching and learning of modern foreign languages, that requires such considerations, will be in line with the academy's relevant policies.

Assessment

At least once a year, summative assessments will be made; teachers will report on how well children are working against their year group's objectives for Modern Foreign Languages.

Monitoring Impact

Monitoring of teaching and learning is a process that is essential to gauge quality of teaching to ascertain progress children/groups are making and to identify areas for improvement for individual teachers, year groups, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils.

Pupils: The Modern Foreign Languages leader will monitor a sample of work at set points throughout the year. For example, by looking at evidence in books, classrooms and via pupil voice during lesson observation. Teacher judgements will also be analysed.

Staff: Clear verbal and written feedback will be provided to teaching staff that are observed and targets set accordingly to identify next steps in their continuing professional development.

The implementation and impact of Modern Foreign Languages will be recorded by the subject leader and reviewed regularly.