



Parkside Middle School Modern Foreign Languages (MFL) Policy 2020

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1 Rationale and Aims for Teaching MFL at Parkside

1.1 This policy is a statement of the aims, principles and practices of teaching and learning as they relate to French teaching at Parkside. This policy supports the aims of the school mission statement, SEN policy and the whole-school approach to teaching and learning.

1.2 French Teaching at Parkside

As new technology brings people closer together another language and bridging cultural differences becomes an ever more important skill for pupils. This need has been recognised by the government and measures are currently under review to make the study of at least one foreign language at GCSE compulsory. The teaching of French at Parkside is in line with the MFL policy of our main high school (North Bromsgrove High school) where only the top 40% of a year group are able to choose Spanish, all other pupils must continue with French. To prepare pupils for this we have 2 hours of French lessons per week in KS3.

Since the year 2010 all KS2 children have been entitled to learn a language other than English. At Parkside we believe strongly in the benefit of this and have therefore implemented the teaching of French for all KS2 children – one hour a week for both Years 5 and 6.

1.3 Aims and Objectives

In French we consider that a meaningful education should enable pupils to:

- Communicate effectively in a range of context, using a modern foreign language;
- Use French for real purposes;
- Foster enthusiasm for language learning;
- Develop self-confidence;
- Develop listening and communication skills;
- Develop reading skills in the context of learning a modern foreign language;
- Become aware that language has a structure, and that this structure differs from one language to another;
- Develop speaking and listening skills;
- Gain enjoyment, pride and a sense of achievement;
- Explore and apply strategies to improve their learning;
- Explore their own cultural identities and those of others.

2 Teaching and Learning Styles in French

- 2.1** At Parkside we use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum to their study of French; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.
- 2.2** The lessons are to be delivered by the specialist teachers in KS3, with support from the MFL Subject Leader. Lessons in KS2 are delivered by either specialist teachers, or in a few cases, class teachers. They are taught discreetly.
- 2.3** KS2 children are entitled to 23 or 20 hours of French teaching in a school year, which will follow the Parkside MFL Scheme of Work and therefore a set progression. KS3 children will receive 2 hours a week with more of a grammar and vocabulary focus. Lessons will follow the same structure as all other lessons at Parkside and throughout a term, equal coverage will be given to the four attainment areas; Listening, Speaking; Reading and Writing.
- 2.4** All pupils will be given a Knowledge Organiser to support their learning. These organisers will comprise of vocabulary, key structures and grammar that the pupils will need to know and use in their studies. In KS3, Homework tasks will be set from these on a fortnightly basis.

3 Schemes of Work and Resources

- 3.1** All of the schemes of work in French at Parkside have been written by the subject leader. The curriculum has recently been audited and developed in order to allow progression both within and across key stages, with the main aim of enabling pupils to know, remember and do more with the language. We do not follow a published scheme of work at Parkside but the topics covered have been influenced by published GCSE foundation paper topics and in liaison with the High schools and other middle schools across the town. In KS3, the emphasis on topics and vocabulary required by the high schools is increased. In addition to the GCSE specimen papers, the schemes have been influenced by the textbook recommended to us by the high schools (Allez). The planning does of course follow the renewed framework objectives in all four attainment areas.
- 3.2** We carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term). The Subject leader is responsible for producing the long and medium term planning, with subject teachers taking responsibility for their short term planning, differentiating accordingly. All planning provided by the subject leader will give some ideas and strategies for differentiation, in line with the school's policy.
- 3.3** In KS2, pupils have their own exercise book. At KS3, pupils are given a French book, the back of which they should use for grammar notes. The grammar notes will contain verb conjugations and should be used as reference points throughout the year. Pupils have Knowledge Organisers stuck into their books.
- 3.4** Some resources and activities for the various schemes across the school are to be provided by the subject leader and further support is available to staff on request. It is however expected that staff will, on the whole, create their own resources.
- 3.5** French in KS2 was previously being taught as part of the topic- based learning in the Learning Journey curriculum. However, it has now been removed from this curriculum and is taught as a lesson in its own right, to ensure we meet the requirements of KS2 and to best prepare the pupils for KS3.

4 Assessment for Learning

- 4.1** Teachers assess children's work in MFL in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Teachers are provided with assessment record sheets for each topic and year group. They are completed in line with the school assessment policy. Written or verbal feedback, including dialogue marking, is given to help guide children's progress. All children are encouraged to make judgments about how they can improve their own work.
- 4.2** Each scheme of work clearly outlines the main assessment focus for each topic. Assessment is carried out continually throughout the year, rather than having specified assessment pieces. However, at least 2 pieces of work (in two different attainment areas) have been selected for dialogue marking and detailed feedback and this has been indicated on the plans. In some instances, departmental moderation will occur in order to ensure consistency across the department.
- 4.3** In addition, Year 8 will have a number of GCSE style tasks intended to prepare students for the experience of a GCSE and to develop technique, rather than as an assessment opportunity.
- 4.4** Within individual lessons, teachers are required to use a range of different AFL strategies as per the school's policy.

5 Differentiation

All work in MFL should be differentiated according to the needs of the groups. The subject leader will offer advice and suggestions as to how to do this for both lower and higher ability pupils. It is the responsibility of the teacher to ensure that any resources/work is suitably differentiated for the individuals in their class. The MTP's do suggest differentiated activities. These are as a guide and should be adapted accordingly. Differentiation used in the lesson should be clearly evident in the short term planning and evidence of challenge will be a key focus of book trawls.

6 MFL and Inclusion

- 6.1** In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to almost all children, whatever their ability and individual needs. MFL forms part of the School Curriculum Policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL). We take all reasonable steps to achieve the progress of all children.
- 6.2** The children who do not have French lessons are those that have been withdrawn by welfare or SEN for a specific intervention program, such as Thrive. The decision for their withdrawal from French was made in consultation between the subject leader and the SENCO.

7 Homework

- 7.1** In KS3, homework is to be set on a fortnightly basis in line with the whole-school policy. This academic year, homework will be set from the Knowledge Organisers, available on Microsoft Teams and the school website. The pupils will be set specific sections of the KO to learn and then be tested on in school. This will involve learning the spelling of key vocabulary, the conjugation of key verbs, for example, as well as some short translations. Pupils may be set the same sections of vocabulary if they do not score highly on the subsequent test in the lesson. Individual teachers will set the sections to be learned according to the needs of their classes and individual pupils. All homework set will be recorded in planners with a due date and then scores fed back to parents via the parent comment section of the planner. The homework will be set on the same day, each fortnight.
- 7.2** No homework is currently set in Years 5 and 6, although they do have access to the KO's online for extra practice.

8 French and Cross-Curricular Links

Planning and schemes of work include links to other areas of the curriculum, for example, in Year 8 pupils do a module about jobs and their personal skills and attributes which links in with the PSHE scheme.

9 Language Ambassadors

This year, with COVID-19 restrictions, Language Ambassadors are unable to operate as in previous years. However, we do have language experts within our Year 8 groups who can support their peers. These pupils are identified by the subject teacher and subject lead as being More Able or Gifted and Talented with languages. They are identified to their peers and this is reflected in seating plans, where they sit next to a peer that they can support.

10 Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of the subject leader, supported by the Headteacher and colleagues from the LA. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school. The leader may have specially allocated regular management time in which to review samples of the children's work and to undertake lesson observations of MFL teaching across the school. The subject leader will meet with curriculum leaders regularly to ensure planning and assessment is in line with whole school policy.

This policy will be reviewed every 2 years.

Policy dated: September 2020

Review date: September 2022

Policy confirmed by the Governing Body of Parkside Middle School on:

Date: _____

Headteacher: _____

Chair of Governors: _____