



Policy Document Title: Modern Foreign Language Policy

Reviewed: 06/20PG

To be reviewed: 06/21

Philosophy

Pupils learn a Modern Foreign Language in order to:

- acquire knowledge and understanding of the target language
- develop language skills
- develop language - learning skills
- develop cultural awareness

During their studies of a Modern Foreign Language, it is hoped that they will come to appreciate the wider concept of language and to extend their awareness of their own language. MFL is taught in St. Vincent's with due regard to the school's Mission Statement and Equal Opportunities Policy.

Aims and Objectives

In this school the Modern Foreign Language taught will be French. The aims and objectives of the course will be:

- To develop the capacity to use a modern foreign language for practical communication to a level appropriate to each pupil's abilities and expectations.
- To support the development of general language skills and to improve self expression.
- To enhance the development of listening skills and to increase sensitivity to sounds and rhythms by providing pupils with opportunities to listen for sounds, to reproduce them, to respond to them, and to communicate with others.
- To foster awareness of the nature of language in general; to offer pupils the opportunity to experiment with the MFL and to recognise the importance of sounds and symbols and their relationship to meaning.

- To offer opportunities for insight into the languages and cultures of other people, to encourage a positive approach and attitude to language learning, and a sympathetic view of other cultures.
- To provide, in collaboration with other curriculum areas, a sound basis of life and study skills.
- To provide opportunities for the development of cross curricular skills such as ICT, communication, personal and social skills, literacy and numeracy, music and physical education.

French is taught in accordance with the guidelines produced by the DfE

- To support the learning of basic concepts such as numeracy, time, space and colour.
- To increase personal and social skills by providing opportunities for pupils to work together within a new context of communication and interaction.
- To encourage independence and autonomy through the flexible use of resources.
- To offer each pupil a positive experience which presents them with the opportunity to experience personal success and enhanced self-esteem.
- To provide opportunities for all pupils in Key Stages 1-3 to experience success, a sense of achievement and increased self-confidence, in accordance with the school's equal opportunities policy. At Key Stages 4 and 5 MFL is an optional subject.
- To offer each pupil the opportunity to experience learning a new language in a manner which combines good practice with a flexible and individualised programme of study.

Spiritual, moral, social and cultural development.

In our last full OFSTED inspection it was stated that, *'Aspects of spiritual, moral, social, cultural learning are incorporated into all lessons so well that they are an intrinsic part of pupils' development.'* As a school we seek to provide spiritual, moral, social and cultural learning in the experience of goodness, beauty, awe, wonder, questioning, respect for the world and for each other and the realisation that there is more to life than just our present existence.

From year 7-11 pupils are taught :

- To respect differences in the classroom and the world with reference to a different culture
- The cultural background to the French language
- The detail of religious, social and family celebrations in French speaking countries.
- Environmental concerns and how they are being dealt with.
- The specifics of social issues that concern people in French speaking countries including unemployment, equal opportunities, family relationships and immigration and the range of responses to these issues

Differentiation for Levels of Ability

Pupils are taught in mixed ability groups. Pupils are assessed at regular intervals throughout the year. This assessment informs differentiation of work and allows individual programmes of study to be prepared.

All pupils study French in Key Stages 2 and 3. Pupils can choose to study French at GCSE (AQA) or at Entry Level (Eduqas Entry pathways) at KS4. If pupils wish to continue their French studies post-GCSE, they can take A level French at a neighbouring school, with the support of our French teacher.

Pupils at Key Stages 1 and 2 have 1 lesson of French per week. At Key stages 3, pupils have 2 lessons per week and 2 lessons at KS4.

Pupils work mainly with the Equipe and Escalier courses at Key Stage 3. We also use a Mary Glasgow termly magazine- 'Allons-y' which presents contemporary issues in a style that young adult learners enjoy.

At Key Stage 4 pupils following GCSE courses use the AQA Foundation and Higher level textbooks along with Tricolore and Equipe.

Pupils following Entry Level pathways are taught using a variety of in-house resources.

Classroom Approaches

The classroom approach is based on:

- A generally relaxed approach to promote the idea of learning another language being enjoyable.
- The promotion of politeness and courtesy in oral work.
- The use of the target language wherever possible,
- A balance of the four elements/ skills of language work (listening, speaking, reading, and writing) wherever possible and appropriate in the content of each lesson and it's subsequent follow-up work.
- An awareness of individual needs and problems.

Teaching Methods

A variety of teaching methods will be employed:

- Pair-work in role-play and conversation.
- Recordings providing pupils with the opportunity to hear and become accustomed to native French speakers speaking unscripted and at normal speed in order to facilitate understanding of the spoken word and to develop good accents.
- Occasionally school will arrange contact with native French speakers.
- Authentic written material to accustom pupils to reading French.
- Presentation by the teacher of grammatical points and the subsequent practice of these in order to facilitate productive skills in speaking and writing.
- Acting out situations in French.
- Identifying objects and situations from sound clues.
- Games and songs.

Progression

Progression according to ability should encompass the following:

- Improve their pronunciation, intonation and fluency;
- Increase the speed of their response and the depth of their understanding;

- Deal with increasingly complex texts and tasks;
- Increase their ability to deal with unpredictable elements;
- Show increasing independence in language learning and use;
- Make more effective use of reference sources;
- Vary language to suit context, audience and purpose;
- Deepen their understanding of grammar;
- Produce increasingly complex and accurate language;
- Widen their range of structures and vocabulary to deal with different topics and subject areas;
- Extend their understanding of the culture of the country or communities where the target language is spoken.

Marking and Assessment

- Work submitted for marking in all 4 Attainment Targets is discussed with pupils during or after marking.
- Main points and/or main errors are noted at the end of the work.
- Teachers keep records of pupils achievement in the 4 Attainment Targets.
- Formal assessment normally takes place at the end of Units of Work.
- Assessment marks will be graded according to National Curriculum Levels and Accreditation Pathways.
- Assessed work (including recorded oral exercises) and marks will be kept.
- Pupils at the end of Key Stage 4 are assessed through the accreditation modes of GCSE or Entry Level pathways.
- All pupils have 3 sets of targets per year. they are assessed on these at a specified time.

Visual Impairment - Special Educational Needs

- Wherever possible 'real' materials and meaningful tactile and aural aids should be used to introduce and clarify new vocabulary & expressions and to prompt and encourage the use of the target language.

- When possible, explanations of new vocabulary are given in French encouraging further development of good listening skills - these are very important to people with a visual handicap who need to develop strategies to overcome the difficulties of not being able to learn incidentally through visual clues
- The French Braille code must be systematically introduced and reinforced, in Attainment Targets 3 + 4.
- Oral work gives a good opportunity to promote awareness of general socially acceptable behaviour and norms, which blind children in particular, may not be aware of eg. turning towards the person addressing you or being addressed by you, keeping your head up when in conversation with others.

Cross Curricular Links

The French course will be linked to several other curriculum areas:

- Literacy - by widening vocabulary, sharpening grammatical concepts and opening up the area of idiom and other linguistic devices.
- History by making reference to key periods in French history e.g. The Revolution, Napoleonic era and linking this to events in British history.
- Social Studies - by introducing students to French society and customs.
- ICT - students have access to computer programs which will help their studies.
- Multicultural Education - through an appreciation of 'the many different cultures found in France and using French as their main language and their customs.
- Geography by drawing pupils attention to other French speaking countries in Europe, Africa and the Caribbean, and world events such as international sports competitions
- Citizenship
- PSHEE
- Numeracy by familiarising pupils with French simple numbers 1-69 and the counting system, 70 – 100 and by teaching pupils how to use Euros, buying and selling and role-playing situations.