



MFL Policy



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Adopted by Governors/HT: HT
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Last review date: March 2023
Person responsible for policy: Mrs A Walch

Aims and objectives

In our school we teach a foreign language to all our children as part of our normal school curriculum. Our chosen foreign language is Mandarin. We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

The key elements of MFL learning at Anchorsholme Academy are:

- Our language learning is inclusive and enjoyable for all.
- The main language we study is Mandarin.
- Mandarin is taught as a coherent programme from reception to year 6 by a team of Chinese volunteers. Our volunteers are provided through our link with Lancaster University Confucius institute.
- The curriculum also encompasses learning about Mandarin life and culture.

The main areas this policy will cover are:

1. Rationale for teaching languages.
2. Aims and Objectives.
3. Current staffing and provision.
4. MFL planning and organisation for KS1 and KS2.
5. Inclusion.
6. Assessment, moderation, recording and reporting.
7. The national Curriculum requirements

1 Rationale for teaching languages

1.1 Language learning supports oracy and literacy Children spend most of their time in language lessons speaking, listening and interacting with each other. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

1.2 Language learning stimulates children's creativity Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They play games, take turns and experiment creatively with language.

1.3 Language learning supports and celebrates the international dimension Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn

another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to learn about people in other countries and cultures and to reflect upon their own cultural identities and those of other people. Learning Mandarin, and learning about the countries where it is spoken, are also intended to promote aspiration for travel and a broadening of life experience.

2 Aims and Objectives

Our aims and objectives in teaching MFL are for children to:

- Foster an interest in learning another language;
- Develop speaking and listening skills;
- Apply and develop their knowledge of languages and language learning;
- Gain enjoyment, pride and a sense of achievement;
- Explore their own cultural identity and those of others;
- Increase personal aspiration.

3 Current staffing and provision

We currently have a team of Mandarin teachers supplied by Lancaster university. They are equally spread across KS1 and KS2 and deliver a 30-minute session to every class. This session involves Language and Chinese Culture.

4 MFL planning and organisation for KS1 and KS2

The Curriculum is planned and organised by the Mandarin team and a MFL coordinator. This is also closely monitored by the head teacher.

We teach Mandarin to all children from the beginning of early years through KS1 and throughout KS2. MFL is taught as part of the weekly timetable in lesson durations of 30 minutes in KS1 and KS2. The language is taught by a Mandarin teacher from China, however every class teacher is involved in the lesson. This allowing the class teacher to follow up throughout the week providing the constant revision needed for effective language learning. The subject leader is responsible for ensuring that lesson plans from the scheme of work are successfully adapted. The school also celebrates the achievements in Mandarin using 'panda Badges'. Children earn points during their weekly sessions and for every 50 points. They are awarded a Panda badge in assembly.

EYFS

In EYFS children are taught Mandarin through the use of songs and music; they are then able to develop:

- The ability to identify sound
- The ability to mimic
- The willingness to have a go and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to languages

KS1 and KS2

KS1 - The content and skills of Mandarin lessons in KS1 provide a sound foundation for later learning. Mandarin lessons across the school are planned to allow progress towards and achievement of the objectives stated in the YCT Mandarin exam. We teach the children to know and understand how to:

- ask and answer questions
- use correct pronunciation and intonation
- memorise words
- interpret meaning
- understand basic grammar
- work in pairs and groups to communicate in the other language
- look at life in another culture
- read and write simple words and basic sentences

KS2 - In KS2, the MFL provision meets the statutory guidance of the KS2 National Curriculum. We teach the children to know and understand how to:

- Engage in conversations, express opinions and respond to those of others
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present information and ideas orally to a range of audiences
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

5 Inclusion

At Anchorsholme Academy, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

6 Equal Opportunities

At Anchorsholme Academy, we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

6 Assessment, moderation, recording and reporting.

Assessment - Most assessment is formative and is used to support teaching and learning and inform future planning. The MFL teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. The use of half termly assessments inform

teachers of the children's understanding from objectives covered in that half term. The assessment is delivered in the same way as YCT examinations which we encourage every child to sit in years 5 and 6.

Monitoring -Monitoring is carried out by the headteacher, a member of senior management or the languages coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of displays
- Collection of planning
- Looking at the work in individual learner files or notebooks or portfolios

Record Keeping and reporting - Records of pupils' achievements are kept to:

- Plan pupils' future learning
- Report progress to parents
- Maintain a written record of pupils' learning
- Provide a curricular record for the subject which is reported to the headteacher regularly

7 The national Curriculum requirements

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

8 Role of the Subject Leader

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored termly by the subject leader to ensure coverage. The coordination and planning of the MFL curriculum are the responsibility of both the teaching staff and subject leader, who also:

- Supports colleagues in their teaching, by keeping them informed about current developments in MFL
- Writes a subject development plan, informed by the whole school development plan
- Observes and gives feedback to teachers on their teaching of Mandarin

Review - This policy will next be reviewed in March 2026