



Anchorholme Academy MFL Policy



Adopted by Governors/HT:
Review period: Annually
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Person responsible for policy: Mrs A Walch

Introduction

This policy outlines the philosophy aims, organisation and management of the teaching and learning of Modern Foreign Languages at Anchorsholme Academy. The most recent review was April 2024. This policy will be updated annually.

Statement of Intent

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. Equal Opportunities
7. Assessment, moderation, recording and reporting.
8. Learning environment
9. SEND pupils
10. More able pupils
11. 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 6 Mandarin teachers supplied by Lancaster University. They are equally spread across KS1 and KS2 and deliver an hour long session to every class. This session involves 30 minutes of Language and 30 Minutes studying Chinese Culture.

4 MFL planning and organisation for KS1 and KS2

The Curriculum is planned and organised by the Mandarin team, which consists of 6 teachers 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 60 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. For example, class instructions can be given in Mandarin, beyond the weekly Mandarin lesson, to develop the children's vocabulary in context. 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 by identifying 'Mandarin champions' after half termly assessments.

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.

7 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 informs 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 head teacher, 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

8 Learning Environment

The classroom environment should support the teaching and learning of Mandarin. At Anchorsholme Academy, our lessons are delivered by native Chinese speakers in our very own Confucius classroom. Within this classroom our staff ensure working walls are up to date referring to topics being taught and revision resources are evident to support learning.

9 SEND Pupils

For students with SEND, the class teacher will be required to determine the level at which the student can access. This will then be shared with a member of our Mandarin team who will plan, deliver and assess accordingly to suit the needs of pupils. All SEND children should be supported to fully participate in all Mandarin lessons. Support includes: teacher or TA support, peer support, pre-teach of vocabulary or skills, use of IT resources, differentiation of activities and practical resources.

10 More-Able Learners

Our most able students are likely to:

- Be able to grasp grammatical concepts easily
- Be able to transfer their acquired knowledge to other topics
- Be able to manipulate the language by creating new structures in an imaginative way
- Enjoy speaking the language
- Show interest in the cultural aspects of the language
- Be curious and ask further questions
- Be willing to take risks with their use of language
- Imitate to a high degree of accuracy the sounds of the foreign language
- Perceive patterns quickly
- Expand their vocabulary independently

For our more able students, we ensure that the lessons delivered are differentiated to challenge them. We provide opportunities for them to support other pupils and even deliver parts of the lesson. Along with our YCT 1 and YCT exams we encourage our more able pupils to challenge themselves further to sit the YCT 3 exam.

11 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

Review

This policy will be reviewed in April 2025

