

## Modern Foreign Languages Policy

### 1. Introduction

This policy describes our approach to the teaching and learning of Modern Foreign Languages at Derrymount School. The policy provides a framework for staff to ensure the delivery of high quality teaching and maximum opportunity for our young people to develop an interest in and ability to communicate in languages other than English. It also supports our aim of “Finding pathways to learning and living” in an ever expanding multicultural world, underpinned by a belief that Determination and Motivation are the keys to Success.

The policy is not designed to be prescriptive but to reflect our ethos and long term aims. It lays down minimum expectations for teaching and learning, guidelines for teachers in delivering the curriculum and how the outcomes will be measured and evaluated as part of the whole school curriculum.

This policy will be revised in line with the whole school policy review programme after no longer than three years.

### 2. Aims

The Modern Foreign Languages (MFL) Curriculum contributes to whole school teaching and learning aims and objectives specifically through developing each pupil’s ability to;

- learn in an atmosphere in which they can feel happy and secure and are enabled to enjoy and achieve.
- value cultural diversity and difference
- experience learning that is clear, continuous and shows logical progression
- develop self-confidence and personal interaction skills
- make good or better progress from their individual starting points

### 3. Objectives

Our objectives include enabling our young people to:

1. Develop the ability to understand and use everyday words, common greetings, phrases and requests in French, Spanish and German
2. Communicate in other languages to the best of their ability and enjoy interaction with others.
3. Develop enthusiasm and enjoyment for learning and communicating in foreign languages.
4. Develop interest and knowledge about the way of life and cultures of other countries.
5. Develop attitudes which help personal and social development and positive attitudes to foreign people and their way of life.
6. Learn at their own level and experience a positive sense of achievement.

#### 4. Provision at different Key Stages

In Key Stage 1 and 2 our young people are introduced to French, Spanish and German through basic greetings, numbers, days of the week, colours, common foods and animals. The emphasis is on speaking and listening and includes opportunities for daily practice through other curriculum areas such as PSHCE, registration sessions, art and design and other subject areas where appropriate. In addition timetabled sessions will focus directly on language learning. The three languages are to be delivered one each term over the year and they are revisited annually throughout KS1 and KS2.

In Key Stage 3 (years 7-9) our provision focusses on developing the German language. Our young people work towards gaining a recognised accreditation at Entry 3 which requires them to develop their ability to demonstrate achievements in speaking and listening, reading and writing.

In Key Stages 4 and 5 our young people can choose to continue to study German and work towards an accreditation at Entry level or GCSE. Courses build upon previous knowledge and are designed to take one or more years depending on level and previous achievement. Teachers will recommend the appropriate pathway for learning for each student and classes are designed to enable students of different abilities to be taught in the same group.

#### 5. Teaching

To enable all of our young people to make at least good progress teachers must:

1. Prepare schemes of work and lessons that take account of individual pupil's previous experience and achievements
2. Use a range of strategies and resources to engage and sustain learning
3. Plan lessons that sustain learning and engagement throughout the lesson
4. Evaluate learning and plan for progression lesson to lesson and over longer periods i.e. half termly
5. Provide opportunities for parents to engage and support their child's learning
6. Set, share and evaluate targets with students giving clear direction on how to improve their performance
7. Use a range of teaching methods and take into account different learning styles
8. Mark work clearly and in ways which enable the young person to see clearly how well they have achieved and which identifies any support that they may have had.
9. Support both independent and group work
10. Provide homework that supports and reinforces learning
11. Provide clear and accurate assessment data on a termly basis and make appropriate adjustments to teaching programmes to ensure all students make at least good progress.
12. Provide an end of year report to parents identifying strengths and areas for development, attainment levels and where appropriate predicted examination grades.
13. Ensure that allocated school funds are used effectively to support the delivery of Modern Foreign Languages
14. Ensure resources are well maintained and fit for purpose.
15. Take responsibility for their own professional development and keep abreast of national developments and requirements

## **6. Learning**

Our young people are expected to:

1. Work to the best of their ability
2. Engage in activities and allow others to participate fully in lessons
3. Complete activities that the teacher provides, with support where required
4. Work independently and in groups
5. Respect others and enable them to learn without interference or distraction
6. Respect resources, take care over presentation and take pride in their work
7. Engage throughout the lesson
8. Provide feedback on their enjoyment and achievement in lessons.
9. Complete homework tasks set to the best of their ability

## **7. Monitoring of provision**

The Head Teacher is responsible for monitoring the provision of teaching and learning at Derrymount School and will use the following methods to evaluate the quality of the provision we provide:

1. Lesson observations
2. Learning Walks
3. Pupil Engagement and behaviour management (Enjoyment and achievement)
4. Work scrutiny and work analysis
5. Target setting and pupil achievements
6. Quality of teacher's planning and evaluations
7. Assessment data – Accuracy and progression
8. Examination results

**This policy is to be reviewed no later than 30<sup>th</sup> Sept 2017**