



**Villa Real School**  
*together we achieve*

# MFL Policy 2022

Responsibility: Andrea Tickell

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Signed & Adopted by the Governing Body:

Chair of Governors

Date: 10.10.22

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## **INTRODUCTION**

Villa Real is committed to providing a broad, balanced, and relevant curriculum for its pupils and students. It is recognised that the teaching of languages can contribute to this. The Primary National Curriculum states the purpose of language study is:

'...a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.'

## **DEFINITION**

The teaching of languages is undertaken by enthusiastic and willing staff who are interested and have some experience in languages and cultures and are supported by a subject specialist in French. Lessons are delivered to students in Key stages 2 and 3 who can access a second language. Students in Key stage 4 can choose to study modern foreign languages.

Students for whom MFL as a lesson-based subject, is not appropriate use sensory experiences and are exposed to cultural capital which is topic based and in developmental stages.

Teaching aims to develop skills, promote the acquisition of knowledge and understanding and offer opportunities to experience other languages and cultures. This includes the identification, development, and assessment of the knowledge, understanding and experiences that are relevant to the language and communication, personal and social curricular offered at Villa Real. For some pupils and students this requires a multisensory approach to enhance their experiences and their ability to respond to their learning environment.

## **SCOPE**

The MFL Curriculum intent outlines, that Modern foreign languages is not a compulsory subject in Villa Real, but is offered to all students in KS2 and KS3 who can access it. All classes take part in cultural lessons and use individualised resources to enhance the delivery of the subject where appropriate. Songs, rhymes, games, videos, and hands on activities are used to make all lessons enjoyable and engaging.

## **RATIONALE**

Villa Real School believes that experiences offered to pupils and students through access to MFL will elicit interaction, discussion, and thoughtful questioning at every level of ability, therefore supporting language and communication across the curriculum.

Villa Real School accepts that the four main aspects of teaching languages to pupils of varying abilities are:

- Development of language and communication
- Social development
- Cultural awareness
- Self-esteem

### **AIMS**

Villa Real believes that the aim of teaching MFL is to enable each pupil/student to develop his/ her potential and develop an awareness of other places, languages, and cultures.

We offer value high-quality learning experiences that engage pupils from EYFS to KS3 and beyond. Setting out bespoke individual plans which start each pupil from their unique starting point and follow sequential developmental pathways.

### **ENTITLEMENT**

At Key Stage 2 studying a foreign language is an 'entitlement' but not a 'compulsory requirement'. That means that schools should be offering students in Key stage 2 and 3 the opportunity to study languages but it does not have to be part of a primary school curriculum. Here at Villa Real we offer all pupils who are able to access MFL in KS2 the opportunity on an annual basis. Students in KS3 are chosen based upon progress made in KS2.

At Key Stage 4, students should be offered the opportunity to study a language but again it is still not a statutory requirement; in Villa Real, it is delivered to those students who have shown success at KS3.

### **CULTURAL CAPITAL**

In Villa Real cultural capital is viewed as the accumulation of knowledge, behaviours, and skills that a pupil can draw upon, demonstrating their cultural awareness, knowledge, and competence. We strive to empower all individuals; helping them achieve their goals, become successful and support their aspirations in life. In MFL we strive to use Cultural Capital to widen children's experiences and understanding through rich and engaging learning, equipping our young people with knowledge and skills they need to thrive in our diverse world.

### **CURRICULUM PROVISION AND ORGANISATION**

Lessons are prepared by teachers and staff members who are enthusiastic about and interested in other languages and cultures. Our French Specialist supports staff throughout the school delivering quality activities in French.

Staff adapt the curriculum to suit the needs of students, including language games, role play and songs for students who do follow the MFL lessons. Class managers will monitor individual progress and set goal and targets according to individual's ability. The MFL co-ordinator will be responsible for the overall monitoring of data and ensuring that students experience languages and cultures through a variety of ways. Resources of the teaching of French are constantly reviewed and extended and supplemented with resources to enrich the wider cultural curriculum.

### **RECORDING AND ASSESSMENT**

Teaching staff use B Squared assessment tool to record student's progress. Photographic evidence is captured and uploaded onto Earwig and pupils work collated in their workbooks.

### **CONCLUSION**

Villa Real School believes that the teaching of languages is useful in the support of promoting the language and communication curriculum for some pupils and students. We are committed to providing full opportunities for each individual to achieve the aims as set out above.

### **INTERNATIONAL AWARENESS**

Villa Real is committed to developing and maintaining international links with other educational establishments. Villa Real School has achieved the Foundation Level International Schools Award through whole school 'National Days of celebration'

There has been a range of connections made with schools in India and Australia. Our school pupils / students have made contact through questions and answered sent via email, online TEAMS celebration days and video recordings to students in Australia and India. The link with these schools has allowed for environmental issues and climate change to be examined and excellent cross curricular learning with Geography, PSHCE, Science and SMSC.

### **PURPOSES**

- To provide an informed awareness of countries, cultures, and languages other than our own
- To encourage greater involvement in environmental issues
- To develop curiosity about other cultures
- To enable children, staff, and governors to experience daily life in other countries
- To promote the use of ICT in meaningful contexts for the development of communication skills

- To provide an added opportunity for the promotion of equal opportunities, racial equality, and citizenship

### **GUIDELINES**

By having an international dimension as part of our ethos we can provide children and staff with a wider variety of experiences both within, and in addition to the National Curriculum:

- Develop links with schools further afield
- Welcome to our school teachers and pupils from other countries
- Raise awareness of environmental issues other than those in our locality through joint projects
- Encourage interest and motivation through the provision of first-hand experiences of life in another countries
- Promote communication through writing letters and emails to friends abroad
- Provide staff with opportunities to compare different teaching and learning styles
- Raise awareness and appreciation of other environments and what is happening in the world
- Develop cross-curricular activities with an international and cultural theme for all children
- Embed the global dimension within the school curriculum, engaging students to celebrate their own cultural identity and to foster respect for other cultures, language, and religion
- To prepare students for a life in a diverse global society
- To develop a strong awareness of similarities and differences in lifestyles and culture in a range of other countries
- To involve staff, students, and wider community in the development of contacts with our global partners

This policy should be read alongside guidelines and action plans for MFL