



North Ridge High School

MFL Policy



Curriculum Policy for MFL 2022

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality. All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Article: 23 (every child had a right to specialist education)

Article: 28 (every child has a right to education)

INTENT

Purpose/Rationale

At North Ridge we believe education is a holistic process achieved by encouraging each individual's intellectual, social, cultural, emotional, spiritual, moral and physical growth. The MFL scheme of work is written with the intention of developing strong and positive relationships between learners regardless of cultural heritage so that everyone has a shared vision, a sense of belonging and equal life opportunities.

Overview

- KS3 MFL lesson every week.
- KS4 Cultural studies and through ASDAN where available.

We teach the students to know and understand how to:

- ask and answer basic questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand some basic grammar;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

Aims

Subject Aims

- To develop knowledge and understanding of another language and culture.
- The focus of learning another language at NRHS lies in speaking and listening skills.

School Aims

- To foster an interest in learning other languages;
- To introduce students to another language in a way that is enjoyable and fun;
- To help students develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To lay the foundations for future study.

IMPLEMENTATION

Teaching & learning

We use a variety of techniques to encourage the students to have an active engagement in the modern foreign language: these include games, role play, and songs (particularly action songs). We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multisensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the students to the learning of modern foreign languages. We build students' confidence through constant praise for any contribution they make in the foreign language, however tentative.

A wide range of resources and approaches should be used, catering to the different students' needs.

Planning

Planning is in line with the school planning policy. Schemes of Work follow a termly topic and teachers follow the guidance provided. Planning has clear learning objectives, success criteria and is suitably differentiated. All students learning styles are taken into account and planned to include Kinaesthetic, Audible and Visual learners.

Due to the nature of students with learning needs, some classes may have a larger number of students who have greater needs, or greater abilities, and their learning will therefore be modified to their needs and attainment levels.

IMPACT

Knowledge, Skills and Understanding

Students gain knowledge and understanding of another language, the places where it is spoken and how their cultures are similar or different to e pupil's home culture and the culture of the UK.

Students understand key words of another language and ask and answer simple question in that language, using correct pronunciation.

Assessment, Recording and Reporting

We assess the students in order to ensure that they make good progress in this subject. We do this informally during the lessons and more formally using topic quizzes which are appropriate to the level of each individual student.

Staff Development

Staff will have access to external courses where this is clearly linked to SDP and impact on pupil progress. MFL co-ordinator is always available for advice and support.

Resources

A wide variety of resources are available.

MFL co-ordinator is always available for advice and support and to help provide any further resources.

Monitoring and evaluation

This will be undertaken by the MFL co-ordinator and teachers through discussion and observation in conjunction with the Head teacher and Deputy Head Teacher.

The Role of the Co-ordinator

- Lead the development of MFL within the school.

- Provide a clear Scheme of Work for every topic.
- Provide guidance to individual staff members.
- Review and monitor the success of the planned units of work.
- Order stock linked to the planned units of work.
- Be responsible for the organisation and maintenance of resources.
- Review the school's scheme of work and modify if necessary, to reflect any changes in resources, or expertise within the school

Review

Date approved by *Governors*:12.7.22

Date of review: July 2024