



CLOUGHWOOD ACADEMY

MFL Policy

Version and Date	Author	Committee Responsible	Review frequency	Approval	Next Review Due	
1.0	04.06.2014	Mr S Ravenscroft	TLCS	2 yearly	Approved by the TLCS Committee on 10.06.2014	09.06.2016
1.1	16.04.2016	Mr S Ravenscroft	TLCS	2 yearly	Approved by the TLCS Committee on 27.04.16	26.04.2018
1.2	30.9.17	Mr T Thorley	SLT	2 yearly	Approved by the SLT on 30.09.17	29.09.2019

Contents

1. Introduction	3
2. Entitlement	3
3. Roles and responsibilities	3
4. Organisation/ Time Allocation	4
5. AEN/ SEN/ More Able pupils	4
6. Key Skills and cross curricular links	4
7. Resources	4
8. Monitoring and Assessment	4
9. Equal Opportunities	5

1. Introduction

In accordance with our mission statement we aim to support a variety of experiences for all our children - from improving literacy skills, to developing self esteem and widening cultural awareness,

We believe that the main objectives of learning a Modern Foreign Language are to;

- foster an interest in learning other languages;
- introduce children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;

2. Entitlement

In 2010 it became compulsory for children in KS2/3 to learn a foreign language. It is our belief at Cloughwood Academy that children in KS3 are entitled to a 35 minute language lesson a week. The teaching and learning of a foreign language is therefore available to all the children in KS3.

All KS3 children have the opportunity to;

Take part in Spanish lessons
Speak French within the Spanish lesson
Begin to read and write in Spanish
Listen to someone speaking Spanish

3. Responsibilities

The MFL teacher and co-ordinator will -

- Ensure teachers are familiar with the KS3 Framework for languages
- Support teachers with adapting the framework if necessary
- Help plan lessons from the units in the framework
- Ensure teachers are aware of and familiar with resources
- Ensure there are sufficient resources
- Keep a record of how the budget has been spent
- Attend meetings
- Monitor the Spanish curriculum through observation and discussion with Teaching Assistants
- Assess pupils in year 7/8, during the end of unit and or term

The Board of Directors will;

- Become familiar with the key issues surrounding the teaching of MFL
- Be familiar with the MFL policy
- Review the policy at appropriate times
- Support the implementation of the policy

The Class Teacher will -

- Plan and teach the MFL curriculum using the schemes of work provided during dedicated 35 minute sessions weekly
- Plan activities to meet the needs of all pupils including SEN, more able and those with English as an Additional Language
- Make the teaching and learning of MFL as varied and visual as possible

4. Organisation/Time Allocation

The scheme of work has been designed to be taught to years 7/8. Spanish has a recommended time allowance of 35 minutes per week. The scheme has 8 units so over the course of an academic year the children will study 4 units as follows;

Year 7 – Units 1- 4

Year 8– Units 5 – 8

5. Additional education needs/SEN/More able

Teachers will adapt or modify the scheme to ensure it takes account of the different experiences, strengths and interests of the children. Reducing the amount of written work and reading, using alternative communication and giving children the opportunity to clarify ideas through discussion and role play will support children with SEN. More able children will similarly have their needs met, for example by increasing the level of demand of requirements.

6. Key skills/Cross curricular links

The scheme takes the curriculum as its starting point with many units inspired by themes taught already in schools. Learning another language presents opportunities for links with other areas of the curriculum. Some of these are;

- Literacy – development of speaking, listening, reading and writing skills.
- Maths – counting, calculations, time, money.
- PSHE - developing good relationships and respecting differences between people.
- Music – singing songs in unison.

7. Resources

Spanish is taught and planned according to KS3 Framework for Languages. The scheme is supplemented with the CGP Spanish work book. In a central area accessible to all there are a range of Spanish dictionaries, online games, and Spanish Language translators which support the teaching of Spanish. The internet also has a wealth of resources used to supplement the teaching of Spanish. Examples include; BBC and Primary Resources.

8. Monitoring and Assessment

The monitoring and evaluation of Spanish will be undertaken by;

- Referring to planning

- Observing lessons
- Speaking with teachers and children
- Displays
- Sampling children's work

9. Equal opportunities statement

The teaching of a Modern Foreign Language reflects the schools' equal opportunities policy. We ensure that every child in KS3 has equal access to the Spanish curriculum regardless of physical, sensory, intellectual, emotional or behavioural needs, gender, social and cultural background, religious or ethnic origin or home language.