**Broadbottom CE (VC) Primary School**



**“Let your light shine.” Matthew 5:16**

 MFL Policy

(School)

Signed:…………………………………………..

 Dated:…………………………………………….

**MISSION STATEMENT**

At Broadbottom CE Primary we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills and is underpinned by Christian and British Values.

**We…**

* Love God, the world, each other and ourselves.
* Cherish our pupils and act as their champions**.**
* Provide safe yet challenging opportunities to learn, blossom and grow.
* Surround ourselves with fun, laughter, positivity and happiness, creating a place where memories are made.
* Trust each other to act with integrity and to forgive when we make mistakes.
* Love Learning and Love Life.
* Are creative in our thinking, outlook and approach
* Communicate effectively
* Have time and patience to develop minds
* Discover individual sparks to let everyone’s light shine.
* Nurture a love of learning and a belief in oneself.

**School Vision**

Broadbottom CE Primary School promises to provide a happy, safe, Christian environment for all pupils to flourish and develop talents, interests, excellent learning attitudes and behaviours.

Our intention is for the learning journey to maximise full academic, social, emotional, and physical potentials. We aim to develop life skills, tolerance, and resilience, in a school environment that cherishes individuality and positively encourages pupils to shine.

**“Let your light shine,” Matthew 5:16**

With Christianity at the heart of our intentions, we aim to:

* Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
* Provide high quality teaching and learning, that develops individual potential and enriches pupil’s lives
* Engage in partnerships that support and serve the school community
* Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
* Continually improve performance through evaluation of practice
* Equip pupil’s and families with the knowledge, skills, independence, and resilience to face future challenges
* Instil traditional values of hard work, courtesy, respect, and good behaviour
* Nurture an understanding of how special and unique we are in the eyes of God
* Broaden our knowledge and understanding of world issues and develop courageous advocates who will help others shine
* Link our heritage with overseas charities to support others, as our local community has been supported in the past

**Aims and Objectives**

At Broadbottom CE (VC) Primary School, we believe that learning of a foreign language provides a valuable educational, social, and cultural experience for our pupils.

It helps them to develop communication skills, including key skills in speaking, listening, reading, and writing. The children’s knowledge of how language works is developed and extended.

Lessons enable pupils to make substantial progress in one language. The linguistic skills gained assist and lay foundations for further language learning as our pupils move into Key Stage 3. This provides pupils with the confidence to explore another culture and language structure. We believe that learning another language gives pupils a new and broader perspective on the world, encouraging them to understand their own cultures and those of others

At Broadbottom CE (VC) Primary School, we are committed to ensuring that competence in another language enables pupils to interpret, create and exchange meaning within and across cultures. It also helps pupil’s develop skills that will open further opportunities later in life. The teaching of German in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

**We aim for all key stage 2 pupils to:**

* Become increasingly familiar with the sounds of a modern foreign language
* Begin to understand and communicate in a new language.
* Make comparisons between German and English.
* Increase their cultural awareness by learning about different countries and their people and working with materials from those countries and communities.
* Foster positive attitudes towards foreign language learning.
* Use their knowledge with increasing confidence and competence to understand what they hear and to express themselves.
* Encourage tolerance and a willingness to work co-operatively.
* Develop a knowledge and understanding of German vocabulary and grammar.
* Enable pupils to acquire, use and apply a growing bank of vocabulary organised around topics.
* Help equip pupils with the skills to be confident global citizens.
* Inspire an interest of learning languages and being inquisitive about other cultures and
* countries.

**Curriculum Statement Intent**

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all pupil’s:

• Understand and respond to spoken and written language from a variety of authentic sources.

• Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.

**How we teach German**

Our curriculum is carefully designed to ensure that key knowledge and skills progress in a logical way, thus enabling pupils to revisit previously taught content and to build upon it year on year.

Pupils are introduced to German from Year 3 and receive a weekly 45-minute lesson throughout KS2.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

 • Pupils are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.

• Links have been developed with secondary schools and pupil’s from KS3 visit to disseminate language learning to the pupils.

• Pupils develop an appreciation of a variety of stories, songs, poems, and rhymes in German delivered by Fraulein Hawkins

• We follow the Goethe Institute curriculum is delivered alongside Felix und Franzi and Karla und Kai and Zeitfurdeutsche

We recognise that language learning in its broadest sense has three core strands - oracy, literacy, and intercultural understanding.

We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language.

As a result, opportunities to develop knowledge about language and language learning strategies underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages.

**Implementation**

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play, and songs (particularly action songs) and interactive material

We often use puppets and soft toys to demonstrate the foreign language, and also invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

Pupils are taught to:

• listen attentively to spoken language and show understanding by joining in and responding

• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

• speak in full sentences, using familiar vocabulary, phrases, and basic language structures

• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

• present ideas and information orally to a range of audiences

• read carefully and show understanding of words, phrases, and simple writing

• appreciate stories, songs, poems, and rhymes in the language

• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

• write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things, and actions orally and in writing

• understand basic grammar appropriate to German,

German may be included in whole school occasions e.g., Christmas celebrations, German days and summer concerts, where appropriate.

• German will be used in displays that relate to the children’s learning.

**Planning**

Curriculum planning follows the Goethe Institute curriculum, which is broken down into Long term, medium term and short term planning three phases. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The Subject Leader delivers MFL lessons and is responsible for reviewing these plans.

**Assessment for learning**

Fraulein Hawkins assesses pupils work in MFL; this is carried out by:

* live assessment and intervention at the point of teaching
* whole class assessment
* marking
* feedback

Assessments are based on the Learning Objectives from the National Curriculum.

Parents receive feedback on pupils’ attainment and progress in German during consultations held October and February and in the pupil’s school report in June.

**Monitoring and Review**

MFL monitoring forms part of a cycle of scrutiny of all subjects. This is conducted as a team approach with the KS2 teachers involved and led on by the Subject leader and SLT.

This includes

* Book monitoring
* Learning walks
* Pupil voice
* Triangulation of lesson planning, outcomes and objectives