



Pendle Community High School & College

Modern Foreign Language (MFL)

Policy

Document Purpose

This policy reflects the school values and philosophy concerning the teaching and learning of MFL. The policy draws together National Curriculum guidelines and statutory requirements for Key Stages 3 and 4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate.

For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of Work for MFL, which sets out in detail what pupils in different Key Stages and in different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School, learning a language provides an opening for our pupils to explore other cultures and enable communication with their deaf peers. A high-quality language education aims to foster pupils' curiosity and deepen their understanding of the world. The teaching aims to enable pupils to express their ideas and choices in another language and to understand and respond to its speakers, both in sign, speech and where appropriate, writing. It also provides opportunities for pupils to communicate for practical purposes and we aim to give the pupils access to language opportunities and experiences. Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for pupils and teachers, helping to create enthusiastic learners and develop positive attitudes to language learning throughout life.

At Pendle Community High School & College, the aims of the MFL curriculum are:

- to begin to understand and respond to signed, spoken and written language from a variety of authentic sources.
- to sign and speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their hand/ facial movements, pronunciation and intonation.
- where individuals are able to, they may write at varying length for different purposes and audiences, using some grammatical structures that they may have learnt.
- to begin to discover and develop an appreciation of a range of signing, symbols and where possible writing in the language studied.

Cultural Capital

The MFL policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key components of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain.

In addition, the MFL curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Themed days
- Connecting with schools around the country and internationally via online platforms, Erasmus projects and international connections (Borneo school exchange)
- Language clubs and training
- Visiting speakers
- Geography lessons
- Art
- Music
- Language celebration assemblies

Implementation

MFL at Pendle Community High School has been designed to progressively develop pupils' use of common words and phrases or the pupils' experience of the languages studied (French/ Spanish or BSL). The pupils are taught in a weekly discrete lesson but are offered opportunities throughout the week to use their language skills to give them meaningful and purposeful interactions. The learning will start at basic noun and article level and will teach pupils how to formulate short phrases. Then where appropriate with pupils' individual progress, they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. Pupils will continuously build on their previous knowledge as they progress in their language journey. Previous language learning will be recalled, reviewed and consolidated whenever possible in line with an individual's abilities and learning needs.

We use a variety of the following techniques to encourage children to have an active engagement with the language of study:

- Games – in order to develop vocabulary through repetition, reading, writing, signing, speaking and listening skills.
- Role-play – these should relate to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Quality study resources materials.
- Physical movements (sign) - to associate vocabulary with kinaesthetic learning.
- Reading and writing quality materials
- ICT programs and websites; the use of ICT to develop communication skills
- We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of a languages.
- Peer/ mentors to model and support other pupils learning a new language.
- Language clubs.

Independent learners are encouraged to be inquisitive, ask/sign questions and when appropriate work independently to research the language being covered. The curriculum is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging communication with others and an appreciation of the world around them.

Supported and experiential learners follow a thematic approach, where many areas of the curriculum are connected and integrated within a theme. These classes work in smaller groups, they use Makaton, Moon, Deaf Blind Manual, Braille and augmentative and alternative communication (AAC) to communicate with others. Their learning is met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and are supported through structure and routines. This curriculum is used to enhance early learning and development in pupils across school who present with sensory issues and those who learn best via a highly experiential, multi-sensory approach.

MFL uses a range of resources, including online programs, songs and language games. Pupils also have the opportunity to sign to staff and peers throughout the day.

Pupils will be taught to:

- practise listening and watching attentively to spoken or signed 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 both spoken and signed; ask and answer questions; begin to express opinions and respond to those of others; seek clarification and help.
- try to speak in sentences, using familiar vocabulary, phrases and basic language structures.
- try to develop accurate signs or pronunciation and intonation so that others understand when they are signing, 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 where appropriate.
- attempt to sign and write words or phrases from memory, and adapt these to try to express ideas clearly.
- try to describe numbers, colours, people, places, things and actions through sign, orally and if appropriate in writing.

In KS4, MFL continues to follow the above guidance but learning is accredited through AQA Unit Awards at various levels.

Meeting the needs of all pupils within MFL

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within MFL e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Time Allocation / Cross-Curricular Links

The subject of MFL is allocated the appropriate amount of time, taking into account NC guidance, to provide all pupils with a broad and balanced curriculum which is appropriate for their needs. For some pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables. This subject affords opportunities to link to other curriculum areas such as:

Literacy	Using signs in parallel with English spoken lessons and discussions, encouraging parallel use of words and phrases such as merci, thank you and the sign for thank you.
Numeracy	Counting in French/Spanish or signing numbers.
Computing and ICT	Using apps and programmes that support language learning.
Geography	Studying countries, maps and cultures.
PE	Playing games such as Boules, counting the number of things thrown or get set, go in an alternative language. Allez or Vamos
Music	Singing and signing famous songs such as Frère Jacques or popular Spanish songs such as the Macarena or Despacito or popular songs that involve signing. Learning fun songs in other languages relevant to identify numbers, words or phrases.
Cooking and nutrition	Planning, making and tasting traditional food from France and Spain.
Clubs and Erasmus	Erasmus projects and associated visits e.g. Madrid 2022, Languages club and specific purchased courses for sign offered to both staff and older pupils.
Form	Answering the register in the language they are studying.

Impact

As a pupil progresses through the school, they develop an understanding and appreciation of the use of language and communication. Pupils will gain confidence in communicating with others as has been evidenced on Erasmus trips overseas. Teachers have high expectations and evidence of this is demonstrated in progress data and from 2023 KS4 accreditation results. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, observed use of signing with staff and peers, participation in themed days and assemblies where pupils demonstrate what they know and remember using appropriate signs, words and phrases.

Pupils further develop their abilities in the 4 key components of the curriculum as well as improving reading and writing skills. The language proficiency that pupils will attain will vary but all will show progress from their individual starting points which will be demonstrated through communication with each other and staff in the target language.

Assessment, Recording and Feedback

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual

pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 Record of Achievements and accreditation
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

Annotation and Feedback

Student work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards student assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the student to gauge their progress and success immediately. This allows students to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress.

Role of the Subject Leader

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of MFL.
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of MFL.
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the MFL curriculum has a positive effect on all pupils with SEND
- ensure that the MFL curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area

to enhance the MFL curriculum

- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in MFL.
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g. conducting risk assessments for the subject and associated educational visits.

Appendices:

- 1. Subject Maps for Key Stages 3 & 4**
- 2. Schemes of Learning**

Links with other policies

- **Curriculum Policy (2021)**
- **Annotation and Marking policy (2022)**
- **Autism Policy (2021)**
- **Intensive Interaction Policy (2021)**
- **AAC Policy (2021)**
- **Total Communication Policy (2021)**
- **Online Safety Policy (2021)**
- **Health & Safety policy for subjects**

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies or statutory guidance relevant to the understanding of best practice within our learning community.

Policy drafted: July 2022

Policy approved by Staff: July 2022

Policy approved by Governors: July 2022

Review date: July 2023

Signed: _____ Date: _____
(Chair of Curriculum Committee)

Signed: _____ Date: _____
(Headteacher)

