

Wyvern Federation



Modern Foreign Languages (MFL) Policy

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Updated on:	Changes made / notes:
April 2012	Updated policy to include more details of regular professional development
October 2015	Updated policy to include more details of links to the rights respecting ethos. CRC (Conventions for the Rights of the Child)
February 2016	Updated policy to include Aurora House curriculum

MFL Policy

Rationale/Key Principles:

We believe that every child should have the opportunity throughout Key Stage 2 to study a Modern Foreign Language to enable children to learn about, and foster an interest in, another language and culture - other than their own. This will enable them to develop personal qualities, skills, knowledge and understanding, make a major contribution to their communication and literacy skills and raise awareness of other cultures through intercultural understanding.

Aurora House Curriculum

Aurora House is a specialist provision for primary aged pupils with autism, and the pupils are all working at two or more levels below age related expectations. As part of Wyvil Primary school, Aurora House pupils access the Wyvil Curriculum at a level differentiated and individualised to their level of learning. We respect that many pupils with autism typically experience a diverse range of unique qualities that can present barriers to their learning. Teaching strategies are adapted to best suit each child's learning needs, using strategies appropriate for pupils with autism such as the TEACCH Approach, SCERTS Model, Attention Autism, Intensive Interaction, and PECS.

Pupil progress is captured using B Squared Assessments, which also supports teachers to plan individual pupil learning outcomes, and set annual learning targets in each subject for each pupil. Aurora House refers to the National Progression Guidance (DfE, 2010) to support this process, and works with Wyvil subject leaders for support.

In our schools we aim for:

- ◆ All Key Stage 2 children to learn Spanish
- ◆ Children to understand their own lives in the context of exploring the lives of others by being an active global citizen (CRC Article 29)
- ◆ For MFL to become embedded across the KS2 curriculum, and introduced informally into KS1
- ◆ For pupils to develop language learning skills and strategies which can be contextually transferable
- ◆ All pupils to develop their awareness of cultural differences both in Britain and in other countries (CRC Article 30)

In order to achieve our aims:

- ◆ Staff will have the opportunity to attend language training and support sessions to enhance their own language capabilities and subject knowledge
- ◆ Key Stage 2 pupils will follow the Catherine Cheater Schemes of Work
- ◆ All pupils will access intercultural understanding through cross curricular topic themes
- ◆ The MFL coordinator will produce the medium term plans for Y3/4 and Y5/6
Spanish will be assessed using the levels on the "Languages Ladder"

To evaluate our effectiveness:

- We will follow the school's Assessment Policy.
- The subject leader will monitor the outcomes from each assessed unit of work in order to feed into, and improve, subsequent units of work.
- The subject leader will monitor planning of key units of work (a minimum of once yearly).
- The subject leader will conduct a scrutiny of children's work, as per the monitoring policy.
- The subject leader will produce and implement an annual action plan to improve standards in MFL.

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- The subject leader will produce an annual report on standards across the school and key issues for development. The report will go into the Governors Curriculum Working Party and feed into the School Improvement Plan.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.