



MODERN FOREIGN LANGUAGES POLICY

Updated: September 2025

Next Review: September 2026

Aims and Objectives

Modern Foreign Languages promote an interest and curiosity about the wider world and a sense of European/International Identity. Languages raise children's awareness of being a global citizen.

The aims of Modern Foreign Language teaching are to enable all children to:

- develop an enthusiasm for learning languages and to become aware of the benefits of understanding and speaking different languages;
- communicate in other languages by speaking and listening, reading and writing;
- respect and understand other cultures, heritage and multilingualism;
- become involved in the International Dimension of the school through the development of links with other countries;
- be prepared for participation in the democratic processes at national and international level.

Teaching and Learning Style: At Green Park School we make Modern Foreign Languages an enjoyable learning experience. In KS1, children will have access to other languages through rhymes and songs. The opportunities for speaking and listening will develop an awareness of other languages and the use of authentic materials will provide an introduction to different cultures.

In KS2, children will continue to develop their language skills through a spiral curriculum with rhymes and songs and will also be introduced to the written word. They will be able to communicate in another language by speaking, reading and writing. Teaching and learning will involve repetition of the additional language using a variety of methods, including games and role play. The use of ICT is an integral part of Modern Foreign Language teaching, the use of the internet provide children with a direct insight into other cultures and provides a method of communicating with other countries.

Modern Foreign Language Curriculum Planning: Our school follows a spiral curriculum. Our pupils develop yearly on the topics they have learnt in the previous year focusing highly on skills such as pronunciation, reading and listening. Our teachers use a range of resources to help them with their planning such as 'Language Angels' scheme, an interactive IT programme. Again, this scheme ensures that the topics that the children study in modern foreign languages build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each lesson, the planned progression built into our curriculum means that the children are increasingly challenged as they move through the school.

Inclusion and Differentiation: (also see SEN policy): All children must have regular access to MFL, appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work is often adapted to aid children's learning. Also, more-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Any specific individual's needs must be identified in their IEPs.

Assessment and recording: Teachers assess children's work in Modern Foreign Languages. Assessment is made based on a series of "I can" statements and can be made as an integral part of teaching the lessons, through observation and questioning, as well as a summative end-of-unit test.

Resources: Resources are all available online.

Monitoring and review: The Modern Language subject leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching in modern foreign languages. The Modern Language subject leader is also responsible for supporting colleagues in the teaching of modern foreign languages, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

To be agreed by staff and governing body

Reviewed: September 2025 by Olivia Newing

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