

MFL Policy



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Review date: Autumn Term Two 2024 by the Standards Committee

Confirmation of ratification by Governing Body:

Governor: Dr Holmes

Headteacher: S.Cale

Date: Autumn Term 2 2022

MFL Policy

Introduction

This policy is written in conjunction with the Amberley Curriculum policy which states our Intent, Implementation and Impact for our Amberley Immersion Curriculum.

As a church school we identify Christian Values that underpin the whole school and the wider community. These values inform our school's vision, aims and ethos. The values that relate particularly to this policy are Perseverance, Courage and Respect.

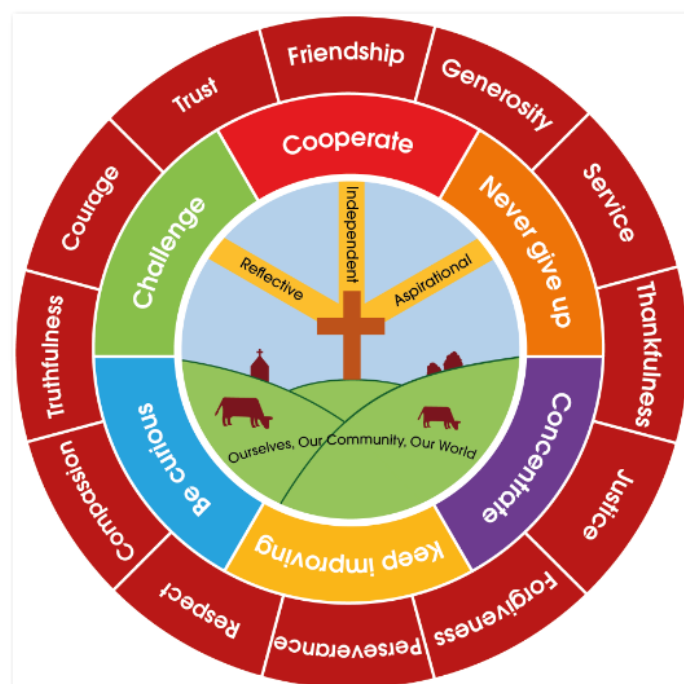
Our Learning Powers underpin the attitude to learning that the children are fostered to develop at Amberley Parochial School. In all MFL lessons, the Learning Powers of Curiosity, Challenge, Never Giving Up, Co-operation, Concentration and Keep Improving continually utilised for the children's development within the subject

Intent

The Amberley Immersion Curriculum has been designed and developed taking into consideration pupils, parents, staff and governing board views and opinions as well as meeting statutory requirements.

We have ensured that our Immersion Curriculum encompasses the School Vision Wheel which has been established alongside our Biblical teaching of 'The Sower'. These support our pupils learning journey, embracing values and learning skills for life. We are driven as a community to ensure that our pupils recognise that they have unique skills to benefit themselves, to support their community and to give to the wider world. This is embedded within our intent and implementation of our Immersion Curriculum.

The Amberley Vision Wheel



Curriculum Planning

All pupils are entitled to a broad and balanced curriculum, whatever their ability. At Amberley, we follow our Amberley Immersion Curriculum across the school. This is based on the National Curriculum Requirements. In addition, we have incorporated key milestones at the end of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. These milestones are skills that the children will be assessed against to obtain their attainment and progress.

The Amberley Immersion Curriculum has been mapped out over a two-year programme (Cycle A and B) so all pupils receive the required coverage of the National Curriculum. In addition, the skills and knowledge they are taught are progressive, ensuring continuity and progression across the school. Each unit has a focused planning sheet highlighting aims and objectives. In addition, rationale is included where appropriate.

All stakeholders have access to this information which is placed on the school's website. The Amberley Immersion curriculum was planned by all teachers after consultation with parents, pupils and governors.

Spanish Intent

For all learners to ...

- Speak with good intonation and pronunciation
- Have fluency in reading
- Have a strong awareness of the Spanish Culture
- Have a passion for languages and a commitment to the subject

At Amberley, each unit of MFL contains the key elements of speaking confidently, reading fluently, writing imaginatively and understanding the Spanish culture.

MFL Impact

The children of Amberley will engage in conversation, broaden their vocabulary, develop their pronunciation and identify with aspects of culture. Through this, they will develop their speaking, listening and writing skills with a key focus upon describing people, places, things and actions. The children will develop a love of learning languages which they can foster in their next school regardless of the language they will be learning.

Assessment, Recording and Reporting

Assessing the children's achievement will be planned into lessons and used to guide subsequent lessons. Teachers record the progress that children make by assessing their work against the learning targets from the National Curriculum and Milestones. Teachers will make termly assessments of attainment and progress for each child. Children are always encouraged to self-assess and reflect on their achievements.

Resources

A range of basic resources are available in each classroom. They are presented in such a way that they are accessible and are maintained in good order. Additionally, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.

Books and other visual materials to support learning are available in the classrooms and the library. When appropriate the school uses outside resources, visitors and links with community to support learning. As well as the wealth of inspiration offered by the natural surroundings of the school.

Teaching

To ensure consistency and development of practice across the school, there are agreed procedures for common activities to ensure continuity and progression. This contributes to the development of understanding and confidence in the use of such procedures by both educators and pupils.

Special needs and equal opportunities

MFL is a way to communicate and respond to experience. Every child's response is unique and activities in MFL are planned which allow pupils to respond according to their abilities, with appropriate adaptation for support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the MFL curriculum.