

THE ROSEWOOD SCHOOL

MFL Policy 2017-2018



Staff Responsible

Mr N Evans

Policy Date –

September 2017

Review Date –

September 2018

Description of school

Rosewood is an urban special school for boys of secondary age who have Social, Emotion and Mental Health difficulties. Pupils are drawn from all over the borough and reflect a wide social mix and very varied family backgrounds

Nature of Subject

At Rosewood we believe that learning a modern foreign language not only provides a valuable education but prepares our pupils for the ever changing world that we live in. MFL provides a new cultural experience for our pupils and allows them to be more socially aware of other cultures within their community. It also allows them to develop skills about how 'language works' which then can be reinforced across the curriculum.

Knowledge, Skills and Understanding

Through the teaching of MFL at Rosewood we aim to:

1. Develop the interest in the culture of other nations.
2. Familiarise the pupils with the written formation and sounds of a modern foreign language, this develops listening skills and gives greater understanding of phonological awareness.
3. Be able to communicate in a second language.
4. Increase the awareness of other cultures by learning about different countries and their lifestyles.
5. Allow them to express their understanding through speech and writing.
6. Develop a positive attitude towards learning a modern foreign language and accepting different cultures.

Teaching and Learning approaches

Teaching and learning approaches will be in line with the Teaching and Learning Policy.

Assessment and Reporting

Assessment and reporting is in concert with the whole school Marking and Assessment Policy. Work is differentiated by input and output.

Cross Curricular Links

The scheme of work for this subject will include opportunities for Literacy across the Curriculum, Numeracy across the Curriculum and ICT. It will also include opportunities for social, moral, spiritual and cultural issues to be addressed. These will be highlighted in the scheme of work.

Cross Curricular Links

1. Aspects of English such as speaking and listening skills, phonic skills to help with spelling and reading. It allows the pupils to have a better understanding of grammatical structures.
2. Aspects of Maths such as counting, learning about money and difference currencies, time and date.
3. Aspects of Music, learning new songs, the alphabet, poems and stories.
4. Aspects of ICT, using materials from online/videos to show other countries and cultures.
5. Aspects of Geography and History relating to our own and other countries.
6. Multicultural work – celebrations of festivals and other traditions.

Monitoring and Evaluation

The subject curriculum is to be reviewed each year and subject advisors (where available) are to be consulted in this process. The curriculum delivered should be monitored by the subject teacher and a senior member of staff charged with that responsibility. An annual audit of the curriculum is undertaken to evaluate each year's curriculum delivery and to aid future planning.

Pupil's progress will be monitored and accessed informally during lessons, evaluation and progress will be made against the 4 national attainment targets:

1. Speaking
2. Reading
3. Listening
4. Writing

Management of the subject

The Subject Co-ordinator has a job specification giving detailed areas of responsibility. The overview of the school's curriculum is the time management responsibility of the Deputy Head Teacher.

Special Needs

Subject will follow the guidelines laid out in the Special Educational Needs Policy.

Health and Safety

All activities, whether in school or off site, will be guided by the school's Health and Safety Policy.

Risk assessments are completed for all off site activities on each occasion and each pupil's participation is considered on the basis of the individual, the group and the activity. Risk assessments are held centrally by the Health and Safety Co-ordinator.

The Health and Safety Policy Risk Assessment Procedure should be seen as a positive process to enable as many students access to activities as possible.

Equal Opportunities

Rosewood School is committed to working towards equality of opportunity in all aspects of school life and aims to provide access to the curriculum for all its pupils.

APPENDIX

- **Subject Guidelines**
- **Resources**
- **Scheme Matrix**

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Subject Guidelines 2017- 2018

Key Stage 2

The small number of Key Stage 2 pupils that we have on roll are now taught Modern Foreign Languages. Due to the low level of pupil’s abilities they are taught a simplified version of the national curriculum.

Key stage 3

MFL follows the Chatter Chatter programme for Spanish and French – this is divided into 13 units/topics with additional resources and simple assessment sheets to allow for an informal evaluation of pupils progress during lessons.

There are weekly planning sheets that are linked to the scheme matrix per term. Practical tasks include interactive whiteboard games, food tasting, and board games.

Lesson delivery is a co-operative exercise between teacher and teaching assistant.

Resources

Text

1.	Interactive Whiteboard
2.	Teaching Assistant
3.	Equipment to write / draw / colour
4.	Books
5.	Board Games
6.	
7.	
8.	
9.	
10.	

Any other resources that are used including wall charts, ICT resources, etc