



Modern Foreign Languages Policy

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Claregate Primary School

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CONTENTS

Introduction

Rationale

Aims

Curriculum organisation

Curriculum management - Roles and responsibilities

Approaches to language teaching - Use of ICT, Exposure to native speakers

Embedding languages in the curriculum and exploiting opportunities

Recording, assessment and reporting

Inclusion – SEN, G&T, Ethnicity, Gender

Resources and accommodation

Homework and involvement of parents

The rationale for Primary Languages

The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly, creatively and with discrimination. They learn how to employ languages to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society.

We interpret the term 'Languages' to include the use of any living language to communicate ideas and receive information.

The school's aims for Languages

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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 pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

The school's curriculum organisation

The school's schemes of work are adapted from La Jolie Ronde.

The Jolie Ronde Schemes of work are used as individual units. These are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken. Once a unit has been completed, the planning sheet will be evaluated by the subject leader and class teacher, to inform future planning.

Each class is allocated a time slot of 30 minutes a week to deliver La Jolie Ronde scheme of work units. This scheme is integrated to ensure that delivery of Languages is linked to subjects and takes on board the statutory requirements of other national curriculum subjects.

Curriculum Management.

The Subject Leader will facilitate the use of Languages in the following ways:

- By updating the policy and scheme of work;
- By suggesting orders / updated resources to the Headteacher
- By providing CPD so that all staff are confident in how to teach the subject and have sufficient subject knowledge;
- By keeping staff abreast of new developments;
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Languages capability and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments, and by keeping links with the Advisory Team for Languages as a Lead Teacher for the authority.
- By contributing to the School Improvement Plan on an annual basis
- By liaison with native speakers.
- By monitoring and evaluating the curriculum

Approaches to language teaching

The school believes that pupils learn more effectively if they are enjoying what they are doing. ICT is used across the school to motivate pupils and to support teachers with model pronunciation. The specific languages program in use is Linguascope. The school uses community and other links to expose pupils to native speakers as well as ICT. The school endorses the dfe framework:

Pupils should be taught to:

- listen attentively to spoken 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; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are 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
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency

- verbs; key features and patterns of the language; how to apply these, for instance, to
- build sentences; and how these differ from or are similar to English.

Embedding MFL in the curriculum & exploiting opportunities

The school believes pupils will learn languages more effectively by having frequent exposure to them. As staff become more aware of language teaching methodology, languages will be increasingly embedded in the curriculum. The primary Languages coordinator will highlight opportunities in medium term planning and provide the necessary resources. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. All staff in the school are responsible for ensuring this.

Attitudes

Through MFL we endeavour to foster the following qualities: excitement, curiosity, perseverance, open-mindedness, self-discipline, sensitivity to others, independence, adaptability, co-operation, and care for living things, in addition to 'Habits of Mind'.

Recording, assessment and reporting

As teachers work through the scheme of work they will record progress against the short-focused topics where appropriate and assess the children's progress in the integrated language. This assessment will be used to support teaching and learning.

Some evidence is to be kept. This may include a description of the context and an explanation of how the pupils completed the topic, photographs, discussion, saved work and printouts (if any were produced) of differing pupils' work. Languages work will be marked in line with the school policy on marking.

Special Educational Needs

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Teachers use a range of strategies to meet children's special educational needs to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop Languages capability. The school will promote equal opportunities and fairness of distribution of Languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

It is important to match pairs of equal ability, rather than have a more able linguist always guide a less able pupil. This generally leads to passivity and dominance.

However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by teaching.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of Languages by children with special educational needs.

Resources and Accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, books and audio/visual materials. Resources are allocated to particular year groups to ensure progression and these are kept in the classrooms.

Each Key Stage 2 classroom has a Take 10 French Resource and each Key Stage 2 year group has relevant La Jolie Ronde resources.

The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget. The amount of this budget reflects the degree of priority given to MFL in the School Integrated Development Plan.

Homework

The school endorses the Framework's emphasis on educating the ear and, particularly in the early stages, homework focuses on speaking and listening. As literacy skills develop and only when pupils have a firm grasp of pronunciation are reading and writing introduced. Parents are encouraged to further their children's language learning by supporting them with homework.

Monitoring and review

Monitoring is carried out by the subject leader for Languages, in the following ways:

- Informal discussion with staff and pupils
- Observation of Languages displays
- Classroom observation

Mrs V Ridgway