

Meole Brace Church of England Primary School

Modern Foreign Languages Policy

Headteacher Mrs. Jenny Davies

Date 31.03.14

Chair of Governors Judith Clarkson

Date 31.03.14

MFL Coordinator Mrs. Karen Cooke

Date 31.03.14

Date for review: March 2015

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1. Introduction

Why a policy

This policy sets out the aims, principles and strategies for the delivery and implementation of the languages programme at Meole Brace C of E Primary School. It will form the basis for the development of the languages programme in the school for the next five years, in order to meet the Government requirements of every child being entitled to study a foreign language.

The following document has been written with reference to the National Languages Strategy, the Key Stage 2 Framework for Languages, the National Curriculum in England 2013, the Catherine Cheater Scheme of Work, the QCA Scheme of Work, the National Curriculum Online non-statutory Guidelines for MFL, the European Languages Portfolio, the Languages Ladder, Enjoyment and Excellence and Every Child Matters.

Who the policy is for:

The policy is available for all teaching and non-teaching staff to use as a reference for planning and delivering the languages programme at Meole Brace C of E Primary School. Parents and governors can access the policy via the school website and a copy is available to view at the school office.

The role of the Coordinator/s:

The subject leader/co-ordinator will facilitate the development of languages in the following ways:

- By managing the implementation of the policy;
- By updating the policy and scheme of work in collaboration with teaching staff;
- By ordering/updating/allocating resources in collaboration with teaching staff;
- By identifying need and arranging INSET so that all staff are confident in how to teach and assess 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 there is continuity between year groups 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 maintaining links with the Advisory Team for languages;
- By contributing to the School Development Plan as and when necessary;
- By liaising with feeder and or receiving schools

It is the responsibility of the head teacher and governing body to ensure that statutory requirements are being met.

2. Rationale for introducing the languages programme at Meole Brace C of E Primary School

We believe that learning a foreign language can enrich the life and experience of our children:

"Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspectives, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their lives, beliefs and values." (DfES, 2005, The Key Stage 2 Framework for Languages)

Learning foreign languages reinforces the key approaches to teaching and learning set out in *Excellence and Enjoyment: A Strategy for Primary Schools*, and in carefully implementing the KS2 Framework for languages we ensure that we pay attention to how to best achieve the most positive outcomes for children, taking account of the vision and intentions as sets out in *Every Child Matters*.

Aims and objectives of the languages provision at Meole Brace C of E Primary School

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

We aim to:

- foster an interest in learning other languages;
- provide an enjoyable and challenging languages curriculum
- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

The children are taught how to:

- ask and answer questions;
- use correct pronunciation;

- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups and communicate in French;
- look at life in another culture.

We also aim to develop teachers' confidence and competence to teach languages and embed languages across the Curriculum.

Language Specific Aims

The languages programme is planned and implemented following the objectives strands as set out in the National Curriculum for England 2013. These are:

oracy:

We aim to ensure that children spend a lot of their time listening, speaking and interacting orally; asking and answering questions; speaking in sentences using familiar vocabulary, phrases and language structures; developing accurate pronunciation; appreciating songs, stories and poems in the language; describing people, places, things and actions and using basic grammar. Frequent opportunities will be provided to listen to a good model of pronunciation (supported by native resources)

literacy:

the oracy strand supports the literacy strand and children will be exposed to activities which aim to develop the relationship between sounds and the written form. Children will be exposed to a variety of forms of text such as stories, poems, information text etc. They will be able to link spelling to the sound and meaning of words; read carefully and show understanding of words and phrases; use a dictionary to find new words and write phrases from memory, adapting these to create sentences.

intercultural understanding:

activities specific to the language lessons aim to encourage children awareness of other cultures with the aim of appreciation of similarities and differences. Outside language lessons children are encouraged to explore other cultures and countries through subject like Geography, RE, PSHE.

knowledge about the language:

Children will be exposed to the foreign language and encouraged to identify similarities and differences with their own language through cognates, sentence structures and grammar; this supports the development of children understanding of the language structure and build their confidence in communicating effectively.

Language learning strategy.

The aim of introducing the language programme at Meole Brace C of E Primary School is to encourage children to appreciate the foreign language and develop their interest and ability to learn a foreign language; therefore, activities will encourage children to reflect and become aware of how they learn languages.

3. The organisation of the languages programme

How the languages programme is currently organised

The hour a week entitlement has been phased into each year group over the last 5 years, and will continue in all KS2 classes. The hour will be comprised of a dedicated 'lead lesson' with planned reinforcement activities carried out. These may be part of other lessons.

Timetabled sessions will be as follows:

The learning of a foreign language at Meole Brace C of E Primary School takes the form of discreet language lessons of 30 minutes weekly supported by 6-minute short reinforcement sessions delivered throughout the week; these sessions are delivered by the class teacher and in some cases is aided by a French native speaker.

The delivery and development of cultural awareness will be supported by activities in other subject and special occasions:

Citizenship/PHSE/International Dimension
Displays of target language speaking countries
Celebrations of Religious Festivals

In mixed age classes, children learn the appropriate year for their class. This requires liaison with the previous year group and the content covered.

4. A way of working

Planning

All planning is undertaken by the teaching staff. As the class teachers have received training, they will begin to adapt the plans for their own classes from September 2010 . All weekly plans will be created using the weekly Catherine Cheater planning format.

Teaching and learning Strategies and progression opportunities

Teaching strategies and opportunities for progression are identified in the yearly overview from the Scheme of Work and each class teacher will adapt their strategies to suit the activities and their cohort.

Scheme of work

Languages will be planned according to the following schemes of work and documents:
Catherine Cheater Scheme of Work for French

Resources

A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD ROMs, and audio/visual materials. Resources are allocated to particular year groups to ensure progression and these are kept in the resource room in separated year boxes. The Scheme Discs are uploaded onto the school's Data on the server.

Each KS2 year group will have a set of French/English dictionaries, labels for most classroom objects and posters detailing the days of the week and months of the year. These are available to all staff via the school server from the Catherine Cheater uploaded data.

The languages co-ordinator is responsible for maintaining resources, monitoring their use and organising storage.

Celebrating Achievement

The school intends to celebrate children's achievement by sharing children's work, verbally and written, and by implementing the behaviour and rewards policy.

Our school aims to celebrate children's achievement and track progress through using the European Languages Portfolio. Each child will be given opportunities to assess their own learning and will be collecting evidence of their progress in the provided portfolio. These portfolios will then be kept in class and will be available to children, other staff, parents/carers, etc.

The European Language Portfolio will be used from Yr 3 as summative assessment. This will be followed through the school, and from then on, every year 3 will receive one on entry to KS2 .

It is the schools' responsibility to ensure that the statements relating to the children's attainment is passed on to the relevant secondary school.

Transition to KS3

Ultimately the liaison between the schools will include:-

- Cross phase liaison
- Sharing good practice
- Team teaching
- Guidance
- Joint planning meetings
- Primary/secondary schools visits

- Resource sharing
- Agreed transition record
- Pupils/language profile
- Shared/adapted Scheme of work

Embedding languages in the curriculum & exploiting opportunities

As staff become more aware of language teaching methodology and more confident in their language skills, languages will be increasingly embedded in the curriculum. The coordinator together with the teaching staff, will identify opportunities in medium term planning and ensure the necessary resources are accessible/available. 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.

All support staff will be expected to aid the embedding of the languages , by identifying opportunities to converse with children and by pointing out vocabulary, as well as conversing about their own experiences of other cultures.

Training will be given to those who seek to be more active within the language or who need to brush up on skills in order to take part in embedding the language into the whole school day.

5. Monitoring

Monitoring is carried out by the Headteacher, a member of senior management or the languages coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of displays
- Monitoring of planning
- Looking at the work in individual learner files or notebooks or portfolios
- Team teaching

6. INSET and CPD opportunity for all staff

The languages co-ordinator will attend subject leader meetings and LA INSET to support their work in school and cascade any relevant information to staff during staff meetings or on staff development days. Staff will attend INSET and will slowly begin to take more responsibility for teaching languages in their classes with support from the languages coordinator/secondary colleagues/language assistant, etc. Within the school $\frac{1}{2}$ hour per term should be allocated to language 'top up' training. The co-ordinator will use this time to share new activity ideas with staff to ensure motivation is maintained and lessons remain varied.

7. Special Education Needs

The languages programme aims to provide effective learning opportunities for all pupils and differentiation will take place in the classroom at the teacher's discretion. Each child will be given access to same learning opportunities, resources and equipments appropriate to their individual needs.

8. Gifted Provision

More able pupils are taught in their own class and challenging learning activities will be provided through differentiated group work, questioning , etc.

The secondary school will be made aware of the talents of more able to ensure effective progression.

9. Equal Opportunities

It is important that children at Meole Brace C of E Primary School do not feel excluded from any part of the languages programme.

We should:

Focus attention on similarities first then on differences

Children's own experiences of a different language and culture will be celebrated and shared with other children to encourage understanding and tolerance.

This policy works alongside the Equal opportunities Policy.