

# **GREAT CHART PRIMARY SCHOOL**

## **MODERN FOREIGN LANGUAGES POLICY**

September 2018



*Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core values are: Respect, Aspiration, Responsibility, Resilience, Independence and Kindness.*

## **INTRODUCTION**

According to the new National Curriculum (2014 ) ‘ learning a foreign language is a liberation from insularity and provides an opening to other cultures.’ At Great Chart we believe that learning modern foreign language is an important aspect of the children’s learning and believe that it can help to raise awareness of the multi-cultural and multi lingual world we live in. The teaching of a Modern Foreign Language is now a statutory requirement but at our school we have already had the teaching of French embedded into our curriculum. This is a definite advantage and means that our staff already have a good knowledge and understanding of how a French lessons should be run and will now be looking at how to progress the children’s learning even further.

## **AIMS**

Our emphasis is on enjoyment, through practical application, and beginning to use cross – curricular linking.

### **Oracy and Literacy:**

- To be able to communicate is the real purpose of learning a foreign language.
- We wish to enable children to see that learning another language can be enjoyable and fun.
- To be able to reach competency in the skills of oracy and literacy.

### **Intercultural Understanding:**

- Language is part of culture and learning the culture is a necessary part of learning a language.
- To raise awareness and understanding of the cultures of other countries around the world.
- To link work in the foreign language to other curriculum areas, eg ICT (Education City), PSHE (feelings), Maths, Geography (map work), Music (songs and movement, History etc where appropriate.

### **Knowledge about Language (KAL):**

When learning a new language pupils make comparisons with English and/or home language and reflect on similarities and differences. Knowledge about language supports children in effective communication, both orally and in writing. It makes them aware of pronunciation and intonation. It helps them investigate how languages work and to adapt language in different contexts.

## **CONTEXT, ORGANISATION AND PLANNING**

Language learning should be planned as an integral part of the whole curriculum. In Key Stage 2 there is not a designated time slot but it is important that it is taught regularly and used within other curriculum areas in order for effective progress to take place.

### **Organisation**

Our school believes that there are many benefits from an arrangement where the children's regular class teacher is also their language teacher. The class teacher will be delivering MFL with input from language specialists as available, parents, peripatetic teachers, teaching assistants and foreign language assistants (e.g. from Norton Knatchbull, Homewood and Towers). We bring different kinds of expertise to support our young learners.

## **Planning**

### ***Long Term Plan***

Primary Modern Languages is planned for as part of our 'whole school' curriculum framework. A skills scheme of work is divided progressively through the key stages. (Tout le monde)

### ***Medium Term Plan***

Medium term planning deals with the detail of the programme of work to be taught to each year group.

### ***Short Term plan***

This is carried out by class teachers and used to focus day-to-day teaching.

## **Cross-curricular planning**

Natural links with other curriculum areas are fully exploited (e.g. geography, music, art, history, DT, drama, numeracy and literacy).

## **RESOURCES AND ICT**

ICT will be used to develop children's communication strategies, which will be of value to them in their everyday lives. This could include e-mailing, recording and filming. Tout le Monde also is an ICT base programme.

Resources will include Tout Le Monde, big books, children's books, dictionaries, props, games, flashcards, CDs, videos.

## **ASSESSMENT**

Assessment is an integral part of the teaching process. The learning objectives provide the basis for self-evaluation as well as guiding informal teacher assessment, which will be linked to the levels of the Languages Ladder, the National Recognition Scheme. This will be used for transfer from KS2 to KS3.

Progression is carefully built into tout le monde, so that as children work through the 4 year course, they gradually extend their vocabulary and come to grips with more complex language. Activities in each level of tout le monde encompasses all four attainment Targets (reading, writing, listening and speaking) and over the 4 years, they cover breakthrough grades 1-3 and preliminary Grade 4 level of the language ladder or Old National Curriculum levels 1 to 4.

According to the National Curriculum (2014) 'A system of assessment of pupil progress in languages should be manageable, motivating, useful and demonstrate progression' and although levels have been removed, as a school, it was felt that in MFL the use of levels in connection with the languages ladder, was still appropriate. Assessment for learning is also built in where the children have to complete 'I can statements' and have to tick a level they feel they are working towards at the end of each Tout le monde module. This will allow children to take ownership of their own learning as well as giving both child and teacher an indication of their progress. There is also a spreadsheet for teachers

to use as formative assessment in order to level the children at the end of each term. A traffic light system is used as a visual way of addressing any children who may not be progressing as well as others, as well as helping identify children who may be gifted and talented.

## **INCLUSION**

The Primary languages entitlement is inclusive and the Framework supports equality of opportunity for all children.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

Developing social and cultural awareness is integral to modern language teaching. As pupils become aware of diversity and confront stereotypes (e.g. through displays), they are presented with clear opportunities to celebrate and respect differences.

## **CONTINUITY AND PROGRESSION**

As we follow the National Curriculum (2014), the core Learning Objectives for reading, writing, speaking, listening and intercultural Understanding ensure progression. Our challenge is to build on good practice and enthusiasm, in order to sustain a meaningful experience of language learning over 4 years.

## **THE ROLE OF THE SUBJECT LEADER**

- To be responsible to the Headteacher for the co-ordination of all PMFL work within the school.
- To be a subject leader within the school.
- To be responsible for implementing and evaluating the policy in practice.
- To monitor the teaching of primary foreign languages in conjunction with the Headteacher.
- To be responsible for ensuring that resources are easily accessible and effectively used.
- To offer help to colleagues and to share best practice, meeting training needs.
- To keep up to date and be informed about new teaching methods/resources, often through meeting with schools in the cluster.
- To liaise with the governor responsible for modern foreign languages.
- To write and review long term plans throughout Key Stage 2

## **POLICY REVIEW AND EVALUATION**

This policy needs to be reviewed annually