

Central Primary School



Modern Foreign Languages Policy

Our Motto – Children are Central

Policy Statement

By learning a modern foreign language, the speaker has the opportunity to be an active participant in a culture and a society in addition to those of their birth. Furthermore, knowledge of a modern foreign language when combined with intercultural understanding work enriches the condition of what it is to be a modern European citizen.

Aims

- To develop children's confidence, interest and enthusiasm towards learning languages;
- To develop children's listening, speaking, reading and written skills in modern foreign languages;
- To develop children's intercultural understanding
- To develop children's knowledge about language
- To provide children with a variety of language learning strategies
- To develop children's thinking and linguistic skills when using a language

Teaching Modern Foreign Languages

Modern foreign languages are taught carefully and systematically using a variety of methods and resources to enable children to speak and listen with confidence, accuracy, understanding and enjoyment. Some of the teaching methods used are listed below. Please note that this is not exhaustive.

- Role Play
- Individual/ paired/ group learning
- Using picture cues
- Picture books
- Sequencing
- Prediction
- Songs
- Audio and visual recordings
- ICT and multimedia programmes
- Newspapers/magazines/advertisements
- Comprehension
- Reading for information

Time Allocation

Modern foreign language studies will commence as pupils reach Year 1, with more formal learning starting towards the end of Y2. Lessons will be no less than 45 minutes per week, with a further 15 minutes spread throughout the week for incidentals to improve language skills. As a school we teach French and Polish.

Younger children may be provided with the opportunity to learn about modern foreign languages in EYFS.

Lesson Structure

Modern foreign languages will be taught in 45 minute blocks per week. These lessons will follow the school's schemes of work for French or Polish which is based on the KS2 Framework for Languages and the 2013 National Curriculum (DfE, 2013). Opportunities for exploring language are provided through a range of aural and oral stimuli and a range of contemporary texts.

Children will have access to differentiated work according to ability.

French work where appropriate will be recorded in children's French books; these books will stay with the child throughout their time at Central Primary.

Polish work where appropriate will be recorded in children's Polish books; these books will stay with the child throughout their time at Central Primary.

Planning

Medium Term planning is guided by the school's schemes of work for languages. Work is differentiated according to need. Evaluation is used on a weekly basis to plan future work.

Equal Opportunities

In accordance with the Equality Act 2010 we seek to;

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Teachers recognise the range of language and experiences that children bring to school. In order to promote confidence and self-esteem, these differences are valued and drawn upon in a positive and constructive way. Teachers also acknowledge the different interests and motivation of boys and girls and strive to provide resources and activities to promote interest and an appropriate level of interest.

Where it is deemed impracticable, such as in the case of the children with severe speech and language disorders or children with severe SEN, they may be withdrawn from the French/ Polish curriculums to pursue alternative course of studies, with the agreement with the MFL co-ordinator and Inclusion Leader. In addition a pupil may solely pursue the study of French if it is deemed that they require additional support with literacy, numeracy or may find the acquisition of a further language detrimental

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to their French and other learning. These decisions will be reached in consultation with the MFL co-ordinator and the Inclusion Leader.

The knowledge and understanding objectives link to the teaching of languages play a significant part in developing pupils understanding of different people and how to foster good relations between different groups.

International and Intercultural Understanding

As part of our work in languages we look at and communicate with different countries and communities around the World. This forms part of the languages curriculum for our school and links to our curriculum planning for all curriculum areas. We hope to educate pupils about how languages and culture are rich and varied across the World and how learning a language will help them access different parts of this World.

We have direct communication with international partner schools in Poland, Germany and Spain. We complete joint projects with these schools communicating in a range of languages.

Resources

It is expected that children will be exposed to a variety of modern foreign language stimuli in their environment. In each class there is a developing library of French/ Polish texts and reference books, including bilingual dictionaries. There is a range of modern foreign language resources for teachers stored centrally with the modern foreign language co-ordinator.

Each class is expected to have a French/ Polish display which relates to their current topic from the schemes of work.

There is a range of ICT software available in school to which the children have regular access.

Assessment

Throughout each term there will be ongoing assessment of vocabulary, grammatical and oral and aural capabilities using a range of assessment techniques.

Pupils work should be marked in accordance to the school's marking policy and next steps for pupils should be identified.

The school uses a system of progression cards, which are kept in the back of each child's language books. These progression cards track pupil progression in Oracy, Reading and Writing throughout their language learning. Language assessments are updated in December and June annually.

Monitoring

It is the responsibility of the modern foreign language co-ordinator to monitor the overall effectiveness of the modern foreign language programme, resources and the teaching throughout the school. This will be done through discussions with the Leadership Team and teachers and the monitoring of work produced and assessment records. All teachers responsible for the implementation of modern foreign language will be periodically observed.

Safety

It is to be noted that when children are using electrical equipment such as computers and tape recorders due care is taken for their safety.

Review

This policy should be reviewed at least every two years and more frequently as needed.