

Applecroft School



Modern Foreign Languages Policy

Person Responsible	MFL Curriculum Leader
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Modern Foreign Languages Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience

2) Our aims and objectives including breadth of study:

Using the objectives from the National Curriculum, it is our aim to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

3) MFL Curriculum Intent:

Our intent is to develop a genuine interest, enthusiasm and positive curiosity about foreign languages, finding them enjoyable and stimulating.

We understand that learning a foreign language is part of being a global citizen and provides an opening to other cultures, encouraging an understanding of our own place in the world.

Our curriculum offers pupils the opportunity to explore relationships between language and identity and develop a deeper understanding of the differences and similarities between other cultures. The intention is that they will be working towards becoming life-long language learners. Our curriculum provides opportunities for pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

At Applecroft we have chosen to teach French for the following reasons:

- French is spoken at home by a large percentage of our families for whom English is not their first language
- French is the predominant language taught at our main feeder Secondary Schools and our curriculum lays the foundations for foreign language teaching at Key Stage 3.
- France is our closest neighbour and gateway to mainland Europe

4) MFL Curriculum Implementation:

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

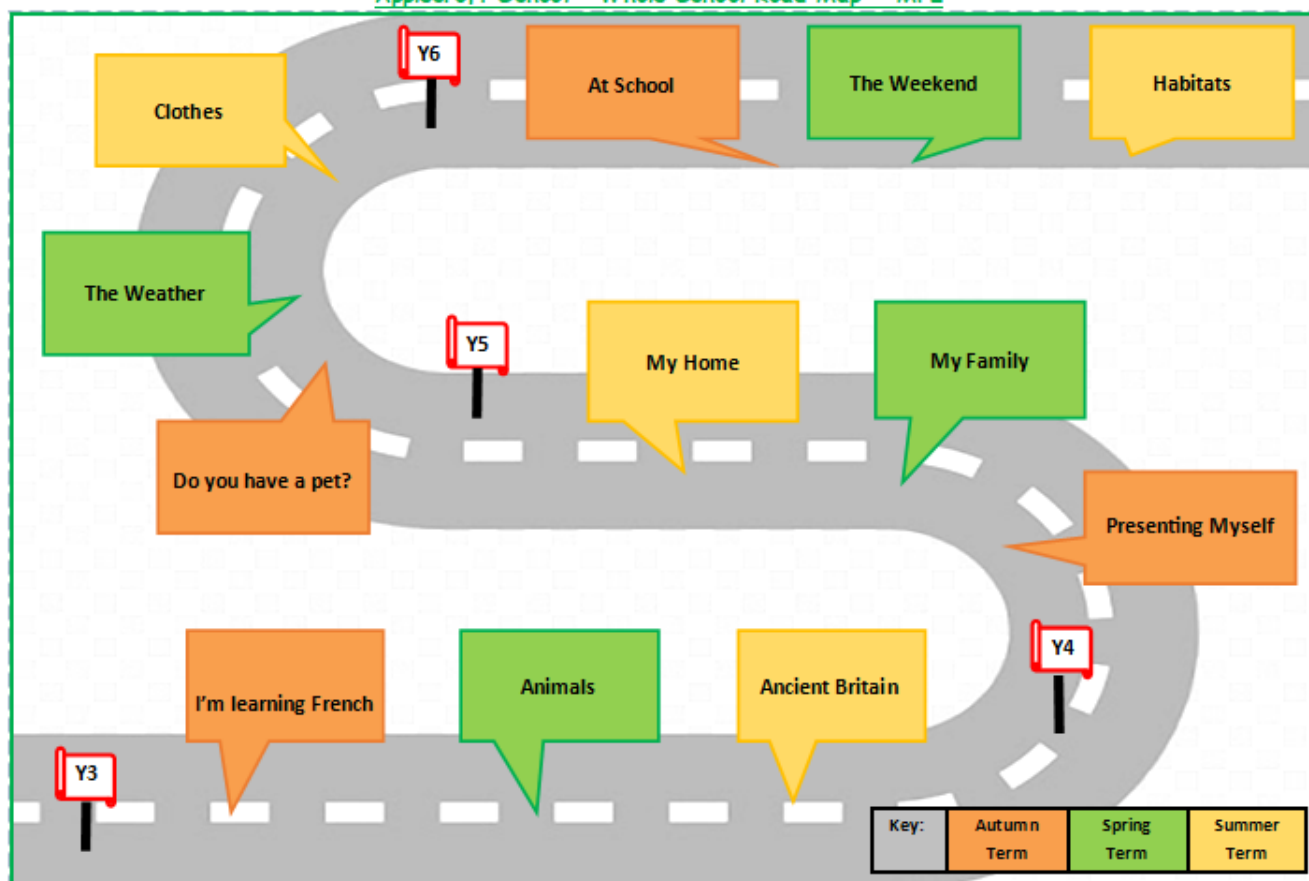
1. Listen attentively to spoken language and show understanding by joining in and responding.

2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Displays of the topics being taught in French will be displayed around individual classrooms (if space allows) or will feature on a general school board.

Below is an outline of the units we will cover throughout KS2:

Applecroft School - Whole School Road Map - MFL



5) MFL Curriculum Impact:

We understand that learning a foreign language is part of being a global citizen and provides an opening to other cultures, encouraging an understanding of our own place in the world. A high-quality languages education should foster pupils' curiosity and deepen their understanding of life around the globe. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

6) Learning and Teaching Styles (include approaches for disadvantaged children including SEND):

- Learning French in key stage 2 at Applecroft is varied, interactive and accessible to all.
- Lessons incorporate many different teaching styles which appeal to every kind of learner.
- Core vocabulary is repeated many times throughout a pupil's time in KS2, allowing repetition which builds confidence and continuity.
- Each unit is designed to build core vocabulary and skills in first listening and speaking, then reading, grammar and finally writing, starting with a noun and working towards noun phrases and use of verbs, pronouns and complete sentences. This process allows

progression both within a unit but also across a year, and across the key stage.

- Children are taught through vocabulary and topics which relate to themselves in the world, and find this relevant to their lives as well as to other subject areas. Topics are chosen to fit in with learning in other subjects, their interests, abilities and prior experiences in French learning.

7) How do we plan and organise our lessons?

French is taught in a whole-class setting by the class teacher or language specialist and is therefore not reliant on one key member of staff.

Teachers plan and deliver their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week, however, flexible organisation of the timetable can mean that some year groups focus on French during longer sessions and alternate this on a half-termly basis with another foundation subject to ensure better quality coverage and teaching, or teach French for one hour or more every fortnight.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. The use of day-to-day vocabulary may also be encouraged in French for example, registration responses, days of the week/months of the year, counting, discussing the weather, or Geography/History lessons.

Teachers are also encouraged to hold a French (KS2) or Languages (Foundation & KS1) Day each year to celebrate languages and look into more cultural aspects of the language such as the food, geography, art, music or history of the country.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

8) How do we make MFL inclusive?

Every child can participate in, enjoy, and succeed in learning French. In year 3, when French learning at Applecroft begins, each child is starting at the same point. All activities are interactive and accessible at any level, and tasks are adapted / scaffolded according to level of ability and experience.

9) Contribution of the MFL to teaching in other curriculum areas:

The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

In particular, language learning:

- stimulates children's creativity
- leads to gains across the curriculum
- supports oracy and literacy
- supports and celebrates the international dimension

The units of learning covered by each year group have been chosen with their other curriculum subject topics in mind, for example, a child learning about the Romans in History may also be learning the relevant vocabulary and using their History knowledge in French lessons. Similarly, some French units tie in with the children's learning in Science, Maths, ICT, Geography and PSHE.

10) What is our approach to equal opportunities (considering disadvantaged)? How do we ensure equal opportunities in MFL?

At Applecroft we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

11) How do children record their work?

Children record their work using French exercise books. Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in French.

12) How do we use feedback to support children's progress?

Most feedback is given during French lessons verbally by the teacher as highly interactive speaking and listening activities take place. Children are also encouraged to give feedback to one another as they learn to speak and respond in partners.

Some feedback may be given in books for writing tasks using the school marking and feedback policy, but working collaboratively with the class teacher to evaluate and check work is most valuable in this subject.

13) How do we assess and report children's progress and attainment in MFL?

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

End of year:

3. Teachers use 'Key Assessment Criteria: Being an International Speaker' end of year assessment form to place individuals performing above, at or below expected standards. This is passed on their next teacher.

14) How do we set home learning (if any)?

It is possible to use the Games and Karaoke feature of the Language Angels website to set home learning activities for French, however, it is not usual for children to have regular home learning tasks in French.

15) How do we monitor MFL across the school?

The Curriculum Leader monitors the effectiveness of the language teaching provided throughout the school via regular observations, work sampling, pupil interviews and staff interviews with feedback given to teachers delivering foreign language lessons. The Curriculum Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The Curriculum Leader will encourage, where appropriate, class assemblies and presentations in French. They will also encourage cross-curricular topics to be taught in French to knit together various areas of the curriculum.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Curriculum Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate.

16) How is MFL resourced?

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

17) How do we develop the CPD of staff?

Staff are highly supported in their teaching of French by the Language Angels resources and website, and even staff who are not French speakers can deliver the lessons using the sound buttons to share pronunciation with the children. They are also given support by the subject leader, and often a French speaking parent or visitor is invited to work with a Class Teacher who feels less confident in speaking French. We also have close links with one of our feeder Secondary Schools who have, historically, provided us with weekly French lessons for year 5 or 6 delivered by a Modern Foreign Languages teacher.

18) How do we involve parents in MFL learning?

French speaking parents are invited to talk in classes or assemblies about their language and culture. The school celebrates the many languages spoken at home by all of its pupils and families, and are encouraged to share information about their language and culture through the Celebrating Languages whole school display, assemblies and themed days/weeks.

19) How are The Board of Trustees involved (include curriculum committee, faculty and lead trustees?)

The Board of Trustees are kept up to date with the school's Modern Foreign Languages curriculum via the Curriculum and Assessment committee, through presentations to the trustees either at curriculum committee and assessment level or faculty meetings. The agenda of meetings could include: Curriculum Leader Action Plan feedback, quality of learning and teaching, pupil outcomes etc.