

MEADOWS PRIMARY SCHOOL AND NURSERY  
Policy for Modern Foreign Languages  
January 2017

## 1. Introduction

This policy sets out the aims, principles and strategies for the delivery and implementation of the languages programme at Meadows Primary School and Nursery. It will form the basis for the development of the languages programme in the school, in order to meet the Government requirements of every child being entitled to study a foreign language (s).

The following document has been written with reference to the National Languages Strategy, the Key Stage 2 Framework for Languages, 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 Meadows Primary School and Nursery. 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 Subject Leader:***

The subject leader 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 Integrated Development Plan on an annual basis;
- By management of the native speaker if available;
- 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 (entitlement).

## 2. Rationale for introducing the languages programme at Meadows Primary School & Nursery

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

*“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the*

*world. 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”* (DfES, 2013, The National Curriculum in England)

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 Meadows Primary School and Nursery*

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:

- Listen and engage;
- Ask and answer questions;
- Speak in sentences using familiar vocabulary;
- Develop appropriate pronunciation;
- Show understanding of words and phrases;
- Appreciate stories, songs, poems and rhymes;
- Broaden vocabulary using MFL dictionaries;
- Explore life from 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 of the five strands as specified in the KS2 Framework for Languages. These are:

#### Oracy

We aim to ensure that children spend a lot of their time listening, speaking and interacting orally; 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.

#### 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; 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 Meadows Primary School and Nursery 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*

From September 2014, a specialist MFL teacher from Hadley Learning Community (HLC) has been timetabled to support the delivery of MFL in Key Stage 2. This is to provide first quality teaching to pupils, and to support non-specialist key stage 2 teaching staff with their delivery of MFL.

Timetabled sessions will be as follows:

#### Lower Key Stage 2

In week B the specialist teacher supports lower key stage 2, then in week A the class teacher is responsible consolidating the learning.

#### Upper Key Stage 2

In week A the specialist teacher supports lower key stage 2, then in week B the class teacher is responsible consolidating the learning through small activities or games, if not a formal lesson.

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

Special events with parents involvement/Breakfast theme events/Festivals

Displays of target language speaking countries

Celebrations of Religious Festivals

*How the languages programme is delivered*

*(See Appendix 1 for long term forecast)*

All planning is undertaken by the MFL subject leader in collaboration with the MFL specialist teacher.

#### **4. A way of working**

*Teaching and learning strategies and progression opportunities*

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

*Resources*

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

Each year group will have a set of French/English dictionaries, and labels for most classroom objects and posters detailing the days of the week and months of the year are available to all staff via the school intranet (workgroup).

*Assessment*

What formative strategies are used?

Is there any summative assessment? Is there a plan for it?

(Languages Ladder, Attainment Target, European Language Portfolio, Asset Languages, etc)

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 available to children, other staff, parents/carers, etc.

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

We will ensure that whenever possible we will involve parents and carers in providing opportunities to evidence children's intercultural experiences, i.e when visiting a foreign country.

### *Transition to KS3*

Meetings with KS3 colleagues to ensure:

- Cross phase liaison
- Sharing good practice
- Team teaching
- Guidance
- Joint planning meetings
- Primary/secondary schools visits
- Resource sharing
- Link leader for the cluster
- Agreed transition record
- Pupils/language profile
- Fast track opportunities
- Shared/adapted Scheme of work

## **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
- Collection 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 LEA INSET to support their work in school and cascade any relevant information to staff during staff meetings or on staff development days. All staff will attend the free LEA INSET as it is rolled out 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 ½ hour per term will 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 be identified in the scheme of work. 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.

More able pupils will be indicated to the secondary school to ensure effective progression.

## **9. Equal Opportunities**

It is important that children at Meadows Primary School and Nursery do not feel precluded 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.

## **10. Appendices**

See attached Appendix I

Briony White

Reviewed and revised January 2017