

HOLY TRINITY STACKSTEADS C.E. PRIMARY  
SCHOOL

Modern Foreign Languages Policy

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## **Introduction**

This policy document sets out the school's aims, principles and strategies for the delivery of Primary Modern Foreign Languages (MFL) in the school. This policy has been written for all members of staff in the school and stakeholders with an interest in MFL, such as parents, Governors, Newly Qualified Teachers, students and visitors to the school.

The purpose of this policy is to:

- to ensure all staff understand and agree on the approach to languages
- to assist planning and promote development

### **◆The rationale for Primary Languages**

The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly and creatively. They learn how to employ languages to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society. We interpret the term 'Languages' to include the use of any living language to communicate ideas and receive information.

### **◆The school's aims for MFL**

The overall aim for MFL is that pupils' learning is enriched in a broad curriculum in which ensures that teachers develop confidence and competence to use Languages in the effective teaching of their subject. In addition to it being included in the curriculum as a statutory subject, MFL should be used to engage, to challenge and to enhance teaching outside of the MFL lesson.

### **◆The school's curriculum organisation**

The school's scheme of work is based on the La Jolie Ronde Scheme of Work for Key Stage 2. This Scheme of Work is supported by the Early Start resources, 'Tu y Yo' and 'Mi ciudad y mi colegio', which bring everyday Spain and authentic Spanish native speakers to MFL lessons. The Scheme of Work for each year group is used as the long term plan for MFL. Each year group in Key Stage 2 has a yearly plan which is then split into individual unit summaries. Units of teaching are supported by the Scheme of Work, noting the unit objectives, along with key vocabulary and resources available. The detailed short term lesson plans are adapted from these and are annotated to include: health and safety (if applicable), key skills, differentiation, etc. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken. Once a unit has been completed, planning will be evaluated by the class teacher to inform future planning.

All pupils learn languages in blocks of teaching to ensure equal status is given to all subjects taught in school. This time allocation is made up of a combination of dedicated language lessons along with teaching language through other subject areas and using language for real purposes in daily classroom routines. This approach will assist in recall and gives the Class Teacher the flexibility and opportunity to integrate languages into other areas of the curriculum (e.g. PE, Maths, Literacy, PSHE, etc). MFL also consolidates grammatical and phonetic similarities and differences between Spanish and English.

### **◆Curriculum Management**

The Subject Leader will facilitate the use of MFL by:

- updating the policy and scheme of work;
- ordering/updating resources;
- providing CPD so that all staff are confident in how to teach the subject and have sufficient subject knowledge;

- keeping staff abreast of new developments;
- taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Languages capability and that progression is taking place;
- supporting staff in developing pupils' capability;
- attending appropriate courses to update knowledge of current developments, and by keeping links with the Advisory Team for Languages;
- contributing to the School Improvement Plan on an annual basis
- monitoring the curriculum

### ◆ **Approaches to language teaching**

The school believes that pupils learn more effectively if they are enjoying what they are doing. ICT is used across the school to motivate pupils and to support teachers with model pronunciation. The school endorses principles that develop a distinctively primary approach to language learning:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage motivation
- Use games and songs to maximise enjoyment
- Embed languages in class routines and school life
- Integrate language learning across the curriculum to connect with learning in other subject areas

### ◆ **Embedding MFL in the curriculum and exploiting opportunities**

The school believes pupils will learn languages more effectively by having frequent exposure to them. As staff become more aware of language teaching methodology, languages will be increasingly embedded in the curriculum. 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.

### ◆ **Recording, assessment and reporting**

As the class teacher works through the scheme of work they will record progress against the short-focused topics where appropriate and assess the children's progress in the language which is recorded on lesson objectives stickers. This assessment will be used to support teaching and learning. Assessment is recorded against year group expectations published by Lancashire Languages Advisory team. At the end of each term, teacher assessments will be included on the school's assessment as 1, 2, 3, 4, 5 or 6 (where 4 meets the year group expectation) for each of the five areas (speaking, listening, reading, writing and grammar).

Some evidence is to be kept by the Subject Leader. This may include a description of the context and an explanation of how the pupils completed the topic, photographs, discussion, saved work and printouts (if any were produced) of differing pupils' work. The Subject Leader will collect examples of oral/written work completed in class as part of a structured monitoring programme. Languages work will be marked in line with the school's marking policy.

### ◆ **Inclusion**

All pupils, regardless of race or gender, shall have the opportunity to develop Languages capability. The school will promote equal opportunities and fairness of distribution of Languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

Efforts are made to ensure that work created at home can be transferred to a classroom once a teacher has been notified. The school will monitor the level of access to languages in the home environment to ensure no pupils are unduly disadvantaged. (Groupings for Languages should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able linguist always guide a less able pupil - this generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by teaching).

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of Languages by children with special educational needs.

### ◆ **Resources and Accommodation**

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

Each classroom has a number of Spanish/English dictionaries; the Subject Leader has a variety of posters detailing the days of the week, months of the year, colours, time, seasons, etc. that have been distributed to the appropriate year groups.

There is a section in the library for read-alone dual language books.

The MFL Subject Leader is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget. The amount of this budget reflects the degree of priority given to MFL in the School Integrated Development Plan.

### ◆ **Homework**

The school endorses the Framework's emphasis on educating the ear and, particularly in the early stages, homework focuses on speaking and listening, which is supported by the school website's language section. As skills develop during the unit of work reading and writing are introduced. Parents are encouraged to further their children's language learning by supporting them with any set homework.

### ◆ **Monitoring and review**

Monitoring is carried out by the Subject Leader for Languages, in the following ways:

- Informal discussion with staff and pupils
- Observation of Languages displays
- Work scrutiny of written work in Spanish books
- Listening to recorded sound files of children's speaking
- Classroom observation

Staff self-assess their needs and CPD opportunities are available where appropriate. This may be in the form of team teaching, observing the Subject Leader or INSET. Annually, the subject is reviewed and any relevant plans or changes are made. There is an annual review of this policy by the subject leader for Languages. A major review involving staff/governors will take place every three years.

### ◆ **Health and Safety/Security**

Refer to the school's health and safety document.