



The Meadow Community Primary School and Pre-School

Modern Foreign Languages Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<u>Aims</u>	<ul style="list-style-type: none"> • To develop literacy and communication skills in a modern foreign language. • To prepare pupils by giving them the literacy skills they will need later in their language education. • To develop competence when speaking a target language and link this to skills needed in English. • To promote understanding of a multilingual and multicultural world, giving pupils the opportunity to compare this with their own culture. • To provide opportunities for cross curricular learning within language learning.
<u>Objectives</u>	<ul style="list-style-type: none"> • To develop an enjoyment and interest in learning a foreign language. • To encourage children's curiosity for language learning. • To help children improve their awareness of cultural differences around the world or even in the more immediate vicinity. • To improve knowledge of language structure and compare the similarities and differences with other known languages. • To lay the foundations for future learning. • To enhance children's speaking and listening skills. • To ensure language learning is enjoyable to promote a love of learning.
<u>Curriculum content</u>	<p>We follow the National Curriculum for Modern Foreign Languages. The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ➢ 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 writing in the language studied.
<u>Scheme of work</u>	<p>The Meadow currently uses the Rising Stars: Euro Stars scheme of work to support the teaching and learning of modern foreign language.</p> <p>The scheme is split into year group specific software (Years 3 - 6), each split into 6 topics to be covered over the course of the year.</p> <p>Although not compulsorily, children in EYFS and Key Stage 1 have access to language learning through songs. Lingotunes is occasionally used to support music lessons.</p> <p>'Wake and Shake' software features some foreign language songs (French and Spanish) which have been used across the school to promote exposure to language.</p>
<u>Planning and Teaching</u> Including: -	<p>As part of the Modern Foreign Languages Curriculum, it is now statutory for all Key Stage 2 children to have access to learning a foreign language. French is taught from Year 3 to Year 6. All children participate in these lessons.</p> <p>A range of teaching styles are necessary for the teaching of Languages. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and the pupils.</p> <p>Teaching at all levels shall include opportunities for:</p> <ul style="list-style-type: none"> • Teacher exposition or modelling using the software. • Discussion techniques. • Practical work. • Consolidation and practice of fundamental skills and routines. • The committing to memory and recall of a range of vocabulary, phonic work, grammar and sentence structure. • Classwork, group work and individual work.
<ul style="list-style-type: none"> • inclusion for SEND • opportunities for Gifted, Talented and More Able children 	



	<ul style="list-style-type: none"> • Work developing intercultural understanding. <p>Where appropriate, children with special educational needs or those with physical needs may be supported by a learning support assistant or an easier task may be provided. There will also be opportunities to extend and challenge the more able children by giving them further tasks to complete.</p>
<u>Assessment, Recording and Reporting</u>	<p>Formative assessment of children's oracy, literacy and cultural awareness is used. This is used to inform what lessons are taught and whether objectives are revisited.</p> <p>Assessment of children's attainment and progress in French is gained in:</p> <ul style="list-style-type: none"> • Observation of paired and group work. • Questioning and listening to individual responses. • Assessment of written work. <p>The Symphony Learning Framework is also used to assess children's progress across the key stage.</p>
<u>Professional Development</u>	<ul style="list-style-type: none"> • School INSET takes place as needed. • The co-ordinator attends development group meetings and other relevant courses as they arise. • Staff have the opportunities to attend training whenever possible. Feedback from training is provided to the subject co-ordinator and passed on in staff meetings if relevant.
<u>Monitoring and Evaluation</u>	<p>Teaching and Standards are monitored through:</p> <ul style="list-style-type: none"> • Annual lesson observations by the co-ordinator. • Work sampling. • Resources are checked annually and ordered as the need arises. • Feedback is given individually and/or at staff meetings.
<u>Multi-cultural opportunities and awareness of 'British Values'</u>	<p>Whilst the children are learning a foreign language, there are opportunities to learn about countries and cultures. Intercultural understanding is included in the Modern Foreign Languages curriculum and can help promote tolerance, understanding and respect of other religions, cultures and languages.</p>
<u>Health and Safety (including e-safety and safeguarding, if applicable)</u>	<p>If technology is used to support lessons, children are reminded of the guidelines for using iPads or computers.</p> <p>When using the internet to support lessons:</p> <ul style="list-style-type: none"> • Children are shown appropriate ways to search for information safely (age appropriate search engines). • Explanations on how sources on the internet can or cannot be trusted, strategies shown to help the children evaluate a source. • Children are reminded of what to do if they see something inappropriate online.
<u>Resources and displays</u>	<p>The scheme of work included 6 topics be covered in each year group. Each topic includes 6 lesson plans with accompanying resource work sheets to last a half term.</p> <p>The software includes interactive whiteboard activities to support target language teaching, an interactive French/English dictionary and sound files for vocabulary to support the non-language specialist.</p> <p>Additional provision has been made to ensure that technology can be used to enhance the teaching of French. The school iPads contain apps and games which help in language learning.</p>
<u>Partnership with other agencies</u>	<p>Symphony Learning Trust Schools.</p>