ST EDWARD'S CATHOLIC PRIMARY SCHOOL

Modern Foreign Languages Policy

Head Teacher: Mrs S Wakefield
Lead Person: Mrs M Underhill

School Mission Statement

Achieve in God's Love.
St Edward's is at the heart of a community rooted in its core values. Our children, by their actions, grow in the image of God
Rationale

Language is a central element of the curriculum and is at the heart of pupils’ learning. Through language they receive much of their knowledge and develop and express their own personal understandings. Language enables them to communicate with others and to express their thoughts, feelings and ideas.

Children communicate from the very earliest stages of their development. Language is an integral part of their lives. Language learning, therefore, should enhance their ability to communicate, and contribute to the development of both the interpersonal skills and the disposition to do so.

An essential element of language learning is the development of an understanding of the many purposes for which people use language and of the diversity of form languages can take. Children already know a great deal about the nature, purpose and functions of language by the time they come to the learning of a foreign language. Foreign language learning will be supported and enhanced by this secure knowledge base. Embarking on the learning of a foreign language should build on what they already know and proceed alongside their continuing learning in their first or second language. A clear objective of the teaching approach should be to make clear the connection between language and languages.

From the earliest stages, learning experiences in modern languages develop and enhance the essential skills of literacy, personal and interpersonal skills, communication and ICT skills, and working with others. Equally important, modern languages learning activities encourage pupils to take responsibility for their own learning, to assess their own strengths and weaknesses and to develop an awareness of the needs of others.

Aims

The teaching of MFL at St Edward’s will offer opportunities for children to:

- have a positive approach to foreign languages and language learning;
- develop awareness that languages other than English exist;
- become increasingly familiar with the sounds and written form of a Modern Foreign Language;
- learn simple vocabulary and structures which can be used in a variety of contexts;
- develop language skills and language-learning skills;
- understand and communicate in a new language;
- make comparisons between the foreign language and English or another language;
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- foster positive attitudes towards foreign language learning;
- become aware of aspects of mother tongue by encountering other languages;
- become aware of some aspects of home culture by encountering other cultures and raising awareness of citizenship issues;
- use their knowledge and growing confidence and competence to understand what they hear and read, and to express themselves in speech and writing;
- form a sound basis for further study at Key Stage 3 and beyond.
Learning Objectives

All children will be encouraged to develop the skills of:

- **Speaking and Listening** in another language (currently French)
- **Reading and Writing** in another language
- **Intercultural understanding** - looking at aspects of the culture of other countries; including history, geography, art, music and lifestyle.

In addition, two cross-cutting strands are included:

- **Knowledge about language** – understanding of how language works
- **Language learning strategies** – develop and practise strategies to learn a foreign language.

Principles of Teaching and Learning

**Staffing**

- French is taught throughout the school.
- The school has a lead teacher who is also the MFL coordinator.
- During recruitment, the school explicitly asks about MFL experience to prospective candidates.

**Continual Professional Development**

- The specialist teacher takes advantage of CPD opportunities, for example: Alliance SLCs, CCCU, ELL RSGs, Primary Language conferences, Academy training courses and lead teacher training days.
- Where logistically possible, the school is involved in initial teacher training (i.e. hosting a BA(ed) trainee, a GTP, a primary PGCE short placement or a foreign trainee).

**Time Tabling**

- Teaching of French is timetabled weekly:
  - KS1 – 15 mins discrete 10 mins incidental daily;
  - KS2 - 40 minutes discrete & 10 minutes incidental daily.
- Where possible, links between French and other areas of the curriculum are exploited.
Monitoring & Development
- Teaching and learning of MFL forms part of the school’s monitoring process.
- Where appropriate lead teachers / ASTs are developed and used to enhance learning.
- MFL is timetabled as a single subject in its own right
- A budget is available for MFL development and resources.
- Information is given to parents about the development of MFL via the school’s website and prospectus.
- Links are being set up with secondary schools to provide information on the experience and aptitude of pupils and to help with transition.
- Themed language days are organised.

Planning & Resources
- Medium term plans for KS2 are provided based on ‘ilanguages’ The KS2 Framework for Languages is used to help inform delivery.
- ICT resources are effectively used to enhance learning, with the provision of native speakers to help with pronunciation and cultural awareness.
- Planning for KS1 is based on various topics areas relevant to children’s experiences and interests with an introduction to French vocabulary, many French songs and rhymes and French culture. Topics include greetings, classroom instructions, numbers, colours, food, drink and shopping, animals and pets, parts of the body, clothing, days of the week, weather, family, hobbies, school life and emotions. ‘Early Start Languages’ is used to enhance this provision.

Inclusion
- All pupils throughout KS1 and KS2 learn French and are exposed to other languages.
- Learning a modern foreign language helps all pupils develop their interest and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, people and communities.
- Any programmes of study or teaching materials in use may be modified to give all pupils relevant and appropriately challenging work.

International Links / Cultural Awareness
- International links and cultural awareness are directly linked to language learning, for example through ICT resources; children are shown typical cultural similarities / differences between their culture and French culture.
- Displays are evident in the school emphasising French culture and language.
- Links are formed with foreign schools and foreign training establishments based in the UK.

Assessment, Recording and Reporting
- Children will be assessed using ‘can do’ statements which will inform teachers of their attainment..
- End of year reports to Year 1-6 parents reference performance, attitude and engagement in MFL
**Cross curricular skills and themes**

**English** – development of speaking and listening skills, knowledge and understanding of grammar and sentence construction e.g. word order; comparison of the foreign language and English or another language e.g. intonation, pronunciation, the alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures, word classes, dialogues, poetry, different text types, formation of complex sentences, drama.

**Mathematics** – counting, calculations, the time, the date, money, surveys, data collection, presentation and analysis.

**Science** – work on parts of the body, plants, animals, planets, life cycles.

**Geography** – work relating to the study of other countries, points of the compass, weather, climate, buildings, villages, towns and cities.

**History** – work relating to the study of other countries, family trees of famous people, important dates.

**ICT** – e-mailing schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing.

**Music** – rhyme, rhythm, singing, composition, lyrics, world music and instruments, composers

**PE** – physical responses to instructions in the language being learnt, dances and games from another country.

**PSHE and Citizenship** – awareness of children’s own cultures, consideration of ‘otherness’, the multilingual society, knowledge of other countries, cultures and social conventions, feelings.

**RE** – international and multicultural work, celebration of festivals, storytelling, calendars, food, customs.

**Art** – colours, locations, descriptions of paintings, knowledge of artists.

**Equal Opportunities**
All pupils, regardless of race, gender, ability or social origins, have an entitlement to experience, enjoy and express themselves through the learning of a foreign language. In order to realise this, teachers will guide individuals towards activities and experiences in which they can succeed. They will aim to provide appropriate resources to meet pupils’ needs and a range of relevant tasks to enable them to achieve through what they can do rather than fail.

**Health and Safety**
Audio visual equipment should be checked for safety.
Any school trips associated with language learning will be subjected to full risk assessment procedures.