



Priestsic Primary and Nursery School

Modern Foreign Languages Policy

Introduction

Learning a foreign language is part of the National Curriculum and is a requirement for all children within key stage 2. Priestsic Primary school has adopted a thorough key stage approach to the teaching of French using the Kapow French scheme.

Rationale

Priestsic Primary School believes that learning a language provides a valuable educational, social and cultural experience and that it enriches the curriculum. The teaching of and about places beyond the children's own experiences is a vital part of our curriculum. Teachers endeavour to ensure that French is used as a vehicle to deliver learning bespoke to our pupils around our curriculum drivers of; vocabulary, diversity, aspiration and health and well-being.

The National Curriculum in England states:

Purpose of study

Learning a foreign language is 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.

Aims

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 writing in the language studied.

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for pupils to be passionate, curious and confident about languages, embracing all home languages spoken by our pupils and their families. We start this celebration of home languages and cultures from Foundation One.

We aim to ensure that pupils develop solid foundations in the key skills and knowledge - preparing them for the next stage in their language learning journey. Studying languages will help strengthen the pupils' sense of identity through learning about cultures

Curriculum and School Organisation

Whilst there is a strong focus on language learning skills (transferable to learning any new language), French is the predominant language taught to ensure progression and a smooth transition into secondary school. Children are taught to know, apply and understand the matters, skills and processes specified in the National Curriculum Programme of Study in a weekly dedicated French lesson.

Teaching and Learning Overview

- Teachers plan lessons following the school's progression document for Modern Foreign Languages (based on the National Curriculum), utilising the scheme of work from Kapow Primary.
- Teaching provide an appropriate balance of speaking, reading and writing while laying the foundations for further foreign language study at key stage 3 and in later life.
- Teaching enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focusing on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The National curriculum states that pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are speaking or reading aloud
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing

- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

Organisation and Delivery

Display of the topics being taught in French will be displayed in individual classrooms and will feature in lesson resources.

French is taught in whole class setting by the class teacher.

Teachers plan their lessons using the Kapow scheme of learning and can supplement this with their own ideas and experiences and this of colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate a range of learning experiences. SEN pupils have access through the curriculum through adaptation of task, grouping, scaffolds or support from an adult. Each lesson has an element of revision to ensure learning is 'sticking'.

Inclusion

The school promotes diversity, equity, inclusion and belonging and so all pupils have the opportunity to develop languages capability. Adaptive teaching techniques are employed to ensure that lessons and learning are appropriate for all pupils.

Assessment, Record Keeping, Reporting

Assessment is primarily formative and is used to support teaching and learning and inform future planning. Teachers record their on-going observations following the school's assessment by omission system, where appropriate and assess the children's progress based on their achievement of the learning objective for each lesson.

Formative assessment will be used to identify gifted linguists and those requiring extra support. This on-going assessment is used to assess children's attainment in-line with the school's assessment policy. This information is shared with the next class teacher and in end of year reports to parents.

If any written languages work is produced, it is marked in line with the school policy on marking.

Curriculum Management

The MFL subject lead will facilitate the development of languages in the following ways:

- By managing the implementation of the languages policy;
- By updating the policy and curriculum documents
- By supporting the effective teaching of MFL through coaching and modelling;
- By identifying need and arranging CPD 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 monitoring and 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
- By ordering/updating/allocating resources;