



West Hill Primary School

Modern Foreign Languages Policy



Let's shine together

Our vision is a school where everyone shines

What we do and encourage as a school family;

Achievement – excellence in teaching and learning which excites and inspires our children to be the best they can be.

Happiness – smiling, engaged and articulate children who are listened to, encouraged and given every support to maximise their own individual potential.

Friendship – children who are kind and caring towards each other, building lasting friendships.

Respect – a respect for people, each others' beliefs, our environment and all living things.

Responsibility – independent, creative thinkers who have the confidence to be responsible for themselves, their behaviour and for others.

Co-operation – working together, listening and valuing others' opinions within the school family and the wider community.

This policy was adopted by West Hill Primary School on

1st October 2020

Date of Review	Body responsible for review	Date of next review
September 2020	Subject Leader	September 2023

STATEMENT OF SAFEGUARDING CHILDREN

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.



Purpose

There are four main aims to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum

Introduction

All pupils at West Hill Primary School have the right to learn an additional language, the study of which liberates children from insularity and provides an opening to other cultures. Language lessons give children opportunities to express their ideas and thoughts in another language and to understand and respond to its speakers, both verbally and in writing. They also provide opportunities to read age-appropriate literature and learn songs in the target language. Ultimately, language lessons at West Hill aim to provide a firm foundation for further language-learning, equipping children with the skills that they need in order to become life-long language learners, both for the pleasure that can be derived from doing so, and for the practical purpose of equipping pupils to study and work in other countries. We recognise its importance as a life-long skill. Every pupil in Key Stage 2 has an entitlement to language learning.

Aims of modern foreign languages at West Hill Primary School

- To develop language strategies, knowledge and skills which prepare them for future language learning
- To develop an enthusiastic and positive attitude to other languages and language learning.
- To raise pupils' awareness of their own language and enable them to make comparisons with the foreign language, thereby enriching their understanding of both.
- To increase cultural understanding by learning about different countries and their people and customs.
- To develop tolerance and understanding of speakers of other languages and cultures
- To make substantial progress in the learning of French
- To develop their listening skills to enable pupils to understand and respond to spoken language.
- Help children to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say and continually improving the accuracy of their pronunciation and intonation.
- To increase children's confidence in writing at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt.
- To enable all children to discover and develop an appreciation of a range of writing in the language studied.
- To form a sound basis for further language learning at Key Stage 3 and beyond

Languages Programme of Study: Key Stage 2 National Curriculum in England

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 reading aloud or using familiar words and phrases
- 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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Implementation

Delivery

In Key Stage 2, most pupils have an opportunity to learn French in a weekly lesson for Year 6 and fortnightly lesson for Years 3, 4 and 5. French is taught by a specialist language teacher, formerly a Secondary MFL teacher who has undergone extensive training in MFL pedagogy. Year 3 is taught by the class teacher who is advised and mentored by the specialist teacher.

Learning in Primary Languages

Pupils experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills in Modern Foreign Languages. They are expected to respect the environment in which they work. Pupils are expected to work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. Pupils are given sufficient time to complete their tasks. They are expected to become critical and reflective learners so that they evaluate their own work and know how to improve.

Scheme of Work KS2

The current Scheme of Work has been developed by the specialist teacher, ensuring coverage of reading, writing, speaking and listening and building in opportunities for children to revisit knowledge at varying degrees of complexity at a variety of points throughout the four years of study. Lessons are intended to be active and highly focused, with children working as a whole class, in small groups, or in mixed-ability pairs to complete tasks at their individual level. Much of the lesson is conducted in the target language and there are set routines for different stages of the lesson for example, writing the date. Work is differentiated in a variety of ways to accommodate children in the same class who are at different stages of their language-learning journeys.

Indoor activities consist of games, stories, songs, rhymes, phonics, grammar and sentence-building activities, role-play and dictionary work. When the weather is fine, we use the field for outdoor

learning activities such as treasure hunts, French PE, group games, parachute games and French 'boules'.

Cross-Curricular Links

Effective integration into other areas of the curriculum helps to make cohesive links between subjects, which can raise teachers' and children's motivation and make better use of their time. Language learning should be planned as an integral part of the whole curriculum, adding a new dimension, rather than as a 'bolt-on' extra. Our scheme of work is motivating and imaginative and deals with content of real interest and relevance to children.

English/Literacy: development of speaking and listening skills; knowledge and understanding of grammar and sentence construction; comparison of words and phrases, origin of words and 'imports' into English; intonation and pronunciation, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures, word classes, dialogues, different text types, poetry, storytelling and drama.

Mathematics: numbers and counting in other languages, the decimal system, time, journeys, distance and speed, the date, money and currency, prices and costs and surveys.

Science: environmental factors in different countries, comparisons between school environment and other countries, work on parts of the body and life cycles.

Geography: children can locate the country or countries where the language or languages they know are spoken; they can make comparisons and develop a greater awareness of similarities and differences in relation to climate, language and culture.

History: some cultural and language activity linked to specific periods of history.

Music: rhyme and rhythm in songs and in words and phrases, comparing English examples with those of other cultures (e.g. Sur le pont d'Avignon/London Bridge is falling down), famous singers, musicians and composers from other countries.

PE: using classroom language to manage activities, physical responses to instructions in the language being learnt, games and dances from other countries.

PSHE: and Citizenship: knowledge of other countries and cultures, sensitivity to difference, consideration of 'otherness', the multilingual society.

RE: religious customs in other cultures and key words and phrases associated with them, celebration of festivals, storytelling and calendars.

Extra-curricular

The specialist language teacher leads two KS1 French Clubs, giving up to 30 children the opportunity to learn further language skills.

European Day of Languages

In the Autumn Term, the whole school celebrate Languages Day. Children are encouraged to dress up and immerse themselves in the world's diverse and rich linguistic culture. The specialist language teacher organises this day with:

- A whole-school assembly teaching the benefits of language learning
- Resources for each class to choose a country for the whole day to focus on
- Key stage language specific booklets with activities
- Treasure Hunts throughout the school (Key Stage appropriate)
- Songs/rhymes/puppet visits to each class by the specialist language teacher
- A whole-school French breakfast with croissants and pains au chocolat

In addition, Local Learning Community funding has been used in the past to provide additional opportunities for language learning including a visiting French theatre company in the Summer Term.

Impact

Recording, assessment and reporting

Languages work will be marked in line with the school policy on marking.

Children in Years 3, 4, 5 and 6 have a child-friendly language objective sheet in the front of their books. Each objective is dated and signed when it is completed. This allows them to reflect on their learning and make provision to achieve all the yearly objectives. The teacher uses this to support teaching and learning.

In Year 6, during the transition unit, the children will build up to writing a letter to their future (Secondary) French teacher focusing on basic grammar and structures. These are assessed and passed on to our KS3 colleagues. The children also complete other focussed assessments to inform planning for the following year. These may have a speaking/presentation focus or assessed writing activities. Listening and reading activities are assessed throughout the year.

Transition Unit KS2/KS3

The transition unit is taught to all Year 6 children in the summer term. The children are immersed in the basic grammar of the language with the intention of increasing confidence as they move to KS3. There is a strong focus on parts of speech, word order, 'être' and 'avoir', feminine and masculine nouns, possessive pronouns and adjectival agreement.

Although many of these grammar points will have already been taught throughout KS2, we believe that revisiting them at this stage will aid sentence building and increase motivation and confidence during transition to KS3.

We work very closely with the MFL Department at King's Secondary School and Colyton Grammar School which allows us to give our children a smooth transition to KS3.

Pupils

- have opportunities to demonstrate an understanding of what they have learned in Primary Languages;

Learning enables pupils to develop the essential skills of literacy, numeracy (where relevant) and information technology through learning in Modern Foreign Languages. Pupils have opportunities to practise and apply newly acquired skills and knowledge. They are encouraged to learn and use relevant technical vocabulary. They communicate their findings in a variety of appropriate ways and these become more sophisticated as they progress through the school. They improve their ability to concentrate, pose their own questions and solve problems.

- demonstrate positive attitudes to learning in Primary Languages;

Pupils sometimes work individually and sometimes co-operatively as a member of a group. In both cases, pupils build on what they have learned before. Pupils are encouraged to work productively, meet the challenge set and collaborate with others on joint projects. Pupils are confident and willing to learn from their mistakes as well as their successes. Pupils work for

sustained periods with a sense of commitment and enjoyment. Pupils are willing to persevere when answers are not readily available or if success is not immediate.

- make decisions and choices in their Primary Language learning;

Pupils are expected to contribute to planning their work and organising how they learn. Expectations increase as pupils develop. They raise their own questions and put forward their own ideas. They evaluate their own responses and suggest improvements to their work. They produce work for a variety of audiences.

- are expected to select their own resources in their Primary Language learning;

Pupils use resources carefully, sensibly and economically. They select resources which are appropriate to the task in hand and return them when the task is complete.

Spiritual, moral, social and cultural development

At West Hill Primary School we recognise that teaching a language provides excellent opportunities to promote childrens' spiritual, moral, social and cultural development.

A significant contribution to SMSC is made by the school ethos. We ensure that our children understand their unique potential and their strengths and weaknesses. We help our children to care and understand the relevance of what they are learning and feel a connection and human interest, a strong sense of purpose and real outcome. This makes for an engaging learning experience which transforms and motivates our children. Their SMSC development allows for challenge and engagement with authentic questions and problems and also provides contexts for learning.

Intercultural understanding is at the heart of the children's language learning. We put Modern Foreign Languages into real contexts through a variety of media. We regularly explore and appreciate the culture of France and other French-speaking countries through learning about local customs and traditions, celebrations and French food.

Our close links with our Partner School in Pont L'Evêque give the children a real chance to correspond and reflect on the culture of our friends in France. We regularly compare and contrast celebrations in France with those in Britain and examine the traditions and customs of a predominantly Catholic nation. We study social conventions in both languages, through meeting and greeting and 'tu' and 'vous'. We frequently look at the origins of language, with a strong focus on European languages and we accept the notion that we are the odd-ones-out with regards to basic grammar systems.

Through intercultural understanding, our children at West Hill develop the knowledge, skills, qualities and attitudes they need to understand, appreciate and contribute to their own culture and that of others.

Subject Leader and Management

The Subject Leader facilitates the use of Languages in the following ways:

- By updating the policy and scheme of work;
- By ordering/updating resources;

- By providing CPD so that all staff are confident in how to teach 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 opportunities occur for pupils to develop Languages capability 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 keeping strong links with our KS3 colleagues ;
- By management of native speakers/visitors and our Partner School

Monitoring and evaluation of Primary Languages

This policy is renewed every three years.

Policy Review

The purpose of the policy review is to enable staff to evaluate:

- the policy's value in supporting and challenging the staff, subject leaders, headteacher and the governing body within the teaching and learning of Modern Foreign Languages.
- the impact of the policy on raising standards in Modern Foreign Languages.

In the planned programme of monitoring and evaluating the quality of teaching and learning in Modern Foreign Languages, the school:

- agrees the role of subject leaders and teachers;
- uses opportunities for general overviews or specific analyses;
- decides how the information is collected, for example, through classroom observation, sampling pupils' work, discussions with staff and pupils;
- decides how the information gathered is used to inform strategic planning with subject leaders, headteacher and the governing body;
- identifies the school's strengths, areas for development and issues to be addressed by individual teachers, year groups, subjects, key stages or the whole school; these feed into the School Development Plan
- decides how support is provided, for example, through colleagues working alongside each other, peer observation in the school or another school and how this support is sustained and developed.