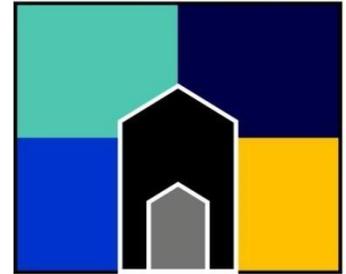




An Daras
Multi Academy Trust



An Daras Multi-Academy Trust

Modern Foreign Language Policy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: XXX	
Recommended	
Version	v1.1
Statutory	Yes
Adopted v1.1	Autumn 2016
Review v1.1	Autumn 2017
Advisory Committee	LGAB/School Improvement and Strategic Development Committee
Linked Documents and Policies	



St Stephens Community Academy

Modern Foreign Languages Policy

Reviewed and adopted – **September 2016**

Reviewed by the ADMAT Board of Directors – **XXX 2016**

1. Rationale:

Learning a modern foreign language is vital in our ever-changing society. We aim to provide the basic tools to ensure that all children have the opportunity to learn a new language. Spanish is taught to all children from Class F through to Class 6. The National Curriculum displays guidelines that Modern Foreign Languages should start in Key Stage 2, however we believe that all Key Stages should be given opportunities to learn a new language. We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It encourages them to develop their speaking and listening skills while also increasing their knowledge and understanding of how a language works. It also gives pupil the opportunity to develop and extend their understanding of other cultures as well as their own.

2. Aims and objectives:

While learning a new language, we aim to ensure that all pupils:

- Foster an interest in learning a language.
- Understand and respond to spoken and rich written language from a variety of sources.
- Speak with increasing confidence, fluency and spontaneity.
- Improve the accuracy of their pronunciation and intonation.
- Express their ideas and thoughts in another language, and learn new ways of thinking.
- Can write at varying length for different purposes and audiences.
- Develop their understanding of the world and deepen their awareness of cultural similarities and differences.
- Have developed a foundation for learning further languages.

3. Planning and coverage

Children in Key Stage 1 will be given opportunities, where appropriate, to teach Spanish where there are curricular links and in daily routines e.g. daily routines, role play.

Children in Key Stage 2 will receive at least 30 minutes of language teaching weekly in a discrete lesson. Children will be encouraged to consolidate and reinforce their learning through opportunities provided throughout the week.

Our school follows the 'La Jolie Ronde' scheme of learning. Throughout this scheme children will develop and learn vital skills in order to learn a language effectively. Children are taught to know and understand how to:

- Ask and answer questions.
- Use correct pronunciation and intonation.
- Identify words.
- Interpret meaning and understanding.
- Understand basic grammar.
- Use a bilingual dictionary.
- Work effectively in pairs and groups.
- Gain a wider insight at life in other cultures.
- Translate words/phrases.

4. Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Teachers will provide an appropriate balance of spoken and written language. This will lay the foundations for further foreign language teaching. Pupils will be able to understand and communicate ideas, facts and feelings in speech and writing.

5. Aims of teaching Modern Foreign Languages

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.
- Speak in clear 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.

6. Teaching and learning styles

We use a variety of techniques and learning styles to engage our pupils and enable effective language learning. These include:

- Games
- Role plays
- Songs and rhymes
- Puppets
- Mimes, actions and dance
- Story telling
- Video clips
- Rich literature to develop reading and writing
- Performance pieces – poems and plays
- Language integrated within daily routine

7. Assessment

Assessment supports future planning and teaching of Modern Foreign Languages. Assessment for learning (AFL) is integrated in all parts of the teaching and learning process. It is carried out on a day-to-day basis and provides teachers and pupils with knowledge of what has been learnt, to inform future planning and how to overcome gaps in learning. AFL forms the basis for marking pupils work and giving feedback both orally and in writing.

Progress in this subject is assessed through informal assessments during lessons predominantly in speaking and listening. Teachers will also use assessment overview frameworks to assess children at different stages of their learning. We assess by observing and questioning the pupil, evaluating knowledge at the start and end of a taught unit and carrying out a scrutiny of work across the school for progression and to identify the areas for improvement.

The language provision will be monitored and reviewed by the modern foreign language coordinator and the Head Teacher.

8. Inclusion

We aim to develop the potential of all of our pupils. Every child is given opportunities to learn Spanish through effective and planned teaching. The teaching and learning styles adopted allow children of all abilities to be included in lessons. In Key Stage 2, reading and writing is differentiated to take into account the needs of individual pupils.

Weekly planning shows how lessons and activities are differentiated to meet the needs of all pupils.

9. Gifted and Talented Pupils

Children who are deemed gifted or talented in Modern Foreign Languages are supported through a differentiated curriculum. They are given opportunities to develop skills further and will be given further opportunities to: engage in sustained pieces of work; reflect on what they have learned; make connections between the differences between cultures and ask and answer meaningful and thought-provoking questions.

RRSA

Within our Modern Foreign Languages teaching, we, as ADMAT Schools, aim to promote the UNCRC in all aspects of our work. This reflects our position as a Rights Respecting School.

Modern Foreign Languages relates to the UNCRC articles:

Article 2 (equality): 'The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.'

Article 7 (equality): 'Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.'

Article 13 (freedom of expression): 'Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.'

Article 15 (equality): 'Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.'

Article 17 (right to education): 'Every child has the right to reliable information from the media. This should be information that children can understand.'

Article 28 (right to education): 'Every child has the right to an education.'

Article 29 (goals of education): 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Article 30 (equality): 'Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.'

Article 31 (freedom of expression): 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.'

10. Monitoring and evaluation

All teachers are responsible for monitoring and evaluating pupil's learning but the Domain leader, under direction of the Head of School, is responsible for the direction of the subject across the academy. Time is allocated for the Domain leader to monitor standards and quality across the academy. The Domain leader is expected to keep the curriculum under review and keep the Head of School and link Local Governor informed about changes to requirements and the national and local levels.

The domain leader will monitor and evaluate pupil's learning by using allocated time to observe lessons, teachers' plans and pupils' work and to collect teacher assessments of pupils' progress aligned with exemplification standards and expected levels or equivalent in the National Curriculum 2014.

Where particular weaknesses in skills are observed, modification of the curriculum and time allocation for particular aspects are considered and changes are made when necessary.

Policy first agreed – **November 2016**

Policy published on website – **November 2016**

Signed: Chair LGAB

Signed: Head of School

Signed: Executive Head Teacher

Date: