

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Policy for Modern Foreign Language

Subject Leader: Hannah Crisp
Link Governor:
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The importance of Modern Foreign Languages in the Curriculum.

"Learning a foreign language is a 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."

The Key Stage 2 Framework for Languages (DfES)

At St Joseph's we welcomed the introduction of Modern Foreign Language (MFL) learning to primary schools as part of the Government's National Languages Strategy. We recognise the value of this initiative and provide age-appropriate Primary Languages learning opportunities for all children throughout the school. The focus language taught is French and is delivered in each class in KS2 on a weekly basis. Where appropriate, we **aim** for Languages to become part of the day to day life of the school. For example, teachers may use the target language

- to give simple classroom instructions ("sit down"; "listen"; "look"),
- to ask questions ("how are you?"; "what's today's date?"),
- to take the register
- to enquire about health

Children are encouraged to respond using the language they have learned.

Aims of Primary Languages Education.

The aims of Primary Languages teaching at St Joseph's are to:

- Foster an interest in and enthusiasm for language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils.
- Stimulate and encourage children's curiosity about language and creativity in experimenting with it.
- Support literacy, and in particular develop speaking and listening skills.
- Help pupils develop language learning strategies and lay the foundations for future language study.
- To encourage children to be aware that language has a structure and that structure differs from one language to another.
- To raise staff awareness and competence in the Modern Foreign Languages.

The Curriculum

The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages and the National Curriculum non-statutory guidelines for Modern Languages at Key Stage 2. We have adapted this to the context of our school and the abilities of our children, by using the La Jolie Ronde scheme of work, which is written in accordance with the MFL Programme of Study requirements and provides the children with the opportunity to excel and enjoy a fun & positive approach to language learning.

Within our teaching, here at Saint Joseph's, we aim 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.

British Values

Department of Education advice "Promoting fundamental British values as part of SMSC in schools" (Nov 2014) states:

'Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.'

and says that schools should:

'further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;'

The cultural understanding element of our language teaching reiterates and reinforces this message.

Teaching and learning style

We recognise that language learning in its broadest sense has three core strands:

- Learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting);
- Learning *ABOUT* language (using literacy, i.e. reading and writing in the language, to learn about the writing system, spelling and structure of the language);
- Learning about and comparing different cultures (inter-cultural understanding).

We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another language.

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). What's more we use images on flashcards and mime to accompany new vocabulary in the language, as this teaches the language without the need for translation.

Since the introduction of compulsory language teaching in September 2014, it has been important to include writing and reading tasks at KS2 so that pupils can show progress in each of the four

skill areas. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to MFL learning. Moreover, we build children's confidence through constant praise for any contribution that they make in the language, however tentative.

Inclusion

Primary Languages teaching at St Joseph's is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages activities in which they may be less disadvantaged than in other curriculum areas.

Differentiation

Language learning activities are well planned in such a way as to encourage the full and active participation of all pupils and work is differentiated as appropriate to the needs of individual children. An interactive and sometimes competitive element is particularly successful in engaging boys who may be reluctant learners. Gifted and Talented pupils can model more difficult language, be introduced to more complex grammar and take on more demanding reading and writing.

We allow for differentiation by:

- using peer support – we partner pupils of disparate ability;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

Assessment

We assess the children's progress formatively during lessons, tracking this on Insight, with reference to the Framework objectives and evaluating progress against the four National Curriculum Attainment Targets of:

- AT1: Listening and responding;
- AT2: Speaking;
- AT3: Reading and responding;
- AT4: Writing.

Monitoring

- The impact of the Modern Foreign Language curriculum is monitored regularly by the Modern Foreign Language subject leader through pupil discussion, samples of work and discussion with teachers.
- Systematic monitoring of all threads of Modern Foreign Language informs the subject leader and school development plan.

- The Modern Foreign Language lead additionally conducts audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence.

Roles and responsibilities

- The school community works together to ensure the implementation of the Modern Foreign Language policy.
- The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation.
- Subject leaders in other curriculum areas are responsible for recognising the links between Modern Foreign Language and English, Mathematics, Science and foundation subjects; and planning to use these to support learning across the school.
- Governors may include Modern Foreign Language in their learning walks around the school.
- The class teacher is responsible for delivering an effective Modern Foreign Language curriculum and integrating this into their planning for other subject areas where this is appropriate.

Review

This policy will be reviewed by the Modern Foreign Language subject leader and leadership team and shared with the school community.