



# Modern Foreign Languages Policy 2021-2024

Adopted by  
Highfields Academy on

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## Rationale

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

## Aims

Our **aims** of teaching ML are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement
- explore and apply strategies to improve their learning
- explore their own cultural identities and those of others.

## Every Child Matters

Teaching French can help to ensure that all children have opportunities to **enjoy and achieve** in their language learning. Activities in language lessons offer children the chance to:

- work cooperatively and collaboratively with others, in an atmosphere free
- from intimidation
- demonstrate their initiative
- become actively involved in their work
- be ambassadors for their school when communicating with partner schools abroad
- develop positive attitudes to linguistic diversity within their school
- recognise and challenge stereotypes
- develop awareness of the need to listen to others' contributions and to work together.

Specific units support the Healthy Schools agenda through work on healthy food and lifestyles.

Learning another language helps children to develop skills that will contribute to their **future economic well-being**. They will:

- develop their basic skills in literacy, numeracy and ICT through the foreign language
- develop their self-confidence and team-working skills
- learn linguistic and language-learning skills that may enhance their career options later in life.

## **Curriculum Organisation**

At Highfields we teach French to all children from Year One to Year Six in a specified lesson once a week. The lessons for each class in the school are taught by the subject leader.

The lessons increase in length from 15 minutes in Year One, to an hour in Key Stage Two.

## **The Curriculum**

The school's schemes of work are based on the QCA schemes of work for languages at KS2 and referenced to the KS2 framework for Languages. It is adapted to the context of our school and the abilities of our children. When appropriate, a cross curricular link with a theme or a specific topic is planned, taking learning objectives from the QCA scheme. A minimum of one CLIL lesson (Content Linked Integrated Learning) is delivered every half term, again to fit in with other subjects covered in each class. Individual QCA units are used to form the medium term plans which are highlighted as the work is completed, to provide information on formative assessment. Adaptations are then made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken. Once a unit has been completed, the planning sheet will be evaluated by the French teacher.

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs, and groups to communicate in the other language;
- look at life in another culture.

## **Curriculum management**

The Subject Leader will facilitate the use of Languages in the following ways:

- By updating the policy and scheme of work;
- By ordering/updating resources;
- 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 attending appropriate courses to update knowledge of current developments
- By contributing to the School Improvement Plan on an annual basis
- By monitoring the curriculum

## **Active Learning.**

Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

## **Recording, Assessment and Reporting.**

Throughout each unit of work, progress will be recorded against the learning objectives for each specific unit. This assessment for learning will be used to support teaching and learning, and provide children with information on the next steps in their learning journey.

From September 2014, work is assessed using the Progressive Statements. From Year Three upwards, an APP style grid will be stuck into every child's French book, as a working record of their progress. Their progress will be recorded once a term, and then a final record of their progress through the Progressive Statements will be recorded at the end of the summer term each year.

The Subject Leader has forged links with two Secondary Schools, and passed data on to them regarding Year Six children and their end of year grade for French.

All parents of pupils will receive a written comment in their child's annual report, detailing their progress in French.

## **Embedding Languages.**

French is taught as a discrete subject at Highfields due to the availability of staff expertise. However, every effort is made by the subject leader to ensure that the lessons reflect work that is being covered in other subject areas, in order to embed the language learning fully into the curriculum. When adaptations are made to link with other subjects, Learning Objectives are pulled from the QCA scheme to ensure continuity and progression.

### **French and ICT**

At Highfields we believe that pupils learn more effectively if they are enjoying what they are doing. ICT is used across the school to motivate pupils and to support teachers with model pronunciation. The school endorses the Framework's five principles to develop a distinctively primary approach to language learning:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage motivation
- Use games and songs to maximise enjoyment
- Embed languages in class routines and school life
- Integrate language learning across the curriculum to connect with learning in other subject areas

We encourage the children to use digital media to record each other's work in speaking and listening, drama and singing activities. This gives them active involvement in the assessment progress, and can then be used as a celebration of their work.

Partnership work with schools overseas has included some use of video clips, and some use of Skype.

### **French and Inclusion**

At Highfields we teach French to all children, whatever their ability. French forms part of the school curriculum policy to provide a broad and balanced education to all children. Through French language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Using the Progressive Statements to mark progress allows each child to work within their own capabilities, and clearly see how they can improve their work.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

We enable pupils to have access to the full range of activities involved in learning French. Where children are to participate in activities outside the classroom (for example, playing a playground game in French), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Resources**

A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD's and audio/visual materials. They are stored in the French cupboard in the PPA room.

There is a section in the non-fiction library for read-alone dual language books, and a wide range of dictionaries and picture books.

The subject leader is responsible for maintaining resources, monitoring their use and organizing storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget. The amount of this budget reflects the degree of priority given to MFL in the School Integrated Development Plan.

### **Monitoring and review**

We monitor teaching and learning in the same way as we do all the other curriculum areas that we teach in the school. The Head teacher also reports to the governing body on the progress of children in French in the same way as for progress in any other subject. The governors' Teaching and Learning Committee has the responsibility of monitoring the success of our teaching of French.