

### ***Introduction***

This policy sets out the aims, principles and strategies for the delivery and implementation of the languages programme at Bradley Primary School. It will form the basis for the development of the languages programme in the school, in order to meet the Government requirements of every child being entitled to study a foreign language. The following document has been written with reference to the National Curriculum Guidelines for MFL.

### ***Who the policy is for:***

The policy is available for all teaching and non-teaching staff to use as a reference for planning and delivering the languages programme at Bradley Primary School. Parents and governors can access the policy via the school website and a copy is available to view at the school office.

### ***The role of the Subject Leader:***

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

- By managing the implementation of the policy.
- By updating the policy in collaboration with HLTA (Louise Edwards) in April 2018
- By ordering/updating/allocating resources in collaboration with teaching staff.
- By continuing to identify any training requirements of KS2 staff so that all staff are confident in how to teach the necessary areas of the subject and to ensure they have sufficient subject knowledge.
- Plan work in collaboration with Louise Edwards, French speaking HLTA
- By keeping staff abreast of new developments.
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place.
- By attending appropriate courses to update knowledge of current developments.
- By contributing to the School Development Plan on an annual basis.
- By liaising with Pendle Vale and Marsden Heights from September 2017

### ***Aims***

- To foster an interest in learning other languages.
- To provide an enjoyable and challenging languages curriculum.
- To introduce young children to another language in a way that is enjoyable and fun.
- To stimulate and encourage children's curiosity about language.
- To encourage children to be aware that language has structure and that the structure differs from one language to another.
- To help the children develop their awareness of cultural differences in our own and other countries.
- To develop their speaking and listening skills.
- To lay the foundations for future study.
- To extend language teaching beyond known languages.

### ***The children are taught how to:***

- Listen and engage
- Ask and answer questions
- Speak in sentences using familiar vocabulary
- Develop appropriate pronunciation
- Show understanding of words and phrases
- Appreciate stories, songs, poems and rhymes
- Broaden vocabulary using MFL dictionaries
- Explore life from another culture

We also aim to develop teachers' confidence and competence to teach languages and embed languages across the Curriculum.

### ***The organisation of the languages programme***

#### ***How the languages programme is currently organised:***

From September 2014, a specialist MFL HLTA has been timetabled to support the delivery of MFL in Key Stage 2. This is to provide first quality teaching to pupils, and to support non-specialist key stage 2 teaching staff with their delivery of MFL.

Timetabled sessions will be as follows:

#### **Lower Key Stage 2**

In week 1 the specialist teacher teaches in lower key stage 2, then in week 2 the class teacher is responsible consolidating the learning by carrying out two ten minute session per week. These sessions will be follow-up activities which follow lessons taught by the HLTA. Activities will be planned for teaching staff to use.

#### **Upper Key Stage 2**

In week 2 the specialist teacher teaches in upper key stage 2. In week 1 the class teacher is responsible consolidating learning by carrying out two ten minute sessions per week. These sessions will be follow-up activities which follow lessons taught by the HLTA. Activities will be planned for teaching staff to use.

The delivery and development of cultural awareness will be supported by activities in other subject and special occasions;

Special events aimed at celebrating languages across the world.

Displays of target language

Language of the  $\frac{1}{2}$  term

Celebrations of Religious Festivals

### ***Planning***

The school recognises that planning is necessary to achieve clear, achievable goals. Effective planning ensures that work is matched to pupils' abilities, experiences and interests. Opportunity will be given for the development of cross-curricular skills of oracy and literacy and knowledge of the world around us. Effective planning ensures progression, continuity and subject coverage throughout the school. At the planning stage motivation to the pupils' personal, social, moral and cultural development will be considered. Planning provides criteria for evaluation of teaching and learning. As indicated above, planning is undertaken on a half-termly basis. Within that framework, the planning for MFL

will ensure an appropriate balance between literacy and oracy as well as ensuring that children develop an understanding of how language can differ as well as expanding their understanding of other cultures, their languages and traditions. All planning is undertaken by the MFL subject leader in collaboration with the MFL HLTA. Plans are made available to all staff for follow-up lessons.

### **Resources**

A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD ROMs, ICT tools and audio/visual materials. Resources are allocated as required and are stored in the MFL resources cupboard and on Teachers' shared drive.

Each year group will have a set of French/English dictionaries, and labels for most classroom objects and posters detailing the days of the week and months of the year. Each year group also has access to a wide range of French and other MFL language books in the school library.

### **Assessment**

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Assessment techniques will ensure that teachers assess the on-going learning process and not just the finished outcomes.

**These techniques include:**

- Teacher observation of pupils
- Teacher - pupil discussion and teacher questioning
- Pupil drawings, notes, models, comments and written work
- Pupil self-assessment
- Photographs of children engaged MFL activities
- Use of ICT as appropriate

Assessment must match statutory requirements for the subject, teacher assessment is statutory. Work will be assessed in line with the Assessment, Recording and Reporting Policy. Targets will be set and reviewed termly.

At Bradley pupils' progress in MFL is assessed following four attainment targets, which are based on end of Key Stage statements. These are speaking, listening, reading and writing.

- Our school aims to celebrate children's achievement and track progress through individual portfolios and language ladders.
- Every child will be given opportunities to assess their own learning and will be collecting evidence of their progress in the provided portfolio. These portfolios will then be available to children, other staff, parents/carers, etc.
- It is the schools' responsibility to ensure that the statements relating to the children's attainment is passed on to the relevant secondary school.

### **Record Keeping and reporting**

Records of pupils' achievements are kept to:

- Plan pupils' future learning
- Report progress to parents
- Maintain a written record of pupils' learning
- Provide a curricular record for the subject which is reported annually to governors
- Fulfil legal requirements
- Information on a child's progress in MFL will be communicated to parents of KS2 children in a written report at the end of each academic year.

### ***Monitoring***

- Monitoring is carried out by the headteacher, a member of senior management or the languages coordinator, in the following ways:
- Informal discussion with staff and pupils
- Observation of displays
- Collection of planning
- Looking at the work in individual learner files or notebooks or portfolios
- Team teaching

### ***INSET and CPD opportunity for all staff***

The languages co-ordinator will attend subject leader meetings to support their work in school and cascade any relevant information to staff during staff meetings or on staff development days. Support for all staff will be available from MFL co-ordinator and French speaking teacher. The co-ordinator will share new activity ideas with staff to ensure motivation is maintained and lessons remain varied.

### ***Special Education Needs***

The languages programme aims to provide effective learning opportunities for all pupils and differentiation will be identified in the scheme of work. Each child will be given access to same learning opportunities, resources and equipment appropriate to their individual needs.

### ***AG and T Provision***

More able pupils are taught in their own class and challenging learning activities will be provided through differentiated group work, questioning. More able pupils will be indicated to the secondary school to ensure effective progression.

### ***Inclusion***

It is important that children at Bradley Primary School do not feel precluded from any part of the languages programme. At our school we teach MFL to all children, whatever their ability and individual needs. MFL complements the school curriculum policy of providing a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively.

We will ensure that whenever possible we will involve parents and carers in providing opportunities to evidence children's intercultural experiences, ie. when visiting a foreign country, embracing the culture of new arrivals into school.

### ***Equal Opportunities***

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

### ***Transition to KS3***

Meetings with KS3 colleagues to ensure:

- Cross phase liaison
- Sharing good practice
- Guidance
- Primary/secondary schools visits

### ***Evaluation***

The MFL subject leader gives the head teacher and Governing Body an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader is specially allocated management time in order to review evidence of the quality of teaching and learning across the school according to the priority schedule of foundation subjects.

**Such evidence should take into account:**

- pupils' achievements
- coverage of programmes of study
- analysis of teacher planning
- staff development
- classroom observation
- external inspection/advice

Policy written by: Emma Clarke

Policy reviewed and revised by Steph Richards: March 2017

Policy review date: April 2018