



## **ST ANDREW'S CE PRIMARY SCHOOL**

### **Our Vision**

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

### **Introduction**

The learning of a modern foreign language (MFL) provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundations for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English.

Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

### **Aims and Objectives**

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- Introduce young children to another language in a way that is enjoyable and fun;
- Foster an interest in learning other languages;
- Stimulate and encourage children's curiosity about language;
- Encourage children to be aware that language has structure and that the structure differs from one language to another;
- Reinforce and expand their knowledge and understanding of their own language;
- Help children develop their awareness of cultural similarities and differences in other countries;
- Increase their speaking and listening skills;
- Develop language learning skills that will lay the foundation for future study.

### **Planning**

MFL teaching at Key Stage 2 became statutory with the introduction of the New Curriculum in 2014.

Our school has a history of MFL teaching across all phases and this continues.

Children in EYFS start learning French in Term 3 of the academic year.

In Key Stage 1, French is taught in weekly 30 minute lessons. When children transfer to Key Stage 2, Spanish is taught and teaching time is increased to 45 minutes. Exposing children to two languages gives them greater opportunities and the experience of transferring their language skills. The emphasis of the National Curriculum is not language specific but on the development of skills.

The children are predominantly taught by a specialist languages teacher who teaches during the PPA (Planning, Preparation and Assessment) section of the timetable. Lessons are taught in mixed ability groups with support given to children as required and extension work available for higher ability pupils. The Target Language is used as far as possible but it is recognised that total exposure to a foreign language could be unsettling.

In Key Stage 1 the emphasis of the MFL lesson is predominantly oral communication. Wherever possible, the children learn a song related to each topic area. They are introduced to new vocabulary via flashcards and realia. This is followed up with games and activities as consolidation.

In Key Stage 2, the Scheme of Work is built on the foundation provided by the National Curriculum 2014.

As outlined in the National Curriculum Framework, the children are taught to:

- Listen attentively to spoken language
- Explore the patterns and sounds of language
- Ask and answer questions
- Express opinions and seek clarification
- Read aloud in the foreign language
- Present to a range of audiences
- Appreciate stories, songs and rhymes
- Use a bi-lingual dictionary
- Write phrases
- Understand basic grammar

Lessons follow the same format as Key Stage One but greater emphasis is placed on the written word; reading and writing.

A multisensory and kinaesthetic approach to teaching is used to address varied learning styles.

Most importantly we strive to make lessons as enjoyable and “fun” as possible so that the children develop a positive attitude to the learning of Modern Languages.

### **The Foundation Stage**

In EYFS (as in Key Stage One), the emphasis of the MFL lesson is predominantly oral communication.

### **Equal Opportunities and Inclusion**

All children are taught a modern foreign language, whatever their ability, as MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Activities are differentiated according to ability and support is provided by teaching assistants.

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

The school is currently using the assessment process as outlined by Sue Cave. The 12 Attainment Targets from the Curriculum are broken down into 4 “stages”. The stages are progressive and give a measure against which a child can be tracked to show their progression throughout Key Stage 2. During MFL lessons the teacher assesses the children at least once in three weeks against this criteria depending on the activities covered that week.

The more advanced writing elements (Attainment targets 9 to 12) are covered mainly in Years 5 and 6 once the children have acquired a linguistic basis. Some activities will be recorded and kept as evidence.

In addition, the children are involved in self and peer assessment. All pupils in Key Stage 2 are provided with a list of “I can” statements against which they indicate whether they are “*sure*” or “*not sure*” of fulfilling the activity. This is designed so that both pupil and teacher can keep track of any areas that may need revisiting. In addition, it provides children with an on-going record of their achievement and, at the end of the year, parents can appreciate exactly what their child has learnt.

**Resources**

Children in Key Stage 2 are all provided with a file in which their written work is kept. These will be marked on a regular basis and in line with the school policy on marking.

The Scheme of Work is designed by the subject leader and supported by the use of powerpoint, internet and many teacher-made resources.

Songs are taken predominantly from the following CDs:

J’aime Chanter –Catherine Barlow

Vamos a Cantar

Let’s Sing and Learn in Spanish

Collins Spanish Club

**Health, Safety and Wellbeing**

Health, Safety and Wellbeing is paramount and a continuous strand of the curriculum. Teachers must be familiar with the current health and safety regulations and carry out risk assessments as and when appropriate.

**Monitoring and review**

The MFL Leader shares the responsibility with the Deputy Headteacher (Teaching and Learning) and the Headteacher for monitoring standards of children’s work and of the quality of teaching and learning in MFL. The work of the MFL Leader also involves raising the profile of MFL, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Leader meets with the link governor at least three times annually to discuss the development of MFL in school.

Date: September 2020

Signed (Chair of Governors).....