



# Foreign Language Policy

## Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

## Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

<b>Adopted by Governors</b>	
<b>Date</b>	<b>28.02.2023</b>
<b>Review Date</b>	<b>28.02.2025</b>

*(signed on hard copy)*

## POLICY INTENT

The intent of our modern foreign languages curriculum is to provide a valuable and enjoyable educational, social and cultural experience for our pupils. Through the teaching of French, our pupils develop their communication and literacy skills, laying the foundation for future language learning. They develop oracy and linguistic competence, they extend their knowledge of how language works and explore the similarities and differences between French and English. Learning another language raises awareness of the multi-lingual and multi-cultural world, in which we live, and strengthens the international dimension in pupils' learning, giving them insight into their own culture and that of others.

The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of the knowledge, skills and understanding that is developed in other subjects. Working with parents, we intend that our pupils leave St. Joseph's with the knowledge and skills which will promote their spiritual, moral, social and cultural development.

We aim to ensure that our children learn to celebrate the diversity of other languages, cultures and faiths that make up our modern world.

We want them to know that they have the whole world at their feet; they can travel, explore and learn to communicate wherever their aspirations may carry them.

*'There are doubtless many different languages in the world, and none is without meaning...'*  
**Corinthians 14:10**

## AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

The National Curriculum for Modern Foreign Languages aims to ensure that all pupils:

- Enable pupils to make substantial progress in **one language – at St Joseph's, this is French.**

Children learn 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 word
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in 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, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## IMPLEMENTATION OF THIS POLICY

### SUBJECT LEADER ROLE

The subject leader for geography is **Mrs Laura Crowther**.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in-line with national expectations.

Subject leaders are the 'expert' in school and can offer support to staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of the subject both as a standalone and as part of the wider curriculum.

In KS2, we teach to the strengths of our experienced team, to benefit our children. As a result, Mrs Crowther teaches French to all learners in KS2 enabling her to upskill other staff, build on previous learning and progress the foreign language curriculum effectively.

### RESOURCES USED

At St. Joseph's we use a variety of resources to aid our teaching of foreign languages. We use Language Angels as a resource bank; to plan progressive lessons, to further language knowledge and understanding, to aid the promotion and dissemination of good practice in language teaching and learning.

In addition, children are introduced to French songs, vocabulary and conversation through games, music and other creative mediums.

### CURRICULUM PROGRESSION THROUGH THE STAGES

#### Early Years Foundation Stage:

Foreign Languages are not taught in EYFS and KS1. However, we ensure that our children are introduced to language and diversity of cultures from their very beginnings at St Joseph's. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for languages. The most relevant early years outcomes for foreign languages are taken from the following areas of learning:

- Understanding the World

40-60 months	Understanding the world	The World	To look closely at similarities, differences, patterns and change.
ELG	Understanding the world	People and Communities	To talk about past and present events in their own lives and in the lives of family members.  To know about similarities and differences between themselves and others, and among families, communities and traditions
		The World	To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another

## KS2

Please see our foreign languages curriculum progression map.

### PLANNING AND SEQUENCING LEARNING

Foreign Languages is taught based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the skills and knowledge to be taught in each Key Stage. At St. Joseph's, Foreign Languages is taught using St Joseph's bespoke planning. We follow a subject specific curriculum, each subject is taught in termly blocks to allow for greater depth and enquiry in learning. However, we feel that it's important to build on prior knowledge to aid memory and learning. Therefore, French is taught in each KS2 year group across all half-terms.

We create medium term plans, which we adapt to suit the needs of each learner. Teachers identify the key knowledge and skills. Consideration is given to ensure progression throughout key stage year groups so that prior knowledge is built upon across school.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting point. Consideration is given for how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

### EQUALITY

All pupils at St. Joseph's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences. With this in mind, we purchase resources that promote: gender, SEND role models; are inclusive of different races; embrace different family groups; and show sensitivity to world religions. We ensure that we spend Pupil Premium funding well in order to reduce disadvantage. We provide a broad and balanced curriculum for all our pupils. We are committed to creating a school in which the teaching and learning, achievements, attitudes and well-being of every pupil are valued.

### ENRICHMENT AND MASTERY

We give our pupils opportunity to demonstrate mastery in a variety of ways. Educational visits are another opportunity for teachers to plan for additional learning outside the classroom. We place great value on Learning Outside the Classroom.

We are fortunate to have families with expertise in many different languages. We nurture our diverse community with dual language books and opportunities to hear and speak native languages.

We offer after-school language clubs – free to disadvantaged children - to build on children's talent and skill throughout the year.

### HOME SCHOOL LINKS

Home school links are vitally important and parents are given a half termly overview of the skills and knowledge that their child will be learning in class. Each class also send out half termly homework grids that have a variety of activities, including geography to complete. Children are then invited to share their homework with their teachers and friends.

## MEASURING THE IMPACT OF OUR POLICY

### RECORD KEEPING AND ASSESSMENT

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key vocabulary and knowledge is taught to enable and promote the development of children's language acquisition. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in Kagen groups and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, challenge questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

### MONITORING, REVIEW AND EVALUATION

Our foreign language curriculum is high quality, well thought-out and planned to demonstrate progress. Focus on progression of knowledge and skills and vocabulary progression are key. We measure the impact of our curriculum through the following methods.

- Pupil conferencing – informal discussions with pupils about their learning in the subject.
- Book scrutiny, learning walks and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Target tracker data is analysed by the subject leader and appropriate action taken.

### STAFF DEVELOPMENT

Subject leaders have annual CPD in MFL through our links to the Yarrow Schools Teaching Alliance and this is shared with staff during staff meetings. Peer/instructional coaching and the Chorley schools cluster also provides a forum for discussion and development.

### GOVERNORS INVOLVEMENT

The link governor for this subject is **Mr Ben Davies**

Subject leaders are asked to present their work to governors. This may be done in the form of presentation to a committee or professional dialogue with the link governor. Action plans are shared with governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

### CONCLUSION

It is our aim that the foreign language curriculum at St. Joseph's equips children with key knowledge and skills, as set out in the National Curriculum, but also with a sense of awareness of themselves as people within a wide world and the impact that they, as people, can have upon the world in which they live.

**Reviewed by staff Feb 2023**

**This policy will be reviewed every two years.**