



# Modern Foreign Languages Policy

## Document management

This document was created by the Modern Foreign Languages Leader in September 2019 and agreed by SLT. This document is subject to review in: September 2021

## Document Control

This document is mastered on (location) Staff shared area (V:) /POLICIES/2019-2020

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Reference	Description	Date
Lucy Chawro	Document created & reviewed by SLT	September 2019

For clarity throughout this policy the words school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franch, Holiday Club and Breakfast/After School Club.

## Aims:

This policy aims to explain:

1. **Our Curriculum intent for Modern Foreign Languages (Spanish)**
2. **Implementation:** How we ensure there are consistent approaches to the teaching and learning of Spanish across Key Stage 2 and that children are inspired and encouraged by their learning.
3. **Impact:** How we know attainment and progress is improving and attitudes towards learning a modern foreign language are increasingly positive.

### 1. Our Curriculum intent for Modern Foreign Languages

At Franche Community Primary School we recognise that a whole school approach to the teaching of Spanish will develop pupils' confidence and competence in this subject. Our goal is for children leaving Franche to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help promote an understanding of other countries and develop a more solid cultural capital in our learners, strengthening their own sense of identity by learning about culture, traditions and beliefs.

### 2. **Implementation: How do we ensure there are consistent approaches to the teaching and learning of Spanish across Key Stage 2 and that children are inspired and encouraged by their learning?**

Our approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims 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 authentic writing in the language studied.

## Teaching and learning

Spanish is taught in a whole-class setting by the Subject Leader during PPA cover, using a variety of engaging, challenging activities. Lessons are planned to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles, adhering to the school's overarching planning format designed to target all levels of ability (BAM). SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has the equivalent of a timetabled lesson of at least thirty to forty-five minutes per week.

Lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work informally in books which are passed through the years and become a portfolio of their learning. This then will be passed on to their secondary school. Languages are also offered as part of an extra curricular club throughout the year.

Spanish is the main language taught in Key Stage 2 and long-term planning is in place to ensure adequate coverage and breadth. Progression is shown through a deepening focus on grammar as children move through Key Stage 2 and a greater expectation of communicating through speaking and writing at length.

## Consolidation

Through displays, children can refer to prior learning and class teachers are encouraged and supported in referring to Spanish taught during their lessons. Through this, Spanish can become a subject that class teachers and pupils can share and learn together, developing and encouraging a more positive attitude to learning a foreign language.

## Assessment

In order to track children's learning, a short vocabulary check is carried out at the start and end of each unit, allowing the Subject Leader to gauge which children may need further support during lessons and those who can be given more challenging tasks. During lessons, assessment of progress will be made through questioning and oral feedback, use of the BAM chilli challenges (which may be peer or self-assessed, as appropriate, and checked by the Subject Leader), as well as frequent vocabulary assessments.

Children will be assessed frequently against the MFL Progression of Skills document and recorded onto an assessment tracker to ensure groups are continuing to make good progress.

### **B.A.M Learning Skills** **(highlight in yellow)**

#### **Basic**

arrange, ask, complete, define, describe, find, follow, illustrate, label, list, locate, match, measure, memorise, name, recall, recognise, repeat, report, sort, state, tell, use, write

#### **Advancing**

apply, compare, classify, categorise, estimate, explain, identify, infer, interpret, modify, observe, organise, predict, solve, summarise

#### **Mastering**

analyse, create, disprove, evaluate, hypothesise, justify, prove, reason, reflect, suggest, teach

## SMSC and British Values

We encourage pupils' spiritual, moral, social and cultural development and their appreciation and respect for Fundamental British Values by providing opportunities for pupils to explore the different facets of these subjects through learning Spanish. This may be through discussions in lessons about different cultures and faiths, where themes may present relevant and appropriate moral and social issues for pupils to discuss. Each year, we also plan for whole-school cultural activities, such as Hispanic Day or International Day, where class teachers provide Creative Curriculum-based activities that explore language, cultural and geographical content in order to ensure that children can engage with language and identity outside of their timetabled Spanish lessons.

## Resources

Within school, we subscribe to an online language learning tool (Language Angels). This is used to support delivery of some lessons, if applicable and where appropriate. The children in KS2 are also encouraged to use this tool to help reinforce their learning outside of school. Links with a partner school abroad are also intended to be a way of making children's learning more relevant and enjoyable, giving them opportunities to learn about different cultures 'first-hand'. Children also have access to a selection of Foreign Language books in the school library. This is something we are looking to expand.

3. **Impact:** How will we know attainment and progress is improving and attitudes towards learning a modern foreign language are increasingly positive?

The Subject Leader, along with the Multicultural faculty, will monitor the impact of Spanish and Modern Foreign languages in the following ways:

- Vocabulary assessments given at the start and end of each unit.
- Learning walks to monitor the presence of Spanish across the school.
- Evidence from book trawls.
- Evidence from pupil interviews and staff questionnaires.
- Evidence from themed days/activities.