



Languages Policy

Introduction

Monksdown Primary School was awarded the **Quality Mark for Modern Foreign Languages** by School Improvement Liverpool (SIL) in October 2016. The award was in recognition of language learning and cultural awareness within the school and community. We greatly value the importance of early language learning. We believe that in today's international and multicultural society it is essential that young people develop skills and attitudes which enable them to communicate with, understand and respect other cultures.

Our school has also been awarded the **Foundation and Intermediate British Council Award**. We were awarded these awards due to our determined effort to establish language learning in our school and to develop a wider cultural understanding.

Pupils throughout the school from Year 1 to Year 6 are taught French by a Foreign Language Assistant (FLA) from a Francophone country, as well as additional opportunities provided by the class teacher.

We endeavour to use exciting and effective teaching methods and materials to build enthusiasm and motivation in our young learners. A great deal of emphasis is placed on listening and speaking skills and pupils are given the opportunity to learn vocabulary and structures through games, rhymes, chant and song.

The French scheme of work reinforces work covered in other curriculum areas such as English, Maths, Music and Computing as well as developing specific language learning skills.

Aims

- To enable the pupils to acquire knowledge and skills in French with particular emphasis on speaking and listening
- To capitalise on the ability of young pupils to rapidly acquire passive and active knowledge of French
- To broaden the cultural awareness of the pupils and to foster positive attitudes to foreign language learning, to speakers of other languages and a tolerant sympathetic approach to other cultures and civilisations
- Where possible and relevant to embed French into the main primary curriculum
- To make language learning interesting and relevant by linking it to the outside world through links to schools abroad, educational visits and language related events
- To actively encourage the pupils to participate and enjoy the language activities creating confident learners of another language
- To seek to immerse the pupils in the target language during lessons
- For the school to be able to deliver the curriculum for primary French with ongoing support from SIL and the FLA
- To be a source of expertise and innovative practice upon which other schools may draw

Assessment and Monitoring

Monitoring progress is an effective tool to inform teachers of the strengths and areas of development of the learners. This information is useful to inform future planning.

Principles

- Monitoring must be manageable and consistent
- It should be carried out at relevant times throughout the year
- Assessment materials used have been devised by SIL

Approaches to Assessment and Monitoring

- The focus of assessment at this stage is on three of the four skills, reading, listening and speaking in KS2.
- The learning objectives in the schemes of work provide a focus for the areas to be assessed throughout the year.
- The assessment document will identify the ability of the learners to carry out a specific task in the target language.
- The assessment materials have been devised by SIL and ensure smooth transition opportunities are evident in relation to KS3 materials.

Language Assessments

Since SIL created new assessment materials in partnership with the local secondary schools, Monksdown have used the materials to conduct assessments with UKS2 children since 2015. Children in Year 5 and 6 have the opportunity to gain recognition of their level of French in three of the four areas; reading, speaking and listening. The assessments are carried out by a member of SIL and the FLA.

Scheme of Work

The scheme of work is regularly reviewed and updated in accordance with the statutory guidance of the national curriculum.

Target Language Use

- During lessons French is used as the main means of communication for real and teaching purposes and therefore it becomes the natural means of communication in the classroom. Young children are natural mimics and easily assimilate the rhythms and sounds of a foreign language.
- Use of the target language should help pupils with pronunciation, intonation, structure and meaning.
- Teachers should have a sympathetic approach to pupil's use of the foreign language and show tolerance of error.
- Pupils need constant encouragement in their use of French and a positive approach is desirable.

- Out of lessons pupils are encouraged to the FLA using French.
- In addition, various signs have been put up around the school to offer a visual stimulus of the French language.
- There is a French display within the foyer that informs children, visitors and staff of current information regarding the language curriculum, the nationalities of children within our school and the activities taking place with our international school.

The Role of the Class Teacher and FLA

The FLA delivers the main language lesson to model good quality lessons and effective use of resources. Class teachers are always present during lessons which serves as the main focus for their training.

Teachers are encouraged to participate by:

- Choosing Linguist of the Month within their class.
- Modelling role-plays with the FLA and with children.
- Monitoring of the children's progress.
- Using the target language in everyday routines outside the language lessons
- Developing language displays within their year group area.

The FLA attends an intensive LEA training course about primary MFL methodology at the start of each academic year and is offered regular CPD opportunities throughout the rest of the year. The FLA will also have been given the opportunity to observe the delivery of the primary curriculum across the whole age range to enable them to gain an insight into the teaching and learning process.

The FLA represents a valuable source of cultural and linguistic information that enriches the language learning experience of the children. FLA's can stimulate genuine communication, increase motivation for language learning and encourage cross-cultural understanding.

Differentiation

All pupils are equally valued including those who need extra support for a range of educational difficulties and more able pupils. To ensure that all pupils recognise and fulfil their potential the following strategies for differentiation are employed:

- Appropriate teaching strategies for teaching the whole ability range including:
 - use of visual aids / gesture
 - choral and individual repetition
 - physical responses to questions
 - closed questions
 - multiple choice questions
 - open questions
 - tasks with small, clearly identified steps
 - practical activities
 - higher achievers encouraged to lead specific language tasks
 - use of FLA, classroom assistant or class teacher to support some learners
 - appropriate pupil groupings

Learning MFL in the primary phase should be a positive experience for all pupils. Differentiation is essential if all pupils are to regularly experience success. Every opportunity is taken to enable pupils to progress according to their abilities.

Methodology

The learning of a foreign language should be enjoyable and relevant for all pupils and a variety of approaches and activities should be used to challenge, motivate and sustain interest. The majority of lessons will focus on developing the skills of listening and speaking but in KS2 children will also be given the opportunity to read and write in French.

- Approaches and activities include:
- Almost exclusive use of the foreign language during lessons
- Providing opportunities in each lesson for pupils to use and practice what they have learned
- Language games to enhance motivation, contextualise learning and heighten enjoyment
- Learning songs and rhymes and stories
- Speaking and listening in any given lesson from more than one person; for example conversations from teacher to pupil, pupil to pupil, FLA to pupil, class teacher to pupil, guest speaker to pupil.
- Use of videos and other listening material to support language learning
- Use of authentic materials
- Use of ICT where relevant and appropriate - for example PILOT resources, Linguascope is the main online resource, teacher produced ICT resources, video conferencing via etwinning, e-mails, internet research and use of the interactive whiteboard
- Some worksheet activities to reinforce learning
- Correspondence with partner schools focusing on cultural differences and similarities
- Involvement in cultural awareness assemblies
- Develop international links with France through the British Council

Detailed methodological suggestions are provided in the scheme of work

Suggested Lesson Format

Well-planned lessons will include the following stages:

- Presentation
- Practice
- Production

At the **presentation** stage of a lesson, teachers may wish to consider:

- using a variety of visual aids to maintain interest
- various repetition techniques to help the children to internalise new language
- encouraging the children to be active throughout the lesson
- effective use of questioning

At the **practice** stage of a lesson teachers may wish to consider

- guessing games
- chain games

- action games
- memory games
- listening games which require a physical response from the children
- use of songs, rhymes and stories which incorporate the new language
- flashcard games

At the **production** stage teachers may wish to consider

- performance
- wall displays
- assemblies
- booklets and brochures
- role-plays

Secondary Transfer

Many of the skills and insights gained at Foundation, KS1 and KS2 benefit younger language learners greatly, irrespective of the language begun in Y7. These include heightened listening skills, an awareness of gesture, expression and intonation, and the ability to listen for and make use of gist understanding through context. The pupils also access an enriched curriculum through the international perspective. Equally, giving the pupils a sense of achievement and confidence cannot be underestimated.

We recognise the importance of transfer and the following mechanisms are designed to aid a smoother transition process

Special events to promote Primary MFL can be organised and students from other schools can be invited as special guests.

Detailed information about Y6 pupils is sent to the High Schools. This includes: a description of the topics and themes the pupil has experienced; examples of pupil work in the Languages Portfolio; and the level each child received in reading, speaking and listening.

Heads and MFL Heads of Department can be invited to Monksdown to observe lessons, to speak with the language leader and the FLA to gain first-hand experience of the teaching methodology and pupil achievement.

Secondary students are invited to deliver lessons to our children to promote a love of language learning and provide the students with planning and delivering a short session in the target language.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Monksdown Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, French needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of French are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Accessibility and Teaching French to pupils with Special Educational Needs

We teach French to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

Subject Leadership

The Subject Leader will:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school.
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote good subject practice throughout the school.
- Set a good example of subject practice.
- Support long term planning for the whole school.
- Inspire learning
- Provide support and guidance to colleagues on teaching the units of work
- Purchase and organise resources
- Maintain equipment and make them easily accessible for teachers
- Attend courses for CPD and report back to staff

Policy Review

This policy was last reviewed: Spring 2018

Date of next review: Spring 2020