



MELLERS PRIMARY SCHOOL

MODERN FOREIGN LANGUAGES POLICY

JANUARY 2017

Aims

At this school we want to give children an education of the highest standards, we aim for excellence in all our school activities and encourage all children, whatever their ability to achieve the best they possibly can.

In pursuit of this aim we believe that children should experience a curriculum that is motivating, of relevance and interest so that the children can develop intellectual and practical skills. The curriculum is developed through collaborative planning which has a coherent structure, breadth, balance, and appropriate progression. We provide a variety of experiences, activities and opportunities in these subjects for children to achieve. We strive to give children the skills and knowledge so that they develop interests in different subjects and make informed choices both now and in the future.

Subject aims

Our aim at Mellers Primary is for children to develop language and language learning skills through the teaching of French. We want children to be able to enjoy communicating and understanding another language. We also wish to increase cultural awareness by learning about French speaking countries and their people. We promote the need for accurate pronunciation and grammar. We use a range of strategies and resources for learning French, including authentic material, ICT and speaking and listening activities. We value the impact that the knowledge, skills and understanding required for learning a new language has on the teaching and learning of English.

“Schools already offering language learning in the primary phase have found that pupils who start language learning earlier are more receptive to learning languages and more motivated. Early language learning can reinforce literacy skills and nurture enthusiasm that is carried on into secondary school.”

(Page 12 LANGUAGES FOR ALL – LANGUAGES FOR LIFE (DFES))

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.”

(Page 1 LANGUAGES PROGRAMMES OF STUDY: KEY STAGE 2 (DFE))

Objectives

Pupils should be taught 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 words
- 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

Progression and Continuity

Plans for the Foundation Stage provide progression through the Early Learning Goals. The medium term planning for French ties in with the Foundation Stage topic each half term.

Plans for Key Stage 1 provide a progression of knowledge and enquiry in French. The medium term planning for French ties in with the Key Stage 1 topic each half term.

In Key Stage 2 planning is linked to the National Curriculum. *La Jolie Ronde* scheme of work is followed for the planning of French in Key Stage 2. This scheme of work is directly linked to the Key Stage 2 Framework for Languages which provides a structured curriculum with clear progression and depth.

Long and Medium term plans are regularly monitored to ensure progression and continuity.

Duration of lessons

Every class in KS1 and KS2 have a half hour French lesson each week. This is followed up by five minute daily sessions with the class teacher where the children practise the French phrase of the week. In the Foundation Stage the children have a fifteen minute French lesson each week.

A program of CPD was planned to develop staff confidence in reinforcing target language throughout the week.

Differentiation

Consideration is given to the diversity of ages and ability within a class. A range of activities and tasks are provided to ensure the fullest involvement of the whole class; the less able are encouraged and the more able fully challenged. In order to match the work contained within the curriculum to children's previous experiences and ability differentiation is evident in S.T.P. by:

TASK: different numbers of tasks can be set, relating to one objective or one task provided with support and materials available to challenge, extend or support learning.

OUTCOME: open ended activities or investigations are provided to allow children to show their ability and understanding by the results achieved.

ORGANISATION: children may work in mixed or similar ability groups/pairs to support and extend learning.

ADULT SUPPORT: children are given a different level of support from the teacher, L.S.A. or other adults in the classroom.

Equal Opportunities

At Mellers Primary we believe that every individual within the school has the opportunity to achieve their full potential, has the same chance and equal access to all areas of the curriculum.

Staff make every effort to use stimuli that reflect the cultural diversity of our school and to draw on pupils own experiences. We aim to create a “rich enquiring environment”. Boys and girls achievement is planned for equally and support for pupils for whom English is an additional language is provided. The Mellers Equal Opportunities and Race Equality policies are followed at all times.

Resources

All resources are stored centrally for the whole school and foundation unit to utilise and should be collected/returned by an adult. Any resources that are broken or not working accurately/correctly should be reported to the co-ordination party immediately. Renewable resources will be monitored by the co-ordination party to ensure a stock is always available.

There are additional resources that may be topic specific to a particular year group and are then stored in that particular classroom. They can still be utilised by other colleagues as needed and the co-ordination parties make their storage known to all.

When resources are identified through risk assessments as health and safety implications, proper instructions and training must be followed before use.

Cross curricular links

At Mellers Primary School and Foundation Unit we take the opportunity to teach each subject as part of a wider theme or topic.

In Foundation 1 French will be taught through music and pupils will learn French through listening to and singing French songs. In Foundation 2 and Key Stage 1 the French medium term planning will tie in to each class’s topic, and in Key Stage 2 the teacher will plan from *La Jolie Ronde* scheme. Wherever possible strong learning links to other areas of the curriculum will be made. For example, by researching a French-speaking country pupils could also be developing their understanding of how to use atlases and globes.

At Mellers we are placing a high priority on developing pupil’s skills in oracy, reading, writing and maths. Oracy, reading, writing and maths can be extended through learning French. Pupils will have ample opportunity to listen to and read French, acquire new vocabulary, practise speaking in full sentences and express opinions both in writing and orally. Learning French will also enable pupils to study the grammar of another language and compare it to their own, allowing them to deepen their understanding of how language is constructed. Pupils are able to practise their skills in the following areas of maths in French: number, shape, space and measures, and handling data. For example, when learning numbers in French pupils could solve calculations and practise saying the answers to a calculation in French, or use key vocabulary to describe length, weight or capacity in French.

Children use I.C.T. wherever possible as an integral part of learning French. This includes the use of different media, cameras, videos, interactive white boards, iPads etc.

Mellers has an internet connection. This is used to allow pupils to develop further knowledge and understanding of French and French-speaking countries through research and investigation. Video-conferencing and blogging will also be used in Key Stage 2 to provide an opportunity for the pupils to communicate with native French speakers in our partner school in Nantes. Revision programmes and interactive games are also used to reinforce learning.

International Links

We feel that offering the children an opportunity to practise their language skills with native speakers and to learn about different cultures is vital. As a result, Mellers has developed several partnerships with schools around the world; École Élémentaire Châteaubriand in France, Bethel Primary and Junior High and Church Hill School in Jamaica. In addition Mellers are part of the ongoing 'Learning Journey' project where language students from Nottingham University work with the children in school and continue to keep in touch during their placements abroad.

Assessment

Assessment is an integral part of our teaching and learning not an extra task or procedure. We recognise the strong links between planning and assessment.

Our long-term plan identifies National Curriculum areas and both subject co-ordination parties and class teachers design medium term plans with specific learning objectives taken from the Key Stage 2 Framework for Languages. Assessment against the KS2 Framework for Languages objectives is carried out every half term. The key learning objective is identified for assessment and an activity planned. It is against the learning objective that the children are assessed. As the learning objectives in the planning are developed from year group to year group so are the integrated assessments. This supports the continuity and progression throughout the school.

The learning objective taken from the medium term planning is developed into an appropriate activity at the short term planning stage. Class teachers plan and prepare the activity considering:

- Time allocated
- Resources available
- Differentiation, special needs, reinforcement, main stream and fast stream
- Appropriateness of the activity to allow the children to demonstrate their achievements. i.e. would the task rely on reading/writing ability rather than the subject specific knowledge/skills?
- A wide range of assessment opportunities is sort, to motivate children and provide access to the curriculum.

By incorporating assessment into the planning, we allow children the opportunity to demonstrate and celebrate their knowledge, understanding and skills whilst identifying where and how to support future learning.

After the assessment has taken place, teachers note the exceptions to their expectations and where evidence can be found of that achievement. This information is then used to:

- Inform future planning
- Support differentiation and groupings for subjects
- Assist report writing
- Contribute to end of year and end of key stage judgements
- Demonstrate children's progress and achievements to subject co-ordinators, next teacher, governors, outside agencies, parents, etc.
- Monitor subject development, teaching and learning.

Further assessment of French is completed through the co-ordination working party monitoring of work samples and discussions with children. This is used to further develop learning and teaching in French. The co-ordinator party also reports back these developments to a named Governor, who supports that subject.

Records are passed on from one teacher to another at the end of the academic year which reflect children's progress throughout the term based on the assessment activities. These can be used to support future planning and groupings in the class.

These records will enable staff to plan more effectively at a short term level, to provide appropriate lesson content and differentiation.

Parents are informed of their children's progress during termly parents meetings and in the annual parents report. Parents are welcomed at any time to come into school to discuss their child's work and achievements.

Role of the working party

In order to support the implementation of the Foundation Subjects policy and have a positive effect on the teaching and learning at Mellers, the co-ordination parties will:

- Allocate roles and tasks within each working party.
- Meet as a working party on a regular basis to ensure each subject is developed and all colleagues have an insight / understanding with this work.
- Review and revise policy, on a yearly cycle.
- Monitor subject plans, using non class based monitoring, to ensure progression, standards and range are maintained.
- Monitor teaching, following school policy, to support the teaching and learning of Foundation Subjects.
- Provide support and advice for colleagues on issues regarding children's subject development.
- Manage budget allocation to maintain resources for each subject.
- Audit resources for Foundation subjects.

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Review Date: