

GUSTON CHURCH OF
ENGLAND
PRIMARY SCHOOL



MFL Policy

October 2017



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Modern Foreign Language Policy

Introduction

At Guston CE Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

In Key Stage 2 it is now statutory that pupils are learn a foreign language. Guston CE recognises the value of this initiative and will provides age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6. The focus language taught in our school is French. Although we have extended the opportunity to Key Stage 2 children, which is optional.

Aims and objectives of Primary Languages education at Guston CE Primary

The aims of Primary Languages teaching at Guston CE Primary are to

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;

Breadth and Balance

At Guston CE Primary we endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used regularly to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place.

1 Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher, teaching assistant and/ or peripatetic languages specialist (the content of these sessions is reinforced by the class teacher during the week).

2 Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3 'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

Speaking and listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

Equal opportunities

All pupils regardless of race, gender, physical ability, social origins or size are entitled to be included and be successful in Modern Foreign Languages. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra curricular involvement and use of resources and facilities.

Our policy is inclusive, and seeks to encourage and inspire every child to achieve their fullest potential within Modern Foreign Languages.

Inclusion

Refer to the Guston Church of England Primary School Inclusion Policy.
At Guston:

- Language learning activities are planned in such a way as to encourage the full and active participation of all pupils.
- Work is differentiated as appropriate to the needs of individual children.
- Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Assessment, recording and reporting

Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. For reporting purposes, pupil's attainments in listening, speaking, reading and writing are given stages based on the steps within Target Tracker.

Role of the Subject Leaders

The subject leaders will monitor standards of learning and teaching using a range of strategies including lesson observations, reviewing planning and talking with staff and pupils. They are responsible for developing a long term curriculum plan for physical education based on the National Curriculum programmes of study.

Review

The subject leader will regularly review and monitor Modern Foreign Language teaching in all year groups.

The effectiveness of the Modern Foreign Language curriculum will be evaluated in discussions with the head teacher, key stage leaders and subject leader. Governors will be kept informed of progress. Resources, teaching methods and needs should be identified and priorities for in-service support and / or external review should be established. This evaluation will form the basis of an action plan which will inform the school improvement plan.

Policy written by Karen Powell and Sally Kemp – September 2015

Reviewed - October 2017