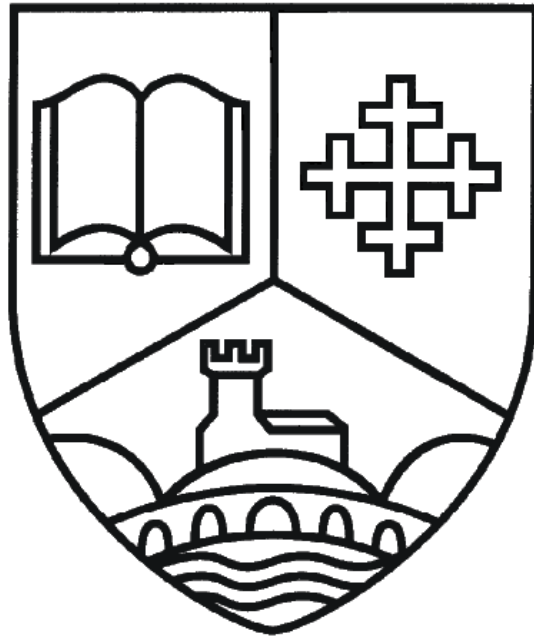


Bidford-on-Avon C.E. Primary School



Policy for Modern Foreign Languages

September 2023

1. Purpose of study and Aims

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Bidford on Avon C. of E. Primary School has adopted a whole school approach to the teaching of French to all KS2 pupils. The purpose of learning a foreign language provides an opening to other cultures. A high-quality languages education fosters pupils' curiosity and deepens their understanding of the world. The teaching will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It provides opportunities for them to communicate for practical purposes learn new ways of thinking and read great literature in the original language. Language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries.

Primary Language teaching at Bidford on Primary school aims to ensure that all pupils:

- Can recognise the 26 French language phonic sounds.
- Listen, 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 writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

2. Teaching and Learning

At Bidford-on-Avon Primary School Modern Foreign Language (MFL) national curriculum objectives are taught discretely with relevant links made to the wider curriculum. Opportunities for learning are also drawn from outside agencies and visitors. We believe that pupils are best served being taught the best possible content, within discreet curriculum areas. Our curriculum is knowledge-rich and disciplinary/subject-based focussing on the three pillars of language learning: phonics, vocabulary and grammar and the 5 key language skills necessary for learning: speaking, listening, reading, writing and grammar. These pillars/ skills are learnt explicitly and within relevant contexts to provide familiarity with French culture e.g. using drama to act out ordering a drink or train ticket; developing a personal conversation on a theme. As appropriate contextual links are made across other curriculum subjects to provide wider meaning.

At Bidford on Avon we believe for children to have an active engagement with primary languages their teaching and learning should involve practical experiences, creativity and personalised learning. This combination of approaches and a range of stimulating materials enable children to develop a positive attitude to language learning.

These approaches include:

- Interactive games, role-play, action rhymes and songs and the use of puppets, soft toys and real objects.
- Using physical gestures to support the presentation of new vocabulary, as this serves to demonstrate language without the need for translation.
- Using a kinaesthetic, multi-sensory approach to help children to learn the language more easily.
- Activities where the language is used in an enjoyable way for a real purpose.
- Understanding the phonic sounds that support language use and understanding
- The use of computing.

We recognise that in all classes there are children of different abilities. We aim to provide suitable and challenging learning opportunities by differentiating tasks. Pairs and groups for collaborative work may be made up in different ways, depending on the task. An interactive and sometimes competitive element is particularly successful in engaging boys who may be reluctant learners. More able gifted and talented pupils can model more difficult language, be introduced to more complex grammar and take on more demanding reading and writing.

3. Languages Curriculum Planning

Languages are not a compulsory subject in schools at EYFS or KS1.

Languages are a compulsory foundation subject within the National Curriculum for KS2 and is taught from Y3 to Y6.

MFL curriculum planning is organised in three ways, long term schemes of work, medium term and short term planning. (See curriculum policy). Curriculum maps also outline the whole curriculum studied each year at each phase. Long term schemes map out the elements of the Modern Foreign Language programme of study studied each year for LKS2 and UKS2. Schemes identify the relevant Modern Foreign Language content, key objectives and key vocabulary studied in each unit of work. Supporting Progression maps also outline the key learning to be attained at the end of lower KS2 and Upper KS2.

Medium and short term planning builds upon their prior learning and long term schemes detailing the aim, content, key vocabulary, key knowledge, resources, assessment milestones, cross-curricular links and cultural capital and series of differentiated lessons taught over each unit of work, relevant to the Key Stage and class. All planning is completed on standardised planning proformas to ensure consistency in content and expectation.

A knowledge organiser identifying the key knowledge and vocabulary for the topic is also sent home to parents and used by children to support and focus their learning.

The timing allocated to teaching MFL each term is outlined in the curriculum policy.

As we have a combination of single and mixed year group classes, planning is done as part of a 2 year rolling programme. This ensures children have complete coverage of the national curriculum.

Cross-Curricular links

At Bidford we believe it is important that relevant, meaningful links are made with other curriculum subjects. Where appropriate, references to the French language is used to support language development and provide a context for learning e.g. relevant subject words.

Well-being and SMSC

We provide an education that gives pupils opportunities to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of other cultures, including British Values of democracy and equality.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum. MFL introduces pupils to new cultures and ways of living and allows learners to connect with people from other countries. It can provide wider career choices and expand children's horizons. Learning about another culture, ways of life and how people communicate, linked to questioning and discussion supports pupils' spiritual development as they reflect on how they relate to others and themselves, to the wider world and the humanity that all people share.

Community cohesion and British values

Through our Language planning, links are made to British values by looking at the importance of languages in our local area and how this has impacted the local community's development and the wider nation e.g. how communities develop over time; how people engage and sustain their community; how international communities share values and cooperate.

4. Management of Languages within the school

The MFL subject manager is responsible for:

- Compiling, carrying out and evaluating the school MFL action plan.
- Maintaining and updating the subject leader folder.
- Coordinating subject assessment and monitoring.
- The organisation of MFL resources within the school.
- Keeping informed of changes and updates in MFL teaching, for example by attending Leading Learning Network meetings and feeding back information to the rest of the staff.
- Supporting the Senior Leadership Team in the monitoring of standards in children's work and of the quality of MFL teaching.

5. Health and Safety

In organising activities and visits staff need to consider issues of health and safety and pupil safeguarding, referring to the relevant policy and documentation. They will also explain the reason for safety measures and discuss any implications with the children.

All trips/visits must be risk assessed and an EVOLVE risk assessment form completed and signed by the Educational Visits Coordinator (EVC). Follow guidance in the Educational visit policy regarding arrangements for all trips.

6. Safeguarding

The activities in Language classes will be managed within the guidelines stated in the school Safeguarding policy. All additional adults/volunteers supporting Language activities must be informed of their safeguarding duties and checked with the office/safeguarding leads for their suitability before being asked.

The use of digital devices and the internet by staff and pupils will be managed within the guidelines stated in the online policy.

7. Assessment and Recording

Assessments are based on questioning, discussion and observation of children working on different oral activities and written work. At the end of each unit of work the teacher makes a judgement about the skills and performance of each pupil if they have yet to attain, met or exceeded the unit objectives linked to the national curriculum – a conglomeration of this data is used to assess pupil's attainment at the end of this year. Key stage teams complete a termly subject review, which support improvement in planning and resourcing of subjects and the subject leader completes an annual subject action plan/review and end of year subject report to support the monitoring of standards in the subject.

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

8. Resources

Language Angels is the main resource used for planning at KS2, providing a progression of imaginative, purposeful ways to implement the curriculum. The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach the lessons identified on the school scheme of work. Units are adaptable to meet the needs of pupils. An additional resource Physical French Phonics is used to support pupil's understanding of the 26 sounds of the written form of the French language, some of which either do not exist or whose written form is different in English.

A list of useful websites is also distributed by the MFL subject lead.

Pupil MFL work is kept in purple folders.

9. Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching MFL is undertaken to ensure that pupils make the best possible progress. The annual MFL action plan outlines yearly subject improvement tasks and reviews the previous year's actions. Subject leaders conduct termly/ yearly monitoring activities looking at standards, planning and pupil experience. Governors meet periodically with subject leads to review the intent, implementation and impact of their work.