



South Hiendley Primary School

MODERN FOREIGN LANGUAGE POLICY

Subject Leader: Clare Cassell
Policy reviewed: January 2020
Next review: January 2021



This policy is written with direct reference to, and with content from, the Primary National Curriculum. The teaching of a foreign language is statutory in KS2.

RATIONALE

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. The teaching should 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 should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

(National Curriculum 2014)

AIMS

At South Hiendley Primary School (SHS), we follow the aims of the National Curriculum for languages in that our children are given the opportunities to:

- 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
- 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

End of KS2 expectation

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

Our Intent

At SHS, our foreign language of choice is Spanish.

Our intention when teaching Spanish reflects the National Curriculum's belief that we can liberate our children from insularity and provide an opening to other cultures. We intend to give a language education that will foster our pupils' curiosity and deepen their understanding of the world. They should be able to express their ideas and thoughts in another language whilst understanding, and responding to, its speakers, both in speech and in writing. We intend to provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language. We hope that, by learning a language, our children will be inspired to learn further languages thereby equipping them with the means to widen their horizons, leading, in the future, to study and work in other countries.

PROVISION & RESOURCES

We follow a scheme of work based on the Lightbulb Languages Scheme. Lightbulb Languages is a free, online scheme that can be found at this address:

<https://lightbulblanguages.co.uk/resources-pr-sp.htm>

The scheme has been modified and rearranged into 'themes' and assigned to year groups in a way that works in our school.

By creating these topics it will hopefully; cut down on intrusion into our packed curriculum, open up the possibility of themed days to create interest in the topic & set a context for the subsequent learning and, finally, allow teachers to specialise in the topic in their year group (once established).

MFL in the Early Years and Key Stage 1 is non-statutory. However, we have decided that all children in school will be exposed to Spanish. These lessons will be informal and taught in short 5-15 minute sessions. Children will begin to use basic greetings and conversational vocabulary. In KS2, the expected teaching time per week is 30 minutes. This can be covered 'little and often' in short 10 - 15 minute sessions or for the full 30 minutes, depending on timetabling in each class. Class teachers are responsible for their own organisation and teaching styles, whilst ensuring that these complement and reflect the overall aims of the school.

We also employ Lingualearn, a company providing PPA (Planning, Preparation & Assessment) cover with a focus on the teaching of Spanish. This ensures an afternoon session (approx. 2 hrs) of fun, interactive and varied activities once every 6 weeks for each child from Year 1 to Year 6.

THE ROLE OF THE SUBJECT LEADER

The Subject Leader has overall responsibility for the delivery of Spanish in the school. The role includes:

- leading the development of this policy throughout the school
- being accountable for standards
- auditing the subject area including staff skills and confidence
- reviewing the schemes of work
- ensuring continuity and progression throughout the school
- devising a subject action plan
- providing guidance and support to all staff including upskilling staff
- attending appropriate and relevant INSET
- keeping up to date with new developments
- undertaking an annual audit and stocktake of resources
- purchasing new resources when required
- communicating with the PPA provider, Lingualearn

INCLUSION AND SPECIAL NEEDS

At SHS, all pupils, regardless of race, gender or ability, have the opportunity to develop capability in Spanish. The school promotes equal opportunities and fair distribution of foreign language resources. Groupings for teaching of Spanish can follow the same pattern as for all lessons. Children are given the opportunity to work in mixed ability groups, or to have specific teaching matched to their ability. The school recognises the motivational advantages of the use of a foreign language by children with special educational needs.

ASSESSMENT

At SHS, assessment is formative, being used to support teaching, learning and future planning. Children's progress in the subject is based on their achievement of the learning objectives in the lessons. Teachers use Target Tracker to record pupils' attainment against the objectives outlined above. These assessments are used to identify gifted linguists and those requiring extra support. This information is available for all to access.

When written work is produced, feedback is given in-line with the school's marking and feedback policy.

MONITORING

Monitoring is carried out by the foreign language Subject Leader through:

- Pupil interviews
- Looking at the work in children's books
- Lesson drop-ins