

MODERN FOREIGN LANGUAGE POLICY



Together with Jesus, we grow in love



HOLY FAMILY CATHOLIC PRIMARY
SCHOOL

Updated September 2020

Agreed by Governors _____

Review date: September 2021

Holy Family Catholic Primary School MFL Policy

Intent

At Holy Family, the core language taught is Spanish. We believe that the learning of language provides a valuable educational, social and cultural experience for our pupils. It helps them develop communication skills in speaking, listening, reading and writing, with the aim of building knowledge and making progress in one language. 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. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

In particular, language learning:

- stimulates children's creativity
- leads to gains across the curriculum
- supports oracy and literacy
- supports and celebrates the international dimension
- Liberates children from insularity and fosters pupil's curiosity and deepens their understanding of the world.

Aims

- To capitalise on the ability of pupils to rapidly acquire passive and active knowledge of another language
- Where possible and relevant, to embed the Spanish language into the main primary curriculum
- To broaden the cultural awareness of the pupils and to foster positive attitudes to language learning, speakers of other languages and other cultures
- To create confident language learners who enjoy languages, who can express their thoughts and ideas in Spanish and can understand and respond to its speakers in both speech and writing.
- To use Spanish in the lessons as much as possible

Impact

- Learning a foreign language helps children to develop an understanding of their own culture and that of others. Learning that people have different tastes, opinions and views of the world teaches them principles of tolerance and respect of each other's values.
- The skills and knowledge gained through learning a new language make a major contribution to the development of children's oracy and literacy. Thus by learning about the grammatical structure and patterns of another language, children can make connections and comparisons which will deepen their understanding both in the target language and in English.
- Learning a foreign language helps children to develop their confidence with their linguistic skills. Children learning a foreign language in primary school are more likely to also learn a foreign language during their secondary education.

Implementation and organisation

- A specialist Spanish teacher teaches each Y3-6 class for 35 minutes per week. The lessons focus on introducing new topics and vocabulary.
- The role of the class teacher is to reinforce this teaching with a 20 minutes session or into series of shorter sessions amounting to 20 minutes per week as fitting.
- There is a dedicated area in each KS2 classroom where vocabulary and visual prompts relevant to the current topic are on display for the children to refer to and for the class teacher to utilise.
- The FLT ensures that the MFL folder in the Staff Share area is regularly updated with resources which will also aid the class teacher.
- In advance of each topic being taught, short term plans are regularly sent to teachers, together with relevant vocabulary lists to enable the class teachers to familiarise themselves with it. Advice can also be given on demand to the class teachers with regards to understanding and pronunciation.

The Role of the MFL Subject Leader

- Liaise with the FLA, class teachers and School Improvement MFL team to timetable and co-ordinate Spanish lessons.
- Ensure that a member of staff is always present in Spanish lessons and is encouraged to take part.
- Where possible, to support staff in delivering Spanish by providing resources and informing them of any training opportunities.

- Attend any central training and meetings as appropriate and disseminate information back to staff.
- Monitoring of Spanish lessons.
- Co-ordinate festivals/celebrations and any other MFL events in school.
- Liaise with secondaries re transition from KS2 -KS3

The Role of the FLA

- At the beginning of each academic year the FLA attends an intensive training course about primary language methodology. They are also expected to attend an additional training day each term throughout the year. They should be released from teaching duties in order to attend this training.
- The FLA will plan their lessons based on the Liverpool Schemes of work and will provide resources for the lesson. They will provide the class teacher and co-ordinator with half-termly planning at the beginning of each half term and where appropriate will leave work/resources for the class-teacher to follow on their lesson.
- They may do a twice yearly assessment form with the pupils, which can be completed in class time and kept on file by the class-teacher.
- When pupils are ready the FLA will provide written work at an appropriate level. This should largely be marked in class by the FLA with the help of the teacher. The FLA should be informed of the marking policy in school in order to comply with the school's requirements.
- FLAs can provide a bank of report comments which can be used by class teachers for annual reports.

Assessment and Monitoring

The FLT plans and delivers the lessons. We assess the children's progress informally during the lessons. Progress is evaluated with the reference to the four national attainment targets of: Responding, Speaking and Listening, Reading and Writing. Each half term, each class teacher alongside the FLT will complete a formal assessment that then will be inputted onto Balance.

Inclusion

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

- use of visual aids / gesture
- choral and individual repetition
- physical responses to questions
- open and closed questions
- multiple choice 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
- differentiated written work

Learning a language 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.

At Holy Family, lessons will be interactive and will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. The focus will be on practical communication.

Lessons should enable pupils to understand and communicate ideas, facts and feelings in speech and writing. Approaches and activities include:

- Almost exclusive use of Spanish during lessons
- Providing opportunities in each lesson for pupils to use and practise what they have learned
- Language games to enhance motivation, contextualise learning and heighten enjoyment
- Learning songs and rhymes and stories
- Focus on grammatical structures and phonology.
- Pair-work and group work
- Use of authentic materials
- Use of ICT where relevant and appropriate - for example commercially produced software, teacher produced resources, internet research and use of the interactive whiteboard
- Written activities to reinforce learning
- Correspondence with partner schools focusing on cultural differences and similarities