



DOLPHINHOLME CE PRIMARY SCHOOL

MODERN FOREIGN LANGUAGES POLICY

September 2021

MISSION STATEMENT

‘With God at the heart of everything we do,
We educate by encouraging a sense of wonder, praise and mutual respect.
We offer every child opportunities for success,
Making them confidently equipped for life’s journey.’

Intent:

Our aim, which is at the heart of the programme of study for KS2, is to develop an enthusiastic and positive attitude to other languages and language learning, inclusive to every child. We hope to encourage a life-long learning of languages among our pupils in order to enhance their understanding of the world and their future economic well-being. Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence and an understanding of other cultures, which should foster pupils’ curiosity and deepen their understanding of the world. We believe that to support children in their life’s journey of language learning we should do all of the following:

- 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 would like to say;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

Implementation

At Dolphinholme, we are fortunate to live near a successful university which brings families of different nationalities to our community. We embrace diversity in our school through our language study by exploring a range of languages and culture alongside our focus on French. Our KS1 study celebrates a range of languages and cultures around the world including culture in our school. Children in KS1 will be exposed to languages discreetly throughout the day with the calling of registers, commands and any links they can make throughout the week. This will give children an earlier understanding of the basics of language learning and develop early acquisition skills, ready for their study of languages in the future.

To ensure high standards of teaching and learning in MFL in KS2, we implement a progressive curriculum focusing on French. The programme of study for KS2 set out the national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be made in one language across the key stage. At Dolphinholme, we teach French in Years 3 to 6 as part of the national entitlement to the study of a second language. The National Curriculum for languages aims to ensure that all pupils:

- 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 authentic writing in the language studied.

Teaching and learning style

KS1-

While the teaching of modern foreign languages is not statutory at this stage, pupils in KS1 and early years are introduced to a range of languages, celebrating the diversity and range of cultures at Dolphinholme and the local area. Greetings, registers, classroom routines are regularly conducted in another language and routinely celebration worship will focus on MFL. Children should build their confidence and enthusiasm towards languages ready for their learning in KS2. Holidays from other countries and cultures should be celebrated where appropriate along with language songs, games and activities that are highly enjoyable, motivating and inclusive.

KS2-

In addition to the learning in KS1 and the celebrations of a variety of cultures, at Dolphinholme we implement a progressive curriculum using the 'Sault!' scheme. The scheme uses a variety of techniques to encourage children to have an active engagement french. These include: games, songs, stories, worksheets and flashcards. New vocabulary is

introduced at the start of every lesson whilst revising previous learned vocabulary. Teachers should use sticky learning to consolidate learning and encourage children to use their skills in lessons. We make lessons as enjoyable as possible so that children have a positive attitude towards the learning of languages, developing their curiosity and relating this to the positive impact the learning of languages can have on their life's journey.

Planning

All units of work are planned by the classroom teacher at the beginning of the year using the 'Salut!' schemes of work. The scheme allows for progression by new skills being taught each week, revision of previous lessons and consistently revising the fundamentals of the french language. Each unit of work is 6 lessons and ends with an assessment lesson of the overall learning of the topic. A new topic is introduced each half term. Teachers should take into consideration any cultural events taking place and in addition to their french lessons, plan for extra activities to take place during their timetable.

Assessment

Each unit of work in our scheme ends with a lesson that applies all learning of the unit, this lesson should be used as class and individual assessments. The class teacher should use this to address any subjects that may need revisiting or any additional support that individual children may need to be successful. In addition to this, children should be assessed continually throughout the year, the class teacher should give feedback orally, through marking and verbally. Children should be given the opportunity to mark their own work and assess their own learning, set individual goals, and give and receive peer feedback where appropriate.

Equal Opportunities and Inclusion

We are committed to promoting equal opportunities to all of our students across the curriculum, including language lessons. We will strive to ensure that our planning is adapted to support specific needs of pupils, irrespective of background, gender, disability, ethnicity and socioeconomic background. We believe that all children should be given opportunities of success in languages and be supported in the process of learning languages. Children are taught modern foreign languages regardless of their ability, we will provide learning opportunities that enable all children to make progress.

Monitoring of Standards of Teaching and Learning

The subject lead is responsible for the overall monitoring and quality of PE and Physical Activity. This is done through:

- Observation of the teaching of french, including specialist teachers.
- Self- evaluation.
- Discussions between staff.
- Pupils Assessment data.
- Pupil voice- the role of subject ambassadors.
- Pupil questionnaires.

The subject lead should:

- Support colleagues in the planning and teaching of MFL.
- Provide a strategic lead and direction for the subject in the school.
- Keep informed about current developments in the subject.
- Provide a school development plan to be given to governors.
- Annually review schemes of work.
- Work with subject ambassadors, SLT and headteacher to ensure outstanding teaching of MFL.

Resources

In addition to any resources teachers provide, our scheme of work provides a variety of resources including:

- Flash cards
- Songs
- Online games
- Spoken and written vocab.
- Lesson plans
- MTP

Home learning

In the event that school needs to close during school time, the subject lead will ensure that children are provided with:

- Online resources linked to MFL.
- Salut online games to play at home.
- Opportunities to perform specific skills.

Impact

Our MFL curriculum is high quality, well structured and is planned to develop a love of language learning. Our curriculum ensures that children develop a knowledge of different languages, including the range of home languages spoken in our school.

It is important that knowledge and skills of vocabulary come from a variety of learning experiences through the resources used in school. National Day of Languages and language celebration days will ensure that languages are celebrated throughout the school community and will provide a context for language learning.

We can measure the impact of our curriculum through:

- Observing the children speaking and listening in another language.
- Marking of written work.
- Images and videos of children completing speaking and listening activities.
- Interviewing pupils (pupil voice).
- Moderation during staff meetings through dialogue between teachers to understand their class's work.
- Learning walks.