



Lyon Park Primary School

Learning and Growing Together



MODERN FOREIGN LANGUAGES POLICY MAY 2020

INTRODUCTION

Purpose

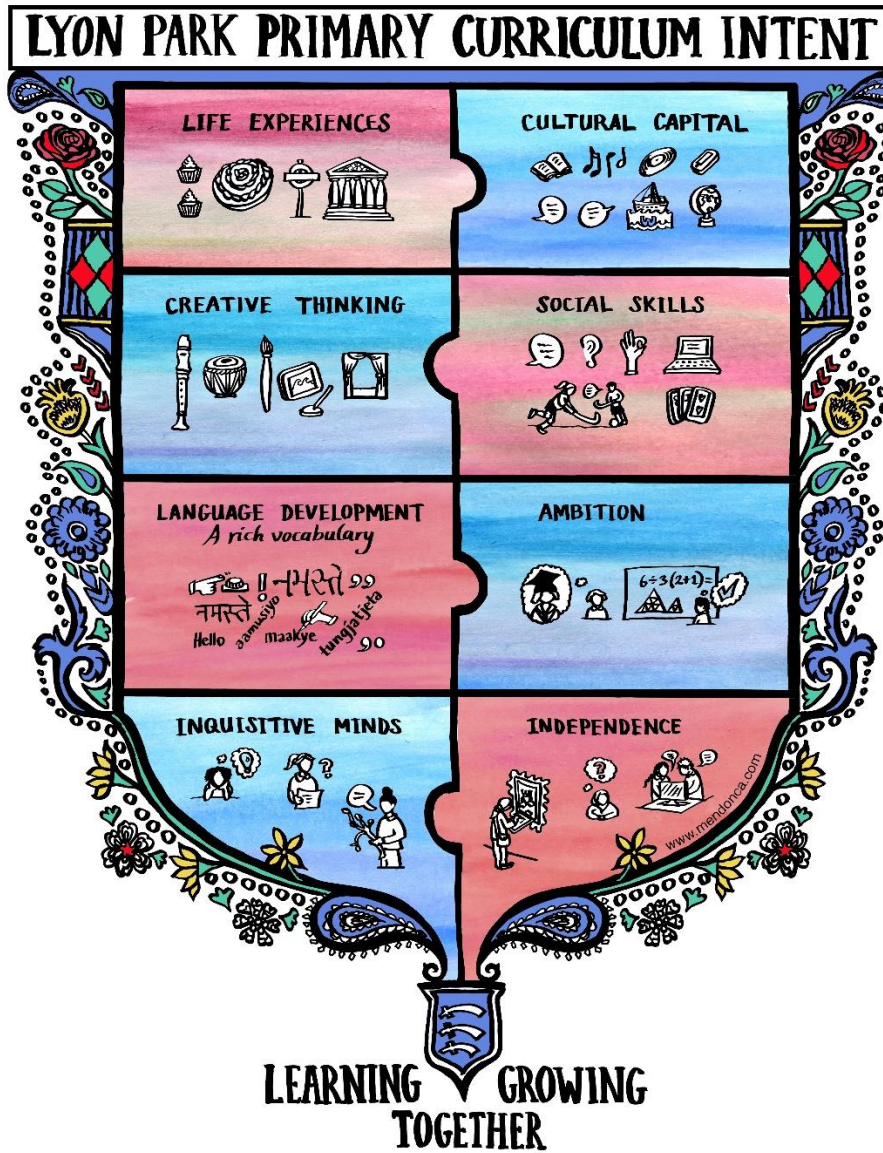
The purpose of this policy is to describe our practice in Modern Foreign Languages (MFL) and the principles upon which this is based.

Aims

Our work on MFL enables our pupils to become responsible, confident members of a global society who can apply their experiences at Lyon Park Primary School to all future learning and life experiences.

The aims of MFL are:

- To give the pupils access to high quality teaching and learning opportunities, making use of native speakers and e-learning.
- To develop skills in speaking, understanding, reading and writing.
- To foster an interest in other languages in a fun and stimulating way.
- To encourage a curiosity about languages.
- To ensure children are aware that language has structure and that the structure varies from one language to another.
- To develop pride in the pupils' home language and culture.
- To increase further an international dimension to their learning and help children develop their awareness of cultural differences in other countries.
- To encourage the development of language learning skills that can be applied to the learning of other languages.
- To lay the foundations of future study.



The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

<p>Life Experiences</p> <ul style="list-style-type: none"> - Educational visits - Trips: performing in the language studies. 	<p>Cultural Capital</p> <ul style="list-style-type: none"> - Develop an appreciation of a range of writing in the language. - Understanding different ways of behaving depending of the origin or language spoken.
<p>Creative Thinking</p> <ul style="list-style-type: none"> - Learning new ways of thinking in different languages. 	<p>Social Skills</p> <ul style="list-style-type: none"> - Communicate for practical purposes. - Building presentation skills

	- Develop confidence
Language Development; a rich vocabulary - Express their ideas and thoughts in another language and to understand and respond to its speakers (speech and writing)	Ambition - Travelling or studying abroad. - Getting a better job.
Inquisitive Minds - Foster pupil's curiosity and deepen their understanding of the world.	Independence - Understand and respond in spoken and written languages, using a variety of authentic sources. - Writing for different purposes and audiences.

IMPLEMENTATION

Roles and responsibilities

Governors:

- To agree and evaluate on the school's policies and structures and monitor these provisions.

Senior Leadership Team:

- Senior Leaders monitor the Policy and teaching through observations.

Subject Leader:

The Subject Leader is responsible for

- Monitoring curriculum coverage and the impact of learning and teaching.
- Supporting and working with colleagues, and keeping them informed,
- Discussing progress in MFL and any issues as they arise
- Keeping up-to-date, through reading and attending relevant courses, and by developing links with the external agencies.
- Making contact a secondary school to set up partnership work between the two schools with a focus on more able pupils in Year 5 and 6.
- Organising visits and trips and do the risk assessment effectively.
- Organising Etwinning projects such as Pen pal project in Year 5 with a school abroad.

Teachers:

The Specialised Teacher is the responsible for

- planning and delivering an effective Spanish curriculum.
- assessing children's progress and attainment and for providing support accordingly.
- tailor the lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs

Support Staff:

- To address Spanish related needs within the class, under the direction of the teacher

Pupils:

- To take an active part in every lesson
- To show curiosity and interest
- Ask questions and challenge thinking
- Present their learning with pride

Parents/Carers:

- Engage in home learning activities
- Talk to their children about what they have been learning and share their own knowledge on the subject

Aspects**Equal opportunities:**

The MFL Policy supports the Equal Opportunities Policy of the whole school by regarding all pupils as equal. Adjustments must be made to ensure pupils with SEND can access the curriculum.

Inclusion

At Lyon Park Primary we believe that all learners are of equal value and that all pupils have the potential to achieve highly and learn effectively irrespective of ethnicity, gender, disadvantage, religion and belief, race or disability. This confidence in the learning capacity of all our pupils is reflected in curriculum design and delivery.

Pupils with Special Educational Needs & Disability (SEND)

Pupils with Special Educational Needs and Disabilities (SEND) will have access to a broad and balanced curriculum through quality first teaching. Teachers will differentiate learning according to the children's needs to ensure access to the curriculum. Children identified as having SEND may in addition have additional provisions such as personalised learning, 1:1 support and a variety of resources to meet their needs. This policy should also be read in line with the school's SEND policy and School information report.

EAL learners

Pupils identified as new to the English language will be given every opportunity to acquire English so that they can access learning fully. Pupils' home languages will be used to aid learning where possible and relevant alongside appropriate resources selected by staff to enable pupils to engage in a rich curriculum.

Health and safety:

The children will be taught and expected to use all equipment safely during all sessions.

Safeguarding:

If a matter of safeguarding arises, it will be dealt with according to the safeguarding procedures of the school. Please see the Safeguarding Policy.

Planning:

The school curriculum map outlines the areas of study for each year group. Two to three units or topics are taught in each half-term. Spanish lesson plans are produced by the Specialist Spanish Teacher and are in line with the school's planning policy and are designed to meet the attainment targets of the KS2 Languages Programme of Study

Within each unit, children are taught to know and understand how to:

- Ask and answer questions
- Explore the patterns and sound of the target language
- Engage in real life conversations
- Use correct pronunciation and intonation
- Memorise words
- Read with understanding simple words, phrases and sentences
- Build simple sentences in writing
- Understand basic grammar
- Work in pairs and groups to communicate in Spanish

Teaching:

The objectives of the lesson are shared with the class and ensured the pupils know what they are learning.

Lessons include games, songs, role play, and interactive games on the Interactive whiteboard or computers.

The main part of the session includes a lot of paired or group collaborative work where children practise the modelled language of the session. Visuals and real objects are used extensively to support learning. Within each unit of work, there is some recording of vocabulary and sentence structure in exercise books. We encourage children to notice patterns in

the language and similarities or differences between languages and also to develop strategies to interpret meaning and memorise words.

In order to expose children to more than one accent in the language, we play recordings of native speakers from different Spanish speaking countries.

Generally, visuals and gesture are used to introduce new words and the teacher uses the target language most of the time as this helps children to understand the foreign language.

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

At our school we will teach MFL to all KS2 children, whatever their ability and individual needs.

Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

Organisation:

In Lyon Park Primary School, Spanish is taught from Years 3 to 6 for 45 minutes per week by a native Spanish Speaker.

The Spanish lesson is taught each half term in one class of each year.

Each child has their own folder made of all the work that has been done in Spanish from Year 3 to Year 6.

In Year 5, children take part of an eTwinning Pen pal project with another school in Spain where they develop their skills in writing and reading in Spanish.

We also celebrate European Day of Languages during a week in the lessons of Spanish.

We also include in the learning different trips or workshops for each year group in Spanish to make sure that the children are more engaged and understand Spanish culture in a wider perspective.

Spanish may also be included in whole school occasions e.g. Christmas celebrations.

Homework / Wider learning:

Children can use the Languagenut in and out of school to revise topics.

Resources:

Lyon Park has a wide variety of resources such as cards, board games, dices, flashcards, dictionaries, story books, CDs and DVDs of music for Spanish. The school also subscribes to Languagenut, a primary modern foreign languages website, which the children can enjoy in school and at home, as well as making use of other Spanish website such as Songs for Languages, Rockalingua, BBC Languages.

We also use online resources during our learning time such as Kahoots, Quizlets, The Language Magician to engage the children in Spanish.

IMPACT

Assessment:

We assess the children to make sure that they are making good progress in the subject. Formative assessment is used to support teaching and learning and inform future planning. Informal assessment of progress takes place by the teacher during the lessons and oral feedback and when the children produce written work, this is marked in line with the school marking policy. Progress and attainment are reported to parents in each child's Annual Report.

Pupil progress is recorded, monitored and assessed in line with the National Curriculum 2014.

Evidence is collected in various ways, including:

- Examples from lessons e.g. photocopied work from whiteboards
- Photocopies of work from activities, workbooks and whiteboards
- Recordings of children speaking
- Mini-books
- Examples from workbooks
- Registration responses.
- The language Magician
- Kahoots and Quizzlets

Monitoring and evaluation:

Monitoring of teaching and children's work is carried out as part of the school's annual cycle of monitoring. This includes observation of lessons and examples of children's work.

APPENDICES

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf