

Clementswood Federation

Modern Foreign Languages Policy

Revised Spring 2023

Signed _____ Chair of Governors

To be reviewed Spring Term 2024

Clementswood Federation

Modern Foreign Languages Policy

Introduction

This policy outlines the teaching, organisation and management of Modern Foreign Languages teaching and learning across the Clementswood Federation. Modern Foreign Languages is the study of languages that are in use in the world today and are distinct from medieval and classical languages which are no longer in common use.

The policy has been drawn up by the Modern Foreign Languages Subject Leader, in consultation with members of the school's teaching staff, and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff, under the direction of their year group leaders. The responsibility for monitoring and reviewing Modern Foreign Languages teaching and learning rests with the ULT and the Modern Foreign Languages Subject Leader.

Rationale

As part of the primary National Curriculum in 2014, learning a Modern Foreign Language is a statutory requirement for children within KS2. The Clementswood Federation has chosen to deliver Spanish as its Modern Foreign Language. This policy reflects the school's ambition to reintroduce a modern foreign language into the school's curriculum, as part of the Upper Leadership Team's aim to ensure that the curriculum offered to all our pupils is exciting, broad and well balanced.

It is our intention to work towards the delivery of a rich and varied MFL curriculum that gives children the confidence to communicate in the language they learn and to provide them with a strong language learning Foundation which they can then take with them into Key Stage 3 and use whilst visiting the countries that use this language.

All pupils are entitled to access the MFL curriculum at a level appropriate to their needs arising from race, gender, ability or disability and all MFL lesson plans will therefore be differentiated to meet the needs of the children in each class. School visits will be planned for throughout the children's time at school and, where necessary, will be adapted to meet the individual requirements of identified pupils.

INTENT

Through our teaching of a Modern Foreign Language, we aim to:

- Allow all of our children to experience a common language, different to their own, that is practical and enjoyable.
- Give children an interest and passion for learning a new European language and to further their curiosity of other languages.
- Allow children to recognise the differences between their own language and the structure of Spanish.
- Support their understanding of their own language.
- Develop language skills and language learning skills.
- Help children develop their awareness of cultural similarities and differences in other countries.
- Increase children's speaking and listening skills.
- Give children the foundations for language learning that they can use in the future.
- Experience a range of activities, including songs, rhymes and games, which provide a stimulated approach to language learning.
- To maximise the use of Spanish both in the classroom and around the school.

The children will be taught to:

- ask and answer questions;
- use correct pronunciation;
- memorise words and interpret meaning;
- understand basic grammar;
- make use of bilingual dictionaries;
- work in pairs and groups to communicate in a foreign language;
- explore different cultures and the traditions from different countries.

IMPLEMENTATION**Curriculum**

The school follows the scheme of work, medium term planning and lesson planning developed by the subject leader, who is a specialist teacher, in consultation with all members of teaching staff. These documents are based on the National Curriculum requirements and ensure appropriate progression between year groups in relation to all areas of language acquisition.

When Planning Spanish:

- Planning will take place in conjunction with the class teacher, **who will be supported by** the specialist teacher and the subject leader in their delivery and assessment of MFL.
- Lessons will have clear, achievable objectives, and incorporate different learning styles.
- Activities are designed to motivate and engage all children.
- Activities will ensure coverage of the progress of skills as outlined by the National Curriculum.

IMPACT

As with all our subject teaching, we do not teach MFL in isolation to other curriculum areas; where possible, we relate the work undertaken to real life situations and we also aim to:

- Improve pupils' skills in other curriculum areas:
 - a. English: The learning of a modern foreign language naturally contributes to the development of children's listening and speaking skills. It also develops the children's understanding of their own grammar and deepens their knowledge of syntax and semantics.
 - b. Mathematics: Children reinforce their time-telling skills by playing time-related games in the foreign language. We also play number games, which reinforce counting and calculation skills, expand understanding of date and increase knowledge about money.
 - c. Geography: We help children to locate on a map or a globe the position of the different countries in which Spanish is spoken and encourage them to research customs and traditions associated with that country. MFL pupils likewise learn about the climate of the countries in which Spanish is spoken.
 - d. Music: We teach children songs in the modern foreign language – both traditional and modern – which of course helps them to develop a sense of rhythm and an ear for melody.
 - e. History: We teach children about significant historical figures and events in the history of Hispanic countries.
 - f. Science: Children reinforce their knowledge of parts of the body through related games, or through related songs, such as “cabeza, hombros, rodilla y pie”.
 - g. PE: We teach children dances from the countries in which Spanish is spoken, for example “flamenco, salsa, Cumbia, etc”

- Develop pupils' thinking skills.
- Development of pupil confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active and responsible citizens within their own and wider communities.
- Develop pupil's understanding of how Spanish is used in different contexts by actively using the target language in the classroom and around the school.

Timetabling

- In Key Stage 2 MFL will be taught in a whole-class setting by the class or specialist teacher. Each class will have a timetabled lesson of 45 minutes a week, taught in one session. In addition to the subject time allocation, there will be opportunities on a daily basis to reinforce language work throughout the week to consolidate knowledge, and to ensure new language is retained (For example, greetings, registration, classroom commands and praise). Lessons will focus on Speaking and Listening, writing and reading. Children will have the opportunity to record written work informally in their Spanish books which follow them as they progress up KS2.
- There will be discreetly timetabled MFL within the EYFS or Key Stage 1, children will also have the opportunity to partake in the learning of MFL through lessons planned by the subject leader and activities such as special assemblies, songs and theme days.

Assessment

- An assessment system, which links to the taught curriculum, has been designed to assess children's reading, writing and speaking skills.
- Children will be assessed on the progression of their Spanish knowledge, skills and understanding all the way through to Year 6.
- Progression documents, will be used to support the children's assessment throughout the time at the Clementswood Federation, which will allow teachers to identify any areas of particular strength or development areas throughout the child's learning journey.
- Children have the opportunity to self-assess as well as being formally assessed and given a grade at the end of each year. Teaching Assistants will also support assessment using a structured assessment frame.
- Assessments of children's progression in Spanish reading, writing and speaking skills will be recorded on Target Tracker.

The MFL subject leader will:

Role of the co-ordinator

The MFL co-ordinator is responsible for co-ordinating MFL throughout the school. The co-ordinator needs to ensure that members of staff are aware of the scheme of work and the mid-term planning and they have the resources they need to teach and meet the aims of the Framework. The co-ordinator needs to ensure that training is available to those members of staff who want to have training. It is also the subject leader's responsibility to assist in the requisition and maintenance of resources required for the teaching of MFL within the confines of the school budget.

The role of the Class/Specialist Teacher

- To ensure progression in the acquisition of language skills;
- To develop and update skills, knowledge and understanding of language learning;
- To keep appropriate on going records;

- To keep books marked and up to date;
- To assign regular homework tasks;
- To follow the plans and the SOW designed by the subject leader.
- To use a variety of learning activities including songs, stories, games, role-play drama and interactive ICT

Resources

Resources have been purchased which will enable all teachers to deliver a structured programme of Learning following the subject leader's lesson plans. These include stories, songs and written activities e.g. quizzes.

The specialist teacher will be responsible for sourcing of resources.

Parental Involvement

We encourage parents to be involved in the learning of different languages and will invite them to partake during our regular theme days or activities which share and showcase learning.

Performance Indicators

The children have a positive attitude towards language learning, and find learning a new language together to be fun.

Equal Opportunities and Special Needs (including Gifted and Talented)

All pupils should be given an equal access to the Spanish curriculum. This can be achieved through classroom organisation and careful planning that enables the active participation of all pupils. In all classes there are children of differing ability. Some pupils may need provision to be made for additional support or extension tasks. Equal learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is done by:

- Setting common tasks that are open-ended and can have a variety of results (targeting Gifted and Talented children).
- Setting tasks of increasing difficulty where some children are challenged with additional tasks (targeting Gifted and Talented children).
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges through the provision of different resources.
- Arranging pupils into mixed ability groups with more able pupils supporting SEN and EAL pupils to access the MFL tasks.
- Using additional adults to support the work of individual children or small groups, especially SEN and EAL pupils.
- Modifying or providing additional resources that can be used to support a child's access to the curriculum.
- Adult/s to support SEN children with fine motor skill needs.
- Differentiated activities and tasks for SEN children.

The UNICEF Rights Respecting School Framework

We are proud to be working within the UNICEF Rights Respecting School framework. Ensuring that children understand their rights and responsibilities as per the United Nations Convention of the Rights of the Child is central to our school's ethos. Where learning opportunities and links exist, relevant articles from the United Nations Convention of the Rights of the Child are made explicit through the teaching of the curriculum.

International Partnerships

In order to set the children's learning within a wider global context, we have established links with schools in Spain. We will endeavour to continue to develop these relationships in order for our children to have the opportunity to communicate with children in other countries and in doing so use their newly acquired language skills first hand.

Policy Reviewed Spring 2023

Date of next review: Spring 2024