

# St. Wilfrid's Church of England Primary Academy



## Foreign Languages Policy

June 2017



## **Our Christian Values**

As a Voluntary Aided Church of England Primary Academy, we have eight Christian Values, underpinned by love at the heart of everything we do.

Our Christian Values are:

**Fair, Kind, Joy, Courage, Forgive, Hope, Peace and Trust**  
**Love**

## **Introduction**

The learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning and provide an opening to other cultures. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. Learning another language raises awareness of the multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects. Language teaching provides a solid foundation for learning further languages and equips pupils to study and work in other countries around the world.

## **1. Aims and Objectives**

We believe that the main objectives of learning a Foreign Language are to:

- foster an interest in learning other languages;
- introduce pupils to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage pupils to be aware that language has structure and that the structure differs from one language to another;
- help the pupils develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.
- to understand and respond to spoken and written language from a range of authentic sources.
- can write at different lengths for different purposes and audiences using a range of grammatical structures.
- develop an appreciation of a range of writing in the language studied.

Pupils will take part in French lessons throughout Key Stage 2. The school timetable shows that one lesson of 40 minutes per week is planned, although in addition to distinct subject time allocation, staff use other opportunities on a daily basis to reinforce language skills, e.g. in registration, mental starters in maths and in music lessons.

Pupils in both Key Stages can join language clubs (French and Spanish) which are run as part of the extra-curricular provision.

## **2. Teaching and Learning Styles**

A variety of techniques are used to encourage the pupils to have an active engagement with Foreign Languages-interactive games, role play and action songs. Flashcards, pictorial representations and mime are used to present new vocabulary, giving pupils the opportunity to discover for themselves the meaning of a foreign word without the need for translation. CDs and DVDs provide an additional model of the spoken language and contact with people from French speaking countries is encouraged.

Pupils are taught to understand basic grammar appropriate to the French language and how these grammatical forms differ from or are similar to English. Pupils are equipped with the skills to enable them to understand and communicate ideas, facts and feelings in speech and writing.

Foreign Language teachers from the local High schools are employed in the delivery of French in Upper Key Stage 2. At all times lessons are planned to make learning of a foreign language fun and interactive, so that pupils develop a positive attitude to learning and grow in confidence through enjoyable experiences and praise for achievements.

Foreign Language lessons provide an appropriate balance of spoken and written language and lay the foundations for further foreign language learning at Key Stage 3.

### **3. Curriculum planning**

Foreign Languages, in line with the New Primary Curriculum is taught and planned using Earlystart. When needed, the scheme is supplemented with a range of other schemes of work. Lesson plans from these schemes are adapted to class needs and are annotated by the class teacher to reflect the results of ongoing assessment and adaptation to the pupils' needs.

The internet also has a wealth of resources used to supplement the teaching of French. St. Wilfrid's Primary Academy has close links with Standish High School (a language college) and also with Wigan Deanery High School and staff there are able to provide advice on the teaching and learning of French.

#### **The Co-ordinator(s) will -**

- Support teachers in using the Schemes of work
- Write, review and evaluate the Foreign Languages development plan
- Ensure teachers are aware of and familiar with resources
- Ensure there are sufficient resources
- Keep a record of how the budget has been spent
- Attend coordinator meetings
- Prepare and organise INSET where necessary
- Monitor the Foreign Languages curriculum through observation and discussion with teachers and pupils
- Co-ordinate the support of Foreign Language teachers from local High Schools

### **4. Contribution of Foreign Languages to teaching in other curricular areas**

#### **English**

Foreign Languages contribute significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

#### **Maths**

Foreign Languages uses maths skills in counting, calculations, time, and money.

#### **Computing**

Pupils use computer games, websites for Foreign Languages and recording equipment regularly in Foreign Languages lessons. All internet access is filtered.

#### **Music**

Foreign Languages provides opportunities to learn songs to support with the learning of new vocabulary and also to gain an appreciation for music from other countries.

## **Personal, social and health education (PSHE) and citizenship. Spiritual, moral and cultural development**

The planned activities that pupils do within the classroom encourage them to work together and respect each other's' views. Pupils also learn about other cultures and beliefs and learn to respect differences. The teaching styles employed encourage independence and responsibility and empathy towards others.

## **5. Teaching Foreign Languages to pupils with SEND**

It is part of the school curriculum policy to provide a broad and balanced education for all pupils. We provide learning opportunities that are matched to the needs of all children.

Teachers adapt or modify the schemes of work to ensure it takes account of the different experiences, strengths and interests of the pupils. Pupils identified as being more able in MFL are challenged appropriately and their progress is monitored.

## **6. Equal opportunities**

The teaching of a Foreign Language reflects the schools' equal opportunities policy. We ensure that every child in KS2 has equal access to the MFL curriculum regardless of physical, sensory, intellectual, emotional or behavioural needs, gender, social and cultural background, religious or ethnic origin or home language.

## **7. Health and safety**

Pupils are given sufficient space to carry out actions to songs and games and in role play situations. Equipment and costumes are inspected for suitability on a regular basis. Classrooms are reviewed regularly as part of the school risk assessment.

## **8. Assessment and recording**

Pupils are assessed informally and continuously during the lesson by the teacher, evaluating progress against learning objectives. Progress is measured through skill, using teacher, peer and self-assessment techniques.

Ongoing formative assessment helps the teacher to plan accordingly and the school tracking system keeps a record of the summative assessment of each KS2 pupil in Foreign Languages.

## **9. Resources**

There is range of resources to support the teaching of Foreign Languages. Foreign Languages materials, equipment and resources are stored in each classroom or in the stockroom of KS2. There are many games, books, CDs and DVDs. A range of materials are stored in school for loan to other local schools. These make up a simple resource library. The Foreign Languages co-ordinator(s) is/are able to give advice on resources to use to enhance teaching and learning in Foreign Languages.

## **10. Monitoring and reviewing**

Monitoring of achievement and the quality of teaching in Foreign Languages is the responsibility of teachers and Foreign Languages subject leaders. The work of the Foreign Languages subject leaders also involves supporting colleagues in the teaching of Foreign Languages, being informed about current developments in the teaching of Foreign Languages and providing a strategic lead and direction for the subject in school. The Foreign Languages subject leaders give the headteacher an annual summary in which there is an evaluation of strengths and weaknesses in the subject and indicates where further developments will take place. The headteacher allocates regular management time to the MFL leaders

so that monitoring and development of the subject can be carried out. A named member of the Governing Body is briefed to oversee the teaching of Foreign Languages.

## 11. The Governing Body

The governing body will endeavour to:

- Become familiar with the key issues surrounding the teaching of MFL
- Be familiar with the MFL policy
- Review the policy at appropriate times
- Support the implementation of the policy
- Visit school to observe the teaching of MFL
- Meet with the MFL coordinator

## 12. Home/ School links

The children may be set a piece of French homework in order to reinforce what has been taught during the lesson. It may be written homework, a fact finding task or a game or task that involves help from a parent/carer.

**Signed:**

**Headteacher: Mr. S Colothan**

**Date: June 2017**

