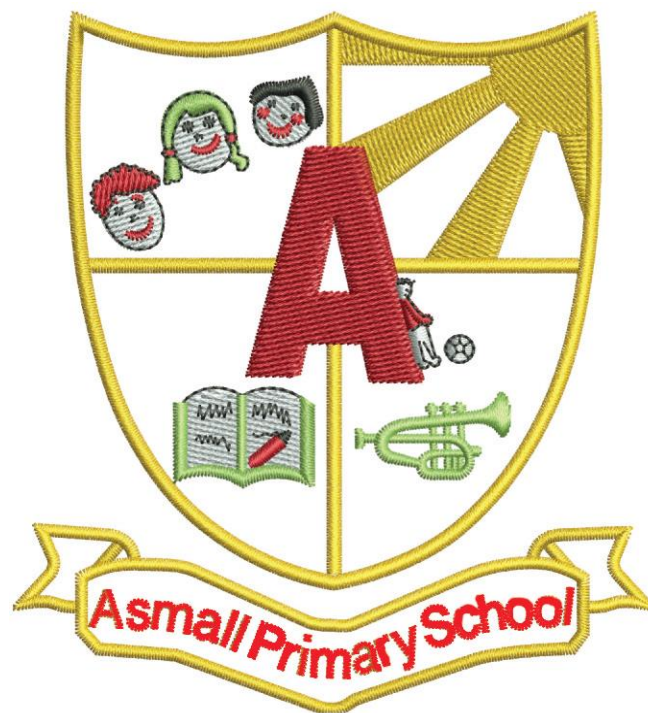


Asmall Primary School



MODERN FOREIGN LANGUAGES POLICY

March 2023

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Statement of intent

At Asmall Primary School, we recognise the importance of teaching a foreign language to foster pupils' curiosity, appreciate other cultures and deepen their understanding of the world.

Our teaching aims to enable pupils to express their ideas and thoughts in another language and to be able to understand and respond to its speakers, both in speech and in writing. We will provide opportunities for pupils to communicate for practical purposes and acquire new ways of thinking, supporting pupils to make substantial progress in one language to provide a foundation for learning further languages.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2013) 'Languages programmes of study: key stage 2'
- Ofsted (2021) 'Research review series: languages'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Primary Curriculum Policy
- Primary Assessment Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving, monitoring and reviewing the content of this policy.
- Liaising with the headteacher, MFL subject leader and teachers regarding pupil progress and attainment.

The headteacher is responsible for:

- Ensuring teaching of MFL follows the school's wider curriculum.
- Assisting the MFL subject leader and teaching staff, where necessary, with the planning and implementation of the MFL curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher to ensure the curriculum is accessible to all and teaching follows the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help in MFL they need.

The MFL subject leader is responsible for:

- Supporting teaching staff in their teaching and keeping them informed of current developments in MFL.
- Writing reports for the headteacher and governing board.
- Creating a subject development plan, informed by the whole SDP.
- Observing and giving feedback to teachers on their teaching in MFL.
- Attending specialist courses and undertaking training where appropriate, and arranging training or CPD for teaching staff where appropriate.

Teaching staff are responsible for:

- Planning and delivering lessons, giving due consideration to the needs of the class as a whole and individual pupils.

- Reviewing pupil's works and records to assess progress.
- Arranging informal assessments of pupils' progress and setting targets accordingly.
- Undertaking any necessary training or CPD.

3. Teaching and learning

Teaching will focus on enabling pupils to make substantial progress in one language, with an emphasis on practical communication. The school's chosen language is Spanish. Teaching will provide an appropriate balance of spoken and written language, laying the foundations for further foreign language teaching at KS3. Pupils will be taught each week in a whole-class setting.

Lessons will use a variety of sources to model the language and encourage engagement from pupils, including the use of videos, games and songs as appropriate to maximise interest and make connections to real life situations. We use the online scheme Primary Languages Network, which supports non-specialist teachers in delivering a sound progression of learning throughout key stage 2

The curriculum and lessons will be planned carefully to allow pupils to progress by considering the building blocks of the subject – the sounds, words and rules about how these connect to create sentences and meanings – and the sequence of these blocks.

Vocabulary will be built into the curriculum, with the choice of the vocabulary carefully considered in line with the age of pupils and how often words occur in the language.

Pupils will be able to understand and communicate ideas, facts and feelings in speech and writing, focussed on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

In line with the national curriculum, pupils will be taught by the end of KS2 to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences and express ideas clearly.

- Describe people, places, things and actions orally.
- Understand basic grammar appropriate to the language being studied (e.g. feminine, masculine and neuter forms and the conjugation of high-frequency verbs). Key features and patterns of the language and how to apply these, for instance, to build sentences and how these differ from or are similar to English.

Modifications will be made to the national curriculum where appropriate to meet the individual and differentiated needs of pupils.

Extra-curricular activities and trips that can complement pupil's learning in the classroom and encourage personal development will be considered and planned by the MFL subject leader and the headteacher. This will include El Club Espanol if parents wish their child to attend.

4. Progress and assessment

The curriculum will be designed to ensure pupils feel successful in their learning and are clear about how to make progress. Assessments will follow the school's Primary Assessment Policy.

Assessment of progress will be made during lessons by teaching staff, including through the use of class questions, one-to-one conversations and oral feedback. Informal written and verbal assessments will also take place to measure pupil progress, and results will be used to inform future planning and target setting.

To increase pupils' automatic and fluent recall, planned revisiting will be scheduled to ensure that words are retained in long-term memory.

The level of enthusiasm and engagement will also be monitored informally by teaching staff, ensuring that pupils display a high level of pride in the presentation and understanding of their work.

The school will communicate with its local and affiliated secondary schools where possible to support consistency and cross-phase planning regarding the teaching of MFL, ensuring that prior learning can be accounted for.

5. Inclusivity

Curriculum and lesson planning for MFL (Spanish) will follow the procedures outlined within the school's Special Educational Needs and Disabilities (SEND) Policy at all times. Teaching staff will have high but reasonable expectations for pupils with SEND and will not take the view that some pupils are unable or unlikely to succeed in MFL.

Pupils with SEND will be supported to take part in whole-class lessons, with reasonable adjustments where appropriate, e.g. a TA assigned to support the pupil or modifying the task to suit their needs.

6. Monitoring and review

This policy is reviewed annually by the subject leader, headteacher and the governing board. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is October 2023.