



MODERN FOREIGN LANGUAGE POLICY



National Support School
designated by

National College for
Teaching & Leadership

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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Rationale

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills of speaking and listening, and extends their knowledge of how language works. Children who grow up learning about languages develop empathy for others and a curiosity for different cultures and ideas; prepared to take their place in a global society. At Buckland, we have chosen to focus on French as our primary language and Foundation children begin to learn this as soon as they join Buckland School. We believe the younger the learner, the better they are at mimicking sounds and adopting pronunciation. In addition to French, Spanish and German Year 6 KPIs are taught in Term 3 of Year 6 to enable a transition to a new MFL in Year 7.

Intent

At Buckland School our intention is to open children's minds to a world of different languages and cultures and to show them that they are able to access other languages at many different levels from the age of three. By Year Six children will be able to speak confidently in French and communicate verbally, asking questions and responding appropriately, as well as beginning to write in French. Children will, through regular lessons, develop an understanding of other cultures and will lay the foundations and create a passion for further foreign language learning at KS3.

Objectives

- To foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- To stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- To support oracy and literacy, and in particular develop speaking and listening skills;
- To help children develop their awareness of cultural similarities and differences;
- To prepare children for the study of an MFL in secondary education by achieving KPIs agreed by Faringdon Learning Trust in both French, Spanish and German by the end of Year 6;
- To give an extra dimension to teaching and learning across the curriculum.

Speaking and listening – this will be the main focus of lessons as we recognise the need for children to overlearn new language acquisition.

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.

Reading and writing

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. dates, likes and dislikes and simple descriptions;
- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

Teaching and learning Primary Languages at Buckland CE Primary School

Many KS2 KPIs (Year 6 Milestones) are taught from Foundation Stage and repetition is used throughout both KS1 and KS2 to thoroughly embed learning. Topics introduced in the Foundation Stage are revisited throughout each year and new topics are introduced regularly to ensure that children are continually challenged.

At Buckland CE Primary School our intention is to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. There are four main contexts in which language teaching and learning take place.

- 1. Languages lessons** - Children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with our HLTA **using the Jolie Ronde scheme of work. The Little Languages Scheme (Jolie Ronde for EYFS and KS1)** is used in EYFS and KS1 classes. The content of these sessions is reinforced by the class teacher during the week, wherever possible.
- 2. Languages embedded into other lessons** - Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas.

- 3. 'Incidental' language** - Languages are part of the day to day life of the school. Children are encouraged to respond using the language they have learned e.g. using a variety of languages as a greeting during registration.
- 4. Multi-cultural Opportunities** – opportunities to increase an appreciation of diversity are encouraged at Buckland School and children learn and practise knowledge of other languages during visiting workshops (Zulu Nation) and multi-cultural Christmas Services as well as listening, evaluating and performance opportunities within regular music lessons.
- 5. Wider range of languages** – through our links with Abingdon School we are able to offer KS2 taster lessons in a wide variety of additional languages: Cantonese, Swedish, Portuguese, Malay, Norwegian.

Our long term curriculum map details what will be taught each term in each year group.

Intercultural understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where French is spoken.

Inclusion

Primary Languages teaching at Buckland CE Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Opportunities for smaller group work exists where children may benefit from a lower ratio of staff : learner from time to time. In this case the group is led by a TA with language expertise.

Planning and resources

Primary Languages is planned following the guidelines set out in the National Curriculum 2014. The school's Scheme of Work (which is updated regularly) ensures that there is continuity and progression in both skills and content across all classes leading to Academy KPIs by the end of Primary Education. Staff use the Jolie Ronde/Little Languages to support a structured approach to teaching and learning. Termly plans across school are created which detail specific content of lessons for each week. Both visual and verbal teaching is utilised and pupils are encouraged to articulate their learning.

For this reason, Foundation and KS1 children have weekly sessions of songs and language games, videos and discussion. The emphasis is on enjoying languages learning and raising awareness of other languages and cultures. KS2 children cover all the subject content in the National Curriculum and Faringdon Academy of Schools KPIs.



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Published resources including fiction and non-fiction texts, posters, CDs, videos and computer software are available for use throughout the school. (Full details of resources in the MFL Co-ordinators File).



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Monitoring progress and assessing attainment

Our assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. Teachers assess children's progress and provide verbal feedback informally during the lessons and children record their level of understanding after each lesson in their subject files, this is then used to adapt following lessons to ensure each child achieves the KPIs being taught. We evaluate progress against the areas of:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing.

Retrieval practice is ongoing in the form of quizzes, tests and reviews and summative assessments are recorded on SIMS in order to measure where children are and plan their next steps.

Links outside school

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and from time to time we welcome visiting speakers who are able to talk about life in the countries where both the focus language and other languages are spoken. We make full use of ICT links via e-mail and approved sites on the Internet, to find out about life in other countries.