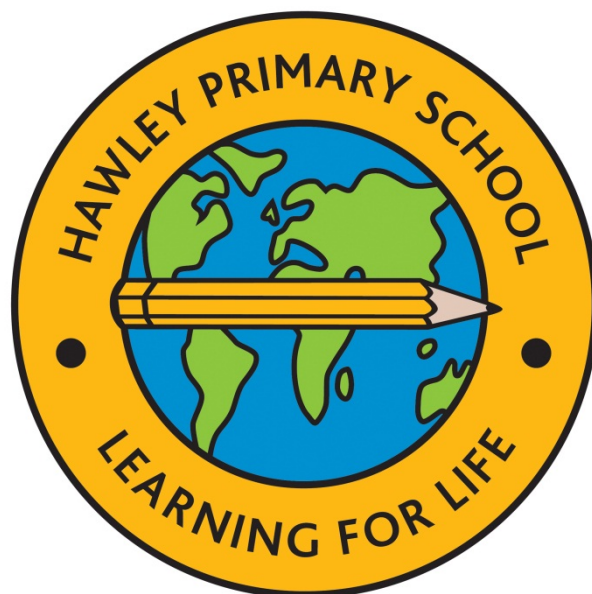


HAWLEY PRIMARY SCHOOL



MODERN FOREIGN LANGUAGES POLICY

AGREED BY GOVERNORS: Autumn 2019

LATEST REVIEW: Autumn 2019

NEXT REVIEW: Autumn 2024

Hawley Primary School

Modern Foreign Languages Policy

Introduction

At Hawley Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation of future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to the 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.

Aims and objectives

The aims and objectives of learning a modern foreign language in Hawley Primary School are:

- To give a positive, enthusiastic attitude to MFL learning within a secure and supportive environment
- To foster an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and fun
- To stimulate and encourage children's curiosity about language
- To encourage children to be aware that language has structure and that the structure differs from one language to another
- To help the children develop their awareness of cultural differences in other countries
- To understand and respond to spoken and written language from a variety of authentic sources
- To speak with increasing confidence, fluency and spontaneity and to find ways of communicating, including through discussion and asking questions as well as continually improving the accuracy of their pronunciation and intonation
- To lay the foundations for future study
- To extend our language teaching beyond mother tongue learning

Organisation

From Year 1 to Year 6 French is taught in class groups on a weekly basis during a 30 minute session. All children are taught specific skills, concepts and vocabulary by a specialist MFL teacher. Class teachers are encouraged to revisit relevant vocabulary during the week embedding

French in to the curriculum and making it part of daily school life. Year R children are also introduced to French in the Summer Term.

The Curriculum

The MFL programme at Hawley Primary School works alongside the Creative Curriculum (2014) as well as the National curriculum in England: languages programmes of study (DfE 2013). A bank of resources are used alongside those created by the specialist MFL teacher.

Children are taught how 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; 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, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar, including feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these and how these differ from or are similar to English
- Look at life in another culture

Tasks and activities will:

- have clear, achievable objectives
- be carefully planned and structured
- be practical, active and varied
- involve the use of ICT where appropriate
- include whole class, small group, pair work and individual activities

- promote success and self esteem

Teaching and learning

At Hawley Primary School our aim is to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of a different language whenever the opportunity arises. There is an emphasis on practical communication. Planning for progression across the year groups is reflected in medium term planning.

A variety of techniques are used to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and action songs. Multi-sensory and kinaesthetic approaches to teaching are used as this serves to reinforce memory. Lessons are planned to be as enjoyable as possible so as to develop a positive attitude to the learning of a modern foreign language. The children gain in confidence through praise for any contribution they make however tentative.

Languages embedded into other lessons

Where appropriate, teachers increasingly aim to give children opportunities to practise their foreign language in other subject areas (through instructions in the target language or everyday activities such as the register). This acts to reinforce vocabulary and structures. Planning highlights links with other curriculum areas

Intercultural understanding

Primary languages provides a basis for teaching and learning about other cultures and this can be incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art, dance and drama.

‘Incidental’ language

Hawley Primary School is working towards making languages part of the day to day life of school. For example, teachers may use the foreign language to give simple classroom instructions (‘come in quietly;’ ‘listen;’ ‘look), to ask questions (‘who wants school dinner?’ ‘what is today’s date?’) and to take the register and give permission for children to leave the room. Children are encouraged to respond using the language they have learned and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Monitoring progress and assessing attainment

In KS2, informal assessment is ongoing and links to the progression of skills areas of listening, speaking, reading and writing. All assessment is used to support teaching and learning, to inform future planning and to motivate.

In KS1 and Year R, assessment is informal and is based on the observation of children working on different oral activities and (where appropriate) written tasks.

Parents and the wider community

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practise the language we learn every week and help to understand the differences in culture.

The school actively encourages visits from speakers of another language. Children are also encouraged to share their experiences of visiting and living in other countries; a valuable part of developing intercultural understanding.

Inclusion

The school aims to provide effective learning opportunities for all pupils when planning teachers should set high expectations and provide opportunities for all pupils to achieve all staff need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way they learn teachers should plan their approach to teaching and learning so that all pupils can take part in lessons fully and effectively specific action should be taken to enable the effective participation of pupils with disabilities

Equal Opportunities

All pupils in our school have the right to be considered of equal value and be given equal opportunities to access the school curriculum.

At Hawley Primary we strive to ensure that the culture and ethos of the school are such that, whatever the heritage and origins, abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. All pupils have the right to be given opportunities and access to the full curriculum regardless of ethnicity, gender, social circumstances, ability, disability, age, nationality or citizenship. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through lesson observation, learning walks and book scrutiny undertaken by the Senior Leadership Team.

The policy will be reviewed every 5 years in accordance with the Policy review Cycle.