

Winwick CE Primary School



MFL-French Policy

This policy is embedded in our school's mission statement and through our Christian values:

In God's love, aspire and achieve to be the best'
1 Corinthians 16:14 'Do everything in love.'

Winwick CE Primary School

Modern Languages Policy

MISSION STATEMENT

At Winwick CE Primary School Primary School we endeavour to provide a challenging, broad and balanced curriculum leading to individual achievements and successes whilst recognising children's own unique traits. With a dedicated and caring staff, we provide a nurturing and safe environment where children can develop their resilience and self confidence. It is our belief that children should leave this school as responsible citizens promoting traditional values with a moral integrity.

This policy outlines the teaching and learning of Modern Foreign Languages (MFL) at Winwick CE Primary School. The school's policy for MFL is based on the National Curriculum 2014. We believe that learning a foreign language provides a valuable educational, social and cultural experience for all pupils. 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.

Intent

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

At Winwick CE Primary School:

In KS1 class teachers give our children an 'Education of Ear'- listening to stories, learning songs and rhymes and having an awareness of another country's culture in order to build confidence in the target language and develop an enthusiasm for language learning. In KS2, this is built upon with our children being taught by a foreign language specialist teacher (Mrs Woodroffe). The organisation of teaching in KS2 varies between year groups. Within lower KS2, children receive one 30minute lesson. While in upper KS2, children receive a 45minute language lesson (by Mrs Woodroffe). All plans are adapted from the Primary Languages Network to suit our children's needs.

It is intended that when children leave Winwick CE Primary, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

Implementation

In line with the National Curriculum for MFL, pupils at Winwick CE Primary school are taught 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 clear
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

This is done through a weekly French lesson, taught by specialist teacher-Years 3-6

Impact

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language.
- Marking of written work.
- Images and videos of children completing speaking and listening activities.
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum to parents.

Inclusion:

All pupils shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified. Groupings for MFL will generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, and it is also appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

Assessment:

Assessment of pupil attainment is a continuous process to all teaching and learning. It will inform teachers, pupils and end of year reports and will help to identify learners' strengths, weaknesses and needs. Formative assessment via observations and feedback to aid progression is essential in any lesson. Pupils' attainment is recorded at the end of each topic (end of the half-term) using the whole school assessment approach of the 3-point scale. The observations will be used to plan further work and will be reported to parents in annual school reports.

Formative assessment is carried out through the use of effective Assessment for Learning (AfL) which are used to inform teachers planning and teaching. AfL is carried out in a variety of ways including; pupil observations, pupil discussions, video and photographic evidence will be used to monitor children's learning and understanding (which can be found on the Winwick Primary Google Drive in the assessment folder) This may need editing further to show how you record and monitor etc.

Summative assessment will be carried out every half term throughout the year and progress will be tracked via the Foundation Subject Tracking Document.

Assessing pupils with SEND will include photo and video evidence that demonstrates how they are achieving the different learning objectives.